

**LETRS Face to Face PD Schedule 22-23**

[Link to Cohort Schedule](#)

<b>Inservice Dates</b>		
<b>Date/Time Frame</b>	<b>Who</b>	<b>Content</b>
Aug 18th AM 8:00 - 11:00 <b>OR</b> PM 12:30 - 3:30	K-6, Art, Music, PE, Counselors, Media Specialist, ESL, SPED, Interventionists, SAM, Teacher in Charge, TDG, Innovators, SPED Facilitators, Elem Band/Orchestra	Unit 1 Part 1: The Challenge of Learning to Read  <i>(each trainer will have 2 groups, AM &amp; PM)</i>
Aug 22 AM 8:00 - 11:00 <b>OR</b> PM 12:30 - 3:30	K-6, Art, Music, PE, Counselors, Media Specialist, ESL, SPED, Interventionists, SAM, Teacher in Charge, TDG, Innovators, SPED Facilitators, Elem Band/Orchestra	Unit 1 Part 2: The Challenge of Learning to Read  <i>(each trainer will have 2 groups, AM &amp; PM)</i>
Oct 24 AM 8:00 - 11:00 <b>OR</b> PM 12:30 - 3:30	K-6, Art, Music, PE, Counselors, Media Specialist, ESL, SPED, Interventionists, SAM, Teacher in Charge, TDG, Innovators, SPED Facilitators, Elem Band/Orchestra	Unit 2 Part 1: The Speech Sounds of English  <i>(each trainer will have 2 groups, AM &amp; PM)</i>
April 10th AM 8:00 - 11:00 <b>OR</b> PM 12:30 - 3:30	K-6, Art, Music, PE, Counselors, Media Specialist, ESL, SPED, Interventionists, SAM, Teacher in Charge, TDG, Innovators, SPED Facilitators, Elem Band/Orchestra	Unit 2 Part 2: The Speech Sounds of English  <i>(each trainer will have 2 groups, AM &amp; PM)</i>

**LETRS Wednesday PD Schedule 22-23**  
[LETRS Online Components](#) and Bridge to Practice

**Wednesday LETRS PDs**

**PD Format:**

- Facilitated at home buildings
- PD must start promptly at 2:10 (3:15 for BG/Walcott) to ensure completion of required material.
  - If the content below is not completed during this PD those staff members would need to complete this prior to the next PD.
- Each staff member will need to login to their individual LETRS account and follow along during the PD to complete the necessary components
  - It is the expectation that all staff attending will complete their online components during these sessions. Therefore, if you are absent from this PD, you will be expected to make-up the content on your own before the next Wednesday session.
  - If this is not completed, you will be unable to move forward in your account with the content for the next PD.
- The principal will login for this PD (with the assistance of the assigned district online support individual) and project the material to be viewed together.
  - This is to allow for joint learning, connections and discussion around the content.

**Assessments:**

- Within the program assessments are used as an opportunity for you to examine your own level of knowledge and areas of growth.
  - It is strongly suggested that these are completed independently.
- All staff should complete the Check for Understanding only once during the Wednesday PD. Answers will be posted on this document after the Wednesday session for CTT discussion and a follow up retake, if the staff member chooses to retake the assessment.
- **Pre and Posttests are required to be completed independently.**

Date/Time frame	Who	Content Online Components Listed <a href="#">Extension Activities (Optional)</a>	Bridge to Practice* Completed/Discussed at CTTs Each staff member is required to select a minimum of 2 case study students for Bridge to Practice activities. Virtual instruction components do not need to be completed. These need to be completed in your CTT after the Wednesday session but prior to the next Wednesday PD session. These should take between 20-30 minutes.
9/7 2:10-3:25 (BG/Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	Introduction to LETRS: <ul style="list-style-type: none"> <li>● Login to LETRS Account (10 Minutes)</li> <li>● Intro to LETRS (20 Minutes - 4 Videos)</li> <li>● Pretest (30 Minutes) (closed book)</li> </ul>	None
9/21 2:10-3:25 (BG/Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	Unit 1 Session 1: Why is reading difficult? <ul style="list-style-type: none"> <li>● Complete all outline components (35 mins)*</li> </ul> Unit 1 Session 2: How Are Language and Literacy Related? <ul style="list-style-type: none"> <li>● Intro to Session (1 min)</li> <li>● What is Oral Language Development? (10 mins)</li> <li>● Connecting Oral Language Development to Literacy (4 mins)</li> <li>● 30 Second Conversations (6 mins)</li> </ul> Recommended Follow Up Reading: Pages 3-18	* <a href="#">Bridge to Practice</a> : <ul style="list-style-type: none"> <li>● Session 1 <a href="#">Reflection sheet - Page 1</a></li> </ul> <a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)  *2nd Attempt on Check for Understanding can be done at CTT
10/5 <b>(extended day)</b> 2:10- 4:25 (BlueGrass/ Walcott 3:15-5:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	Continue Unit 1 Session 2: How Are Language and Literacy Related? <ul style="list-style-type: none"> <li>● Complete remaining outline components (19 mins)*</li> </ul> Unit 1 Session 3: What does the brain do when it reads? <ul style="list-style-type: none"> <li>● Complete all outline components (1 hr and 25 mins)*</li> </ul> Recommended Follow Up Reading: Pages 19-34	* <a href="#">Bridge to Practice</a> : (1 CTT Meeting for All) <ul style="list-style-type: none"> <li>● Session 2 <a href="#">Reflection Sheet - Oral Language Dev.</a> <a href="#">Reflection Sheet - School Age Checklist</a></li> <li>● Session 3 Reflection Sheet - None <a href="#">U1 S3 BTP Instructions</a></li> </ul> <a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)  *2nd Attempt on Check for Understanding can be done at CTT

<p>10/26</p> <p>2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)</p>	<p>All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)</p>	<p>Unit 1 Session 4: What Skills Support Proficient Reading?</p> <ul style="list-style-type: none"> <li>Complete outline components (50 mins)*</li> </ul> <p>Unit 1 Session 5: How Do Children Learn to Read and Spell?</p> <ul style="list-style-type: none"> <li>Intro to Session (1 min)</li> <li>Overview of Session 5 (-15 mins (reflection taking place while video is playing))</li> </ul> <p>Recommended Follow Up Reading: Pages 35-40</p>	<p><u>*Bridge to Practice:</u></p> <ul style="list-style-type: none"> <li>Session 4 <a href="#">Reflection sheet - Page 4</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
<p>11/9</p> <p>2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)</p>	<p>All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)</p>	<p>Continue Unit 1 Session 5: How Do Children Learn to Read and Spell?</p> <ul style="list-style-type: none"> <li>Ehri's Stages of Word Reading Development (8 mins)</li> <li>Ehri's Phases - Activity (2 mins)</li> <li>Ehri's Phases Writing Activity (4 mins)</li> <li>Bridge to Practice (1 min) *</li> <li>Check for Understanding (5 mins)</li> <li>Summary (2 mins)</li> </ul> <p>Unit 1 Session 6: What Are the Major Types of Reading Difficulties?</p> <ul style="list-style-type: none"> <li>Intro to session (1 min)</li> <li>What is it like to be me? (11 mins)</li> <li>Causes of Reading Difficulty (5 mins)</li> <li>Identify the Type of Deficit (2 mins)</li> <li>Portrait of Dyslexia (8 mins)</li> <li>What is Dyslexia (2 mins)</li> <li>Typical Symptoms of Dyslexia (10 mins)</li> </ul> <p>Recommended Follow Up Reading: Pages 41-57</p>	<p><u>*Bridge to Practice:</u></p> <ul style="list-style-type: none"> <li>Session 5 Reflection Sheet - None <a href="#">U1 S5 BTP Instructions</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
<p>12/7 (extended day)</p> <p>2:10-4:25 (BlueGrass/ Walcott 3:15-5:15)</p>	<p>All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)</p>	<p>Unit 1 Session 6: What Are the Major Types of Reading Difficulties</p> <ul style="list-style-type: none"> <li>Language Comprehension Difficulties (3 mins)</li> <li>Remediation of the Brain (5 mins)</li> <li>Bridge to Practice (1 min) *</li> <li>Check for Understanding (5 mins)</li> <li>Extension Activity (optional)</li> <li>Summary (3 min)</li> </ul> <p>Unit 1 Session 7: How Can Assessment Be Used for</p>	<p><u>*Bridge to Practice:</u> (1 CTT Meeting for All)</p> <ul style="list-style-type: none"> <li>Session 6 <a href="#">Reflection Worksheet</a></li> <li>Session 7 <a href="#">Graphic Organizer</a></li> <li>Session 8 <a href="#">Reflection Sheet - Page 8</a></li> </ul> <p>Option: Complete Unit Assessment independently</p>

		<p>Prevention and Early Intervention?</p> <ul style="list-style-type: none"> <li>Complete outline components (40 mins)</li> </ul> <p>Unit 1 Session 8: How Can Assessment Be Used to Differentiate Instruction?</p> <ul style="list-style-type: none"> <li>Complete outline components (55 mins)</li> </ul> <p>Unit 1 Assessment:</p> <ul style="list-style-type: none"> <li>Independently (30 mins) <ul style="list-style-type: none"> <li>Planning Time</li> <li>CTT Time</li> </ul> </li> </ul> <p>Recommended Follow Up Reading: Pages 58-82</p>	<p>during a CTT time</p> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
1/4  2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	<p>Unit 2 Session 1: How is Phonology Related to Reading and Spelling?</p> <ul style="list-style-type: none"> <li>Complete outline components (50 mins)*</li> </ul> <p>Recommended Follow Up Reading: Pages 85-96</p>	<p>*<a href="#">Bridge to Practice</a>:</p> <ul style="list-style-type: none"> <li>Session 1 <a href="#">Reflection Worksheet</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
1/25  2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	<p>Unit 2 Session 2: How Does Phonological Skill Develop?</p> <ul style="list-style-type: none"> <li>Complete outline components (45 mins)</li> <li>Bridge to Practice in Grade Level CTT Teams (15 mins) *</li> </ul> <p>Recommended Follow Up Reading: Pages 97-100</p>	<p>*<a href="#">Bridge to Practice</a>: (Completed During Wednesday PD)</p> <ul style="list-style-type: none"> <li>Session 2 <a href="#">Reflection Worksheet</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
2/1  2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	<p>Unit 2 Session 3: Why is Phonemic Awareness Important?</p> <ul style="list-style-type: none"> <li>Complete outline components (35 mins)*</li> </ul> <p>Unit 2 Session 4: What are the Consonant Phonemes of English?</p> <ul style="list-style-type: none"> <li>Intro to Session (1 min)</li> <li>Counting Phonemes (3 mins)</li> <li>Phonemic Awareness is Hard (2 mins)</li> </ul>	<p>*<a href="#">Bridge to Practice</a>:</p> <ul style="list-style-type: none"> <li>Session 3 <a href="#">PA Reflection Worksheet</a> <a href="#">Working Memory</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>

		<ul style="list-style-type: none"> <li>Articulatory Features of Phonemes (3 mins)</li> <li>Phoneme Confusion (7 mins)</li> </ul> <p>Recommended Follow Up Reading: Pages 101-109</p>	
2/22 2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	<p>Continue Unit 2 Session 4: What are the Consonant Phonemes of English?</p> <ul style="list-style-type: none"> <li>Complete remaining outline components (35 mins)</li> <li>Bridge to Practice in Grade Level CTT Teams (20 mins) *</li> </ul> <p>Recommended Follow Up Reading: Pages 109-118</p>	<p>*<a href="#">Bridge to Practice</a>:</p> <ul style="list-style-type: none"> <li>Session 4 <a href="#">PA Spelling Consonants</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
3/1 2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	<p>Unit 2 Session 5: What are the Vowel Phonemes of English?</p> <ul style="list-style-type: none"> <li>Complete outline components (40 mins)</li> <li>Bridge to Practice in Grade Level CTT Teams (15 mins) *</li> </ul> <p>Recommended Follow Up Reading: Pages 119-123</p>	<p>*<a href="#">Bridge to Practice</a>: (Completed During Wednesday PD)</p> <ul style="list-style-type: none"> <li>Session 5 <a href="#">Vowel Phonemes</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
3/22 2:10-3:25 (BlueGrass/ Walcott 3:15-4:15)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	<p>Unit 2 Session 6: What about Dialects, Language Differences, and Allophonic Variation?</p> <ul style="list-style-type: none"> <li>Complete outline components (60 mins)</li> </ul> <p>Recommended Follow Up Reading: Pages 125-138</p>	<p>*<a href="#">Bridge to Practice</a>:</p> <ul style="list-style-type: none"> <li>Session 6 <a href="#">Analyzing Spelling Errors</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
4/26 2:10-3:35 (BG/Walcott 3:15-4:25)	All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)	<p>Unit 2 Session 7: How Should Phonological Skills Be Taught?</p> <ul style="list-style-type: none"> <li>Summary (2 mins)</li> <li>The WHY of Phonology (3 mins)</li> <li>Who Needs Instruction? (5 mins)</li> <li>Case Studies: Anna, Javier, Ronaldo (3 mins)</li> <li>General Principles of Teaching Phonological Awareness (14 mins)</li> <li>Teaching Students at the Early Phonological</li> </ul>	<p>*<a href="#">Bridge to Practice</a>:</p> <ul style="list-style-type: none"> <li>Session 7 <a href="#">PA Activities</a></li> </ul>

		<p>Awareness Level (14 mins)</p> <ul style="list-style-type: none"> <li>• Application of Early Phonological Awareness (4 mins)</li> <li>• Case Studies: Kristina, Joel, Angel (12 mins)</li> <li>• Teaching Students at the Basic Phoneme Awareness Level (16 mins)</li> </ul> <p>Recommended Follow Up Reading: Pages 139-147</p>	
<p>5/10</p> <p>2:10-3:35 (BG/Walcott 3:15-4:25)</p>	<p>All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)</p>	<p>Continue Unit 2 Session 7: How Should Phonological Skills Be Taught?</p> <ul style="list-style-type: none"> <li>• Complete remaining outline components (42 mins)</li> </ul> <p>Begin Unit 2 Session 8: What Phonological Skills Should be Assessed?</p> <ul style="list-style-type: none"> <li>• Intro to Session (2 mins)</li> <li>• What Phonological Skills Should Be Assessed? (5 mins)</li> <li>• Administering the PAST: First-Grade Student (13 mins)</li> <li>• Interpreting the PAST: First-Grade Student (8 mins)</li> </ul> <p>Recommended Follow Up Reading: Pages 149-156</p>	<p>*<a href="#">Bridge to Practice</a>:</p> <ul style="list-style-type: none"> <li>• Session 8 <a href="#">PAST Assessment</a> <a href="#">PAST Instructions</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>
<p>5/17</p> <p>2:20-3:35 (BG/Walcott 3:25-4:25)</p>	<p>All K-6 staff (minus Art, Music, PE, Band, Orchestra and counselors)</p> <p>Staff moving to new buildings in the Fall will attend PD with their new building.</p>	<p>Continue Unit 2 Session 8: What Phonological Skills Should be Assessed?</p> <ul style="list-style-type: none"> <li>• Complete remaining outline components (25 Mins)</li> <li>• Start at Administering PAST Second Grade Student</li> </ul> <p>Unit 2 Assessment <b>Must be completed by 6/5/23</b></p> <ul style="list-style-type: none"> <li>• Done Independently (30 mins) <ul style="list-style-type: none"> <li>○ Planning Time</li> <li>○ CTT</li> <li>○ May 17th PD</li> </ul> </li> </ul>	<p>*<a href="#">Bridge to Practice</a>:</p> <ul style="list-style-type: none"> <li>• Session 8 <a href="#">PAST Assessment</a> <a href="#">PAST Instructions</a></li> </ul> <p><a href="#">Check for Understanding Answers</a> for CTT Discussion (Will be linked after the initial session, prior to CTT discussions)</p> <p>*2nd Attempt on Check for Understanding can be done at CTT</p>