

LETRS Registration Form
The Reading Institute
 Tel: 413-458-9995 Fax: 413-458-8777
 Each Participant Must Complete a Registration Form

Non-Profit Org.
 U.S. Postage Paid
 Permit No. 121
 Pittsfield, MA

Name _____

Home Phone (____) _____

Email _____

Street No. & Address _____

City _____ State _____ Zip _____

School Name _____

School Phone (____) _____

School Email _____

School Fax (____) _____

Street No. & Address _____

City _____ State _____ Zip _____

Grade/Special _____

Please check Module/Modules you are interested in attending:

- Module 4, 5, 6 September 28, 29, 30, 2006
- Modules 1, 2, 3 November 29, 30, December 1, 2006

Please Check Your Lunch Selection

	9/28	9/29	9/30	11/29	11/30	12/1
House Salad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caesar Salad w/Grilled Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humus Wrap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vegetarian Wrap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turkey Bacon Club Sandwich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grilled Chicken Sandwich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(All salad dressings on the side)

Methods of Payment

Registration form **cannot** be processed without accompanying purchase order, check, money order or credit card number. Please include attendee and institute names on purchase order or check.

Purchase Order # _____
 (Must be faxed or attached to registration form)

Check/Money Order
 (Make check payable to The Reading Institute)

Credit Card

Visa Master Card American Express

Account Number _____

Expiration Date (month/year) _____

Print Name _____

Cardholder Signature _____

Two Easy Ways to Register:
 Fax: The Reading Institute 413-458-8777 Mail: The Reading Institute 430 Main Street Williamstown, MA 01267
 Questions: 413-458-9995 Email janetjstratton@aol.com

The Reading Institute
 430 Main Street
 Williamstown, MA 01267

This training is for:
Classroom Teachers/Assistants (All Grades)
Reading Specialists
Title 1 Teachers
Literacy Coordinators
Speech and Language Pathologists

Please Share with
 Classroom Teachers



Language Essentials for Teachers of Reading and Spelling (LETRS) ...

Because Teaching Reading Is a Challenge

The Reading Institute
 430 Main Street, Williamstown MA
 413-458-9995

Modules 4, 5, 6
 September 28, 29 and 30, 2006
Modules 1, 2, 3
 November 29, 30 and December 1, 2006

About LETRS

Louisa Moats, Ed.D., author
Grades K-12

It is critical for the success of our schools and students that reading coaches, specialists and teachers have a deep structural understanding of language.

That is why well known reading expert Dr. Louisa Moats and Sopris West created LETRS. This breakthrough professional development program provides a comprehensive, fad-free understanding of how students read and write and how to improve and focus reading instruction.

Years of research and a lifetime of real-world education experience went into the development of LETRS. This unique professional development program empowers teachers with a solid foundation of the mental processes of reading and field-tested instructional strategies for each type of struggling reader.

LETRS provides teachers with the knowledge and skills to address one of our nations's top priorities ---- closing the achievement gap.

Content of LETRS Modules Within the Language-Reading Connection

Components of Comprehensive Reading Instruction	Organization of Language						
	Phonology	Morphology	Orthography	Semantics	Syntax	Discourse and Pragmatics	Etymology
Phonological Awareness	2	2					
Phonics, Spelling and Word Study	3, 7	3, 7, 10	3, 7, 10				3, 10
Fluency	5		5	5	5		
Vocabulary	4	4	4	4	4		4
Text Comprehension		6		6	6	6, 11	
Written Expression			9, 11	9, 11	9, 11	9, 11	
Assessment	8, 12	8, 12	8, 12	8, 12	8, 12	8, 12	

Numbers in table represent modules that address that component.

Modules 4, 5, 6: September 28, 29 and 30, 2006

Module 4 - The Mighty Word: Building Vocabulary and Oral Language

Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies, and stresses techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Participants apply what they have learned about vocabulary instruction to several examples of narrative and expository text. *For all grades*

Module 5 - Getting Up to Speed: Developing Fluency

Comprehensive reading instruction includes deliberate fluency building at subword, word, phrase, and text levels for those students who are too slow. This module reviews the rationale for a fluency component in lesson design. Participants learn and practice techniques for speed drills, repeated readings, simultaneous and alternate oral reading, calculating reading fluency, and charting the results of exercises. *For all grades*

Module 6 - Digging for Meaning: Teaching Text Comprehension

Comprehension instruction is one of the most researched areas in reading education, yet one of the most challenging. This module addresses the research base for teaching comprehension, the reasons why children have difficulty with comprehension, and approaches for teaching comprehension at the phrase, sentence, paragraph, and passage levels. Questioning techniques and strategies useful before, during and after reading are reviewed. Exercises include text analysis for planning instruction. *For all grades*

Modules 1, 2, 3: November 29, 30 and December 1, 2006

Module 1 - The Challenge of Learning to Read

When teachers are knowledgeable about what the brain does when reading, they are better able to appreciate and implement components crucial to reading instruction. With this goal in mind, LETRS Module 1 provides the foundational information so necessary for all those who interface with students' reading skills. Key concepts include the discovery of how difficult reading really is, including reviews of MRIs to illustrate what physically happens in the brains of good and poor readers. Additionally, the stages of word reading will be reviewed, pairing this knowledge with student writing samples to illustrate how this information translates into the classroom setting. Discussions involving essential components of reading instruction beyond the "core five components" will be included, along with interactive illustrations of what might be happening for our poor reading students. *Foundational information for all grade levels!*

Module 2 - The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness

While the term "phonemic awareness" is continually mentioned in reading instruction, exactly what this means often differs within reading programs and classroom instruction. LETRS Module 2 delves in detail into the workings of phonology and its importance in reading instruction for young readers and poor older readers. A progression of skills to teach and assess is clearly outlined, complete with interactive examples at all skill levels. The 44 specific speech sounds of the English language are detailed, along with "allophonic variants", or what happens to students when sounds are not represented as they should be. Issues of dialect and English language learners (ELL) are addressed as they impact reading instruction. Principles of effective phonology instruction are demonstrated. Student spelling samples from all grade levels are reviewed to help participants make connections between students' phoneme awareness and their reading and spelling skills. *For grades K-3, and all professionals involved with older poor readers.*

Module 3 - Spellography for Teachers: How English Spelling Works

Is the spelling of the English language really as unpredictable as we think? LETRS Module 3 outlines five major rules that govern the spelling patterns of the English language, dispelling the notion that our spelling is truly unpredictable. Once armed with this information, professionals will be better able to understand the "what" and "why" of teaching the orthography of the English language and its connections to reading. The continuum of spelling skills addressed spans the individual phoneme-grapheme connection to multi-syllable patterns and types to teach, including work at the morpheme and word origin levels. *For grades K-3*

Important Information

Dates:

Modules 4, 5, 6 September 28, 29, 30, 2006
Modules 1, 2, 3 November 29, 30, December 1, 2006

Times: 8:30 am - 4:00 pm

Cost:

\$695.00 for each group of three modules, which includes module manual, lunch, refreshments. **Payment is made to The Reading Institute.**

Graduate Credit:

One Graduate Credit (additional charge \$50.00) Modules 4, 5 and 6
One Graduate Credit (additional charge \$50.00) Modules 1, 2 and 3

Payment for graduate credits is made to: Endicott College, Beverly, MA
Payment is due on the first day of class.

Materials: Module manuals will be handed out at the training.

Location: The Reading Institute, 430 Main Street, Williamstown, MA

Enrollment: Register Early - Limited Enrollment.

Registration Deadlines:

Modules 4, 5, 6 August 28, 2006
Modules 1, 2, 3 October 29, 2006

Registration Form:

Include registration form with your school's purchase order, check payment or credit card payment.

Refund Policy/Cancellation:

Cancel twenty days before the training: full refund
Cancel within twenty days of the training: full refund minus a \$25.00 service charge.
Cancel after the start of the training: no refund.

Substitutions:

Substitutions may be made. Please notify The Reading Institute with the name of the alternate participant in advance.

Confirmations/Directions:

Confirmations and directions will be mailed to each participant.

You are not registered unless you receive a confirmation letter.

Accommodations:

Reservations need to be made directly with the hotels. A lodging list will be sent with your confirmation. Specify you are with The Reading Institute when making reservations. Be sure to make lodging reservations early for best selection.

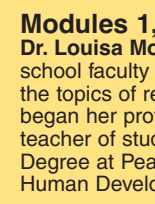
Questions:

Tel: 413-458-9995 • Fax: 413-458-8777 • Email: janetjstratton@aol.com



Modules 4, 5 and 6 Presented By Joan Sedita, M.Ed.

Joan Sedita has worked for 30 years in education and is the founder and director of Sedita Learning Strategies. She has trained thousands of teachers, parents and educational professionals across the country, and is currently one of three lead trainers for the Massachusetts Reading First program. In addition to her extensive training experience, she has been a teacher, supervisor, high school principal, and author of several books. Sedita is the coauthor of *LETRS* Module 11: *Writing: A Road to Reading Comprehension*, with Dr. Louisa Moats. Joan received her B.A. from Boston College and her Masters in Reading from Harvard University.



Modules 1, 2 and 3 Presented By Louisa Moats, Ed.D.

Dr. Louisa Moats has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential books and papers on the topics of reading, spelling, language, and teacher preparation. She began her professional career as a neuropsychology technician and teacher of students with learning disabilities. She earned her Master's Degree at Peabody College of Vanderbilt and her doctorate in Reading and Human Development from Harvard Graduate School of Education.

Dr. Moats was director of the NHCID Early Interventions Project in Washington, D.C., conducted through the University of Texas, Houston under the direction of Barbara Foorman. Dr. Moats spent fifteen years as a licensed psychologist in Vermont, specializing in evaluation and consultation with individuals of all ages that experienced learning problems in reading and language.

Dr. Moats has authored several books, including *Speech to Print: Language Essentials for Teachers*, *Straight Talk About Reading*, and *Parenting a Struggling Reader*. She has also written numerous articles and policy papers including the American Federation of Teachers' "Teaching Reading is Rocket Science" and the Learning Alliance's *Every Child Reading: A Professional Development Guide*.

Dr. Moats is currently Consultant Advisor to Sopris West Educational Services for Literacy Research and Professional Development. She is focusing on the improvement of teacher preparation and professional development through the design and dissemination of LETRS *Language Essentials for Teachers of Reading and Spelling*, a series of modules for teachers. She serves on a national board of the International Dyslexia Association.