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# The Challenge of Learning to Read

Second Edition



## What Is LETRS?



- What about this LETRS acronym?

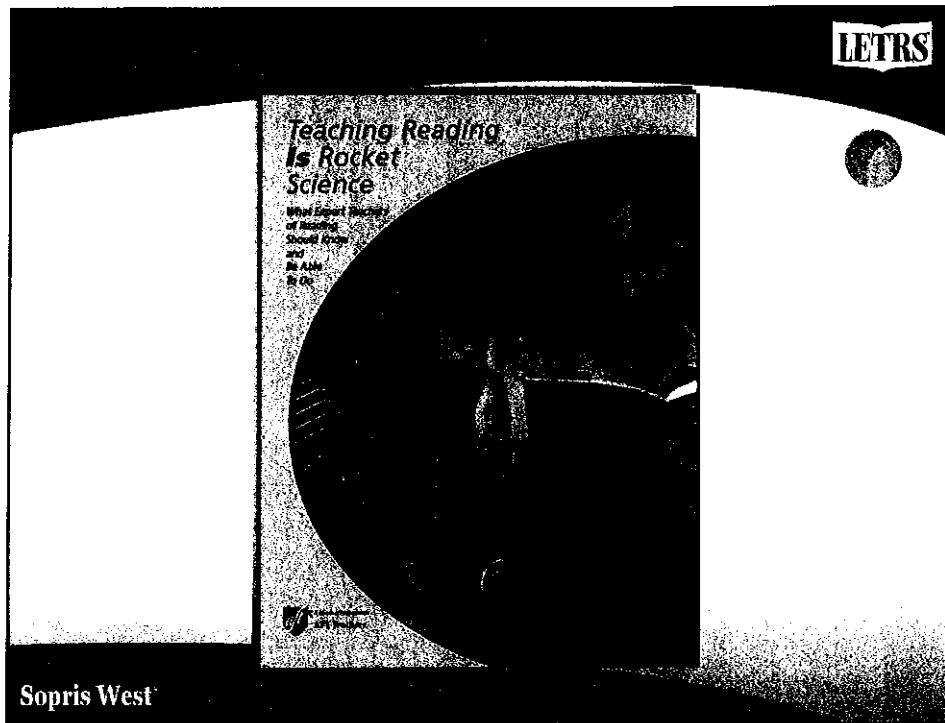


Dr. Louisa Moats. Author

Language  
Essentials  
for  
Teachers  
of  
Reading  
and  
Spelling



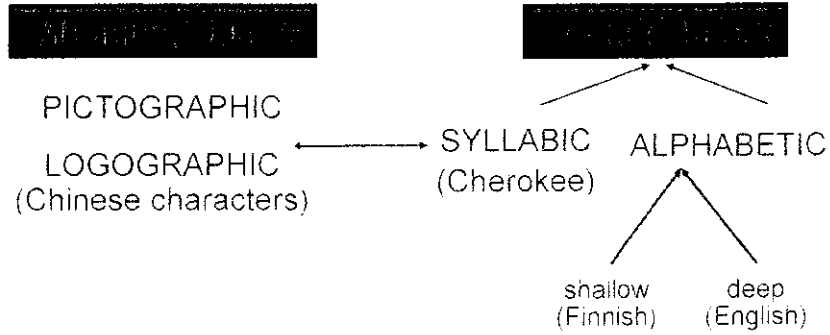
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**Content of LETRS Modules Within the Language-Literacy Connection**

Components of Comprehensive Reading Instruction	Organization of Language						
	Phonology	Morphology	Orthography	Semantics	Syntax	Discourse and Pragmatics	Etymology
Phonemic Awareness	2	2					
Phonics, Spelling, and Word Study	3, 7	3, 7, 10	3, 7, 10				3, 10
Fluency	5	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	

# Types of Writing Systems



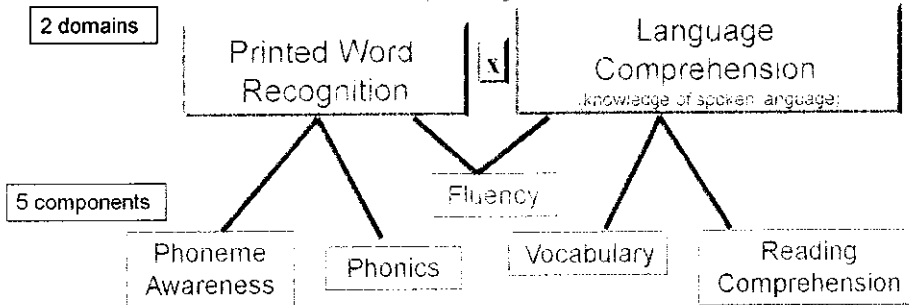
A deep orthography has representations for both the sounds in words and the meaningful parts of words (morphemes).

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# Simple View of Reading

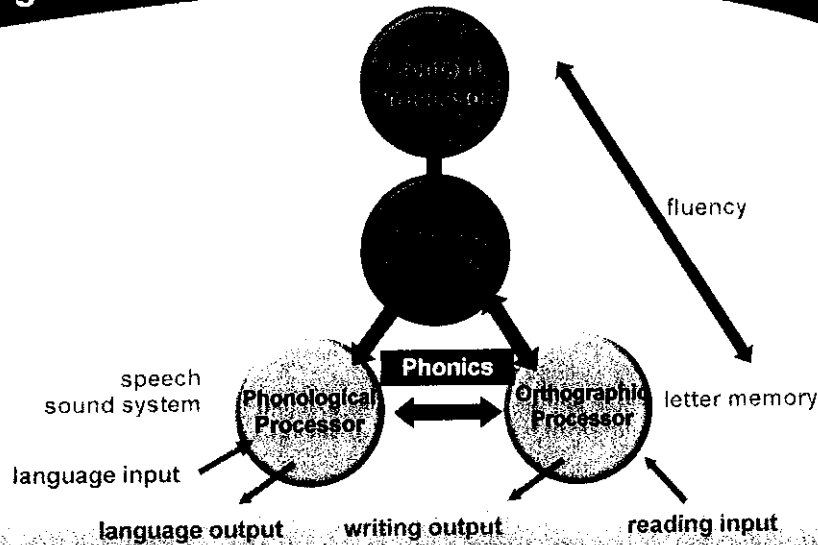


Reading is the product of decoding (the ability to read words on a page) and language comprehension (understanding those words). (Gough & Tunmer, 1986)



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## The Four-Part Processing Model for Word Recognition



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## The Job of the Phonological Processor



Processes the speech sound system. Responsible for functions such as:

- identification, comparison, and manipulation of sounds
  - responsible for the development of phoneme awareness
- pronunciation and production of sounds and words
- memory for sounds, words, phrases
- linkage between sounds, spellings and meanings

Implication: Teach phoneme identification, pronunciation, and awareness. If a student is aware of the phonemes that words comprise, those phonemes become "parking spots," or mental slots to which letters are mapped.

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## The Job of the Orthographic Processor

LETRS

Processes letters, letter patterns, and whole words. Responsible for functions such as:

- recognition and formation of letters – stores letters
- association of letters with speech sounds
- recognition of letter sequences and patterns
- fluent recognition of whole words
- recall of letters for spelling

Implication: Call attention to the internal details and patterns of printed words.

\*Students who have specific trouble in the orthographic processor will have weaknesses in forming “sight word” habits, will be poor spellers, and will often read slowly because they are sounding everything out long after they should be doing so.

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## The Job of the Meaning Processor

LETRS

Stores word meanings in relation to:

- other words in same semantic field
- categories and concepts
  - Words are “filed” in relation to one another almost like a file cabinet.
  - It’s hard to learn words in isolation – we need a semantic network or meaning structure to put them into.
- examples of words in phrase context
- the sounds, spelling, and syllables in the word
- meaningful parts (morphemes)

Implication: Teach vocabulary with attention to all these dimensions of meaning.

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## The Job of the Context Processor

LETRS

Interprets words we have heard, named, or partially identified, with reference to:

- language
- experience
- knowledge of the concepts

Also holds knowledge of sentence structure, allowable word order, and the structures of connected text

- also selects the right form of a word for the context of a particular sentence.

Implication: Teach the background that children need to interpret what they read.

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## Scorborough's Rope Model

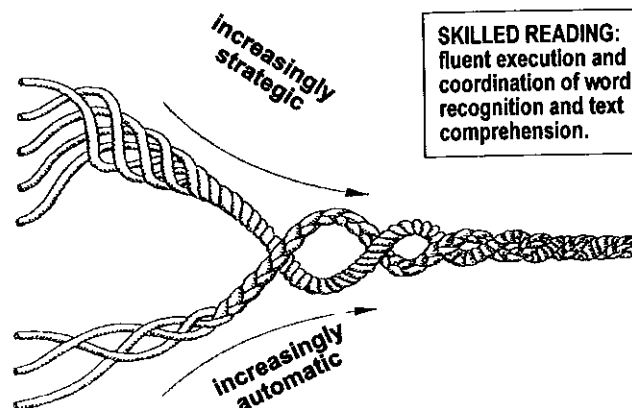
LETRS

### LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



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