

## DAY I MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
	Welcome, Introduction, and Required Academy Videos <ul style="list-style-type: none"> <li>Literacy Achievement Academy Introduction Video</li> <li>Literacy Achievement Academy Stipend Video</li> <li>Complete Teacher Stipend Verification Form</li> </ul>		<ul style="list-style-type: none"> <li>Required Academy Video #1 (Introduction)</li> <li>Required Academy Video #2 (Stipend)</li> <li>Teacher Stipend Verification Form</li> </ul>
15	<b>Overview:</b> Welcome and Introductions <ul style="list-style-type: none"> <li>Purpose and goals</li> <li>Materials management</li> <li>Initial data analysis</li> </ul>	pp. 1–9 Slides 1–7	<ul style="list-style-type: none"> <li>Participant guide</li> <li>Supply pouch</li> <li>English Language Arts and Reading (ELAR)/Spanish Language Arts and Reading (SLAR) TEKS Handbook</li> <li>ELPS Academy: Linguistic Instructional Alignment Guide (LIAG)</li> <li>Folder</li> <li>Glossary</li> <li>Cardstock for name tent</li> <li>Guiding Questions document</li> <li>Markers</li> <li>Sticky note</li> </ul>
45	<b>Overview:</b> Relationships Among Reading Research, the English Language Arts and Reading TEKS, and the ELPS <ul style="list-style-type: none"> <li>Overview of what reading entails</li> <li>Connecting reading research to the TEKS</li> <li>Connecting reading research and the TEKS to the ELPS</li> <li>The literacy challenge</li> </ul>	pp. 10–21 Slides 8–13 HOs 1–4	<ul style="list-style-type: none"> <li>ELAR/SLAR TEKS Handbook</li> <li>ELPS Academy: LIAG</li> <li>Folder (Agenda, Grade 3 Literacy Block, ELL Scaffolding Planning Guide)</li> </ul>
15	<b>Supporting All Learners:</b> Introduction and Students With Dyslexia <ul style="list-style-type: none"> <li>Definition of dyslexia</li> <li>Dyslexia facts</li> <li>Common risk factors</li> <li>Instruction for students with dyslexia and related disorders</li> </ul>	pp. 1–10 Slides 1–9 HO 1	<ul style="list-style-type: none"> <li>The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders (The Dyslexia Handbook)</li> <li>Video: Students With Dyslexia</li> </ul>
35	<b>Supporting All Learners:</b> English Language Learners <ul style="list-style-type: none"> <li>Language diversity and ELL demographics</li> <li>School settings for ELLs</li> <li>ELL groups and their different needs</li> <li>Second-language development</li> <li>ELLs and English literacy</li> <li>Planning scaffolded instruction for ELLs</li> </ul>	pp. 11–32 Slides 10–24 HO 2–4	<ul style="list-style-type: none"> <li>ELPS Academy: LIAG</li> <li>Video: Teaching Cognates</li> <li>English Language Learner Scaffolding Planning Guide</li> </ul>
15	<b>Break</b>		

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Time (min.)	Content	Presenter Guide Pages	General Materials
50	<b>Supporting All Learners:</b> Features of Effective Instruction <ul style="list-style-type: none"> <li>• Explicit instruction with modeling</li> <li>• Systematic instruction with scaffolding</li> <li>• Multiple opportunities to practice and respond</li> <li>• Immediate and corrective feedback</li> </ul>	pp. 33–57 Slides 25–44 HOs 5–7	<ul style="list-style-type: none"> <li>• Set of vocabulary skill cards for activity</li> <li>• Cup-in-a-cup with popsicle sticks</li> </ul>
20	<b>Supporting All Learners:</b> Differentiated Instruction <ul style="list-style-type: none"> <li>• Elements to differentiate</li> <li>• Steps toward differentiating instruction</li> <li>• Strategies for differentiating instruction</li> </ul>	pp. 58–70 Slides 45–55 HOs 8–9	

## DAY 1 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
20	<b>Word Study and Recognition:</b> Introduction <ul style="list-style-type: none"> <li>Terminology</li> <li>Research</li> <li>English Language Arts and Reading TEKS</li> </ul>	pp. 1–15 Slides 1–12 HO 1	<ul style="list-style-type: none"> <li>The Reading Rope handout</li> <li>Green highlighter</li> <li>Grades 1–4 English Language Arts and Reading TEKS Alignment chart</li> </ul>
40	<b>Word Study and Recognition:</b> Phoneme-Grapheme Relationships <ul style="list-style-type: none"> <li>Phonology</li> <li>Grapheme-phoneme knowledge</li> <li>Grapheme-phoneme instruction</li> <li>Phoneme-grapheme mapping</li> </ul>	pp. 16–32 Slides 13–25 HOs 2–5	<ul style="list-style-type: none"> <li>Mirror</li> <li>Video: Phoneme-Grapheme Mapping</li> </ul>
30	<b>Word Study and Recognition:</b> Spelling Activities <ul style="list-style-type: none"> <li>Making and sorting words</li> <li>Word sort activities</li> <li>Word and sentence dictation</li> </ul>	pp. 33–40 Slides 26–29 HOs 6–10	<ul style="list-style-type: none"> <li>Pocket chart</li> <li>Index cards with one letter each: <i>p, l, a, y, g, r, o, u, n, d</i></li> <li>Index cards with one word each: <i>go, up, run, pay, day, lay, play, gray, loud, round, ground</i></li> <li>Word sort cards: two sounds of <i>c</i></li> <li>Word sort cards: <i>-ed</i></li> <li>Blank index cards to create a word sort</li> </ul>
15	<b>Break</b>		
25	<b>Word Study and Recognition:</b> Word Reading <ul style="list-style-type: none"> <li>Introduction to word-reading strategies</li> <li>Decoding and blending sounds in words</li> <li>Irregular vs. high-frequency words</li> <li>Reader-specific word set: sight words</li> <li>Word walls</li> </ul>	pp. 41–54 Slides 30–37 HOs 11–17	<ul style="list-style-type: none"> <li>Grapheme tiles for <i>s, t, r, ay</i></li> <li>Blank index card to make plus/minus card</li> <li>Marker</li> </ul>
35	<b>Word Study and Recognition:</b> Word Reading (continued) <ul style="list-style-type: none"> <li>Using orthographic patterns</li> <li>Analogizing</li> <li>Syllable patterns</li> <li>Structural analysis</li> <li>Practicing word-reading strategies</li> </ul>	pp. 55–71 Slides 38–47 HOs 18–25	<ul style="list-style-type: none"> <li>Student scenario cards for orthographic conventions</li> <li>Word sort cards: syllable types</li> </ul>
30	<b>Word Study and Recognition:</b> Instructional Features and Wrap-Up <ul style="list-style-type: none"> <li>Explicit, systematic instruction in word study and recognition</li> <li>Scaffolds for word study and recognition</li> <li>English language learners</li> <li>Assessing word study and recognition</li> <li>Examining a word study and recognition lesson</li> <li>Synthesis and summary</li> </ul>	pp. 72–88 Slides 48–57 HOs 26–33	<ul style="list-style-type: none"> <li>Video: Strategies for Reading Multisyllabic Words</li> <li>The Reading Rope handout</li> <li>Three green pipe cleaners</li> <li>Adhesive tabs</li> <li>Grade 3 Literacy Block</li> <li>English Language Learner Scaffolding Planning Guide</li> </ul>

## DAY 2 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
25	<b>Fluency:</b> Introduction and Assessment <ul style="list-style-type: none"> <li>• Definition and instructional recommendations</li> <li>• English Language Arts and Reading TEKS</li> <li>• Fluency components and research</li> <li>• Measuring fluency and setting goals</li> </ul>	pp. 1–26 Slides 1–18 HOs 1–7	<ul style="list-style-type: none"> <li>• The Reading Rope handout</li> <li>• Grades 1–4 English Language Arts and Reading TEKS Alignment chart</li> <li>• Calculator</li> </ul>
20	<b>Fluency:</b> Effective Instruction <ul style="list-style-type: none"> <li>• Features of effective fluency instruction</li> <li>• Structured fluency instruction</li> <li>• Scaffolded fluency instruction</li> <li>• Facilitated fluency instruction</li> </ul>	pp. 27–46 Slides 19–31 HOs 8–15	<ul style="list-style-type: none"> <li>• “Who Loves the Sun? Iguanas!” text</li> <li>• Whisper phone</li> </ul>
15	<b>Fluency:</b> Instructional Features and Wrap-Up <ul style="list-style-type: none"> <li>• Fluency in the classroom</li> <li>• English language learners</li> <li>• Students with special needs</li> <li>• Synthesis and summary</li> </ul>	pp. 47–57 Slides 32–38 HOs 16–17	<ul style="list-style-type: none"> <li>• Video: Partner Reading With Retell</li> <li>• The Reading Rope handout</li> <li>• Reading Rope model</li> <li>• Grade 3 Literacy Block</li> <li>• English Language Learner Scaffolding Planning Guide</li> </ul>
20	<b>Vocabulary:</b> Introduction <ul style="list-style-type: none"> <li>• Effective vocabulary instruction</li> <li>• Receptive versus expressive vocabulary</li> <li>• Breadth versus depth of vocabulary</li> <li>• English Language Arts and Reading TEKS</li> </ul>	pp. 1–16 Slides 1–9 HOs 1–2	<ul style="list-style-type: none"> <li>• The Reading Rope handout</li> <li>• Pink highlighter</li> <li>• Name tent</li> <li>• Grades 1–4 English Language Arts and Reading TEKS Alignment chart</li> </ul>
15	<b>Break</b>		
60	<b>Vocabulary:</b> Explicit Instruction <ul style="list-style-type: none"> <li>• Teaching individual words directly</li> <li>• Teaching relationships among words</li> <li>• Teaching word-learning strategies</li> </ul>	pp. 17–34 Slides 10–19 HOs 3–11	<ul style="list-style-type: none"> <li>• Children’s text to practice planning</li> <li>• Sticky notes</li> <li>• Chart paper</li> <li>• Marker</li> <li>• Video: Word-Learning Strategies</li> </ul>
20	<b>Vocabulary:</b> Implicit Instruction <ul style="list-style-type: none"> <li>• Modeling and practicing word consciousness</li> <li>• Embedding definitions</li> <li>• Using academic language effectively</li> <li>• Reading texts aloud to students</li> <li>• Involving students in academic discussions</li> <li>• Having students read widely</li> </ul>	pp. 35–53 Slides 20–30 HOs 12–16	<ul style="list-style-type: none"> <li>• Green and yellow highlighters</li> </ul>

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Time (min.)	Content	Presenter Guide Pages	General Materials
20	<b>Vocabulary:</b> Instructional Features and Wrap-Up <ul style="list-style-type: none"> <li>• Assessing vocabulary</li> <li>• Examining a vocabulary lesson</li> <li>• English language learners</li> <li>• Synthesis and summary</li> </ul>	pp. 54–64 Slides 31–36 HOs 17–19	<ul style="list-style-type: none"> <li>• Blank sheet of paper to make pinch paper</li> <li>• Video: Concept Word Map</li> <li>• The Reading Rope handout</li> <li>• Reading Rope model</li> <li>• Two pink pipe cleaners</li> <li>• Adhesive tabs</li> <li>• Grade 3 Literacy Block</li> <li>• English Language Learner Scaffolding Planning Guide</li> </ul>

## DAY 2 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
45	<b>Comprehension:</b> Introduction <ul style="list-style-type: none"> <li>• Research</li> <li>• Using read-alouds</li> <li>• Including high-quality discussions</li> <li>• Planning read-alouds with discussions</li> <li>• Comprehension processes</li> <li>• English Language Arts and Reading TEKS</li> </ul>	pp. 1–16 Slides 1–11 HOs 1–5	<ul style="list-style-type: none"> <li>• The Reading Rope handout</li> <li>• Pink highlighter</li> <li>• Chart paper</li> <li>• Marker</li> <li>• Grades 1–4 English Language Arts and Reading TEKS Alignment chart</li> </ul>
35	<b>Comprehension:</b> Background Knowledge and Making Inferences <ul style="list-style-type: none"> <li>• Background knowledge</li> <li>• Making inferences</li> <li>• Examining text structures</li> <li>• Comprehension purpose questions</li> <li>• Effective questioning and thinking aloud</li> <li>• Activating background knowledge</li> <li>• Teaching how to fill gaps</li> </ul>	pp. 17–35 Slides 12–25 HOs 6–9	
10	<b>Comprehension:</b> Comprehension Strategies and Motivation <ul style="list-style-type: none"> <li>• Comprehension strategies</li> <li>• Creating sensory images</li> <li>• Making predictions</li> <li>• Monitoring comprehension</li> </ul>	pp. 36–43 Slides 26–31 HOs 10–11	
15	<b>Break</b>		
50	<b>Comprehension:</b> Comprehension Strategies and Motivation (continued) <ul style="list-style-type: none"> <li>• Identifying important information</li> <li>• Summarizing</li> <li>• Asking and answering questions</li> <li>• Explicit strategy instruction</li> <li>• Creating a motivating context</li> </ul>	pp. 44–57 Slides 32–38 HOs 12–16	<ul style="list-style-type: none"> <li>• Paper for snowball fight</li> <li>• Children’s text to practice planning</li> <li>• Chart paper</li> <li>• Marker</li> </ul>
40	<b>Comprehension:</b> Instructional Features and Wrap-Up <ul style="list-style-type: none"> <li>• Systematic comprehension instruction</li> <li>• English language learners</li> <li>• Assessing comprehension</li> <li>• Examining a comprehension lesson</li> <li>• Synthesis and summary</li> </ul>	pp. 58–69 Slides 39–45 HOs 17–21	<ul style="list-style-type: none"> <li>• Video: Get the Gist</li> <li>• Pinch paper</li> <li>• The Reading Rope handout</li> <li>• Reading Rope model</li> <li>• Three pink pipe cleaners</li> <li>• Adhesive tabs</li> <li>• Grade 3 Literacy Block</li> <li>• English Language Learner Scaffolding Planning Guide</li> </ul>

## DAY 3 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
	Required Academy Video <ul style="list-style-type: none"> <li>Literacy Achievement Academy Closing Video</li> </ul>		<ul style="list-style-type: none"> <li>Required Academy Video #3 (Closing)</li> </ul>
30	<b>Writing:</b> Introduction and Writing Across the Content Areas <ul style="list-style-type: none"> <li>Previewing quick-write</li> <li>Research</li> <li>English Language Arts and Reading TEKS</li> <li>Allocating daily time for writing</li> <li>Writing across the curriculum</li> </ul>	pp. 1–16 Slides 1–8 HOs 1–5	<ul style="list-style-type: none"> <li>The Reading Rope handout</li> <li>Grades 1–4 English Language Arts and Reading TEKS Alignment chart</li> </ul>
30	<b>Writing:</b> Handwriting, Syntax, and Grammar Instruction <ul style="list-style-type: none"> <li>Why we should care about handwriting</li> <li>Handwriting instruction</li> <li>Building syntactic knowledge</li> <li>Sentence activities</li> </ul>	pp. 17–35 Slides 9–19 HOs 6–9	<ul style="list-style-type: none"> <li>Word cards with words <i>bandit, hated, the, cold, and, wind, and rain</i></li> </ul>
40	<b>Writing:</b> Instruction Related to the Writing Process <ul style="list-style-type: none"> <li>Teaching the writing process</li> <li>Planning</li> <li>Revision</li> <li>Editing and publishing</li> <li>Explicit instruction in the writing process</li> </ul>	pp. 36–51 Slides 20–28 HOs 10–18	<ul style="list-style-type: none"> <li>Video: Peer Conferencing and Editing</li> </ul>
15	<b>Break</b>		
15	<b>Writing:</b> Instructional Tools <ul style="list-style-type: none"> <li>Model texts</li> <li>Anchor charts</li> <li>Writer's notebook</li> <li>Collaborative books</li> </ul>	pp. 52–66 Slides 29–42 HO 19	
35	<b>Writing:</b> Writing for Various Purposes and Audiences <ul style="list-style-type: none"> <li>Introductory activity</li> <li>Narrative writing</li> <li>Poetry writing</li> <li>Informational writing</li> <li>Persuasive writing</li> <li>Research report writing</li> </ul>	pp. 67–82 Slides 43–51 HOs 20–27	<ul style="list-style-type: none"> <li>Prepared copy of Presenter Resource 4 with “My thinking” and “My feeling” in the first row filled in with what the quotation makes the presenter think and feel</li> </ul>

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Time (min.)	Content	Presenter Guide Pages	General Materials
30	<b>Writing:</b> Instructional Features and Wrap-Up <ul style="list-style-type: none"><li>• Creating a writing community</li><li>• Scaffolding writing</li><li>• Systematic writing instruction</li><li>• English language learners</li><li>• Assessing writing</li><li>• Synthesis and summary</li></ul>	pp. 83–97 Slides 52–60 HOs 28–32	<ul style="list-style-type: none"><li>• Video: Informational Writing</li><li>• The Reading Rope handout</li><li>• Reading Rope model</li><li>• Grade 3 Literacy Block</li><li>• English Language Learner Scaffolding Planning Guide</li></ul>

## DAY 3 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
40	<p><b>Using Assessment Data:</b> Introduction and Using Different Grouping Formats</p> <ul style="list-style-type: none"> <li>• Questions to address</li> <li>• Research on using data</li> <li>• Using data to differentiate across groups</li> </ul>	pp. 1–20 Slides 1–17 HOs 1–5	<ul style="list-style-type: none"> <li>• Video: Using Assessment Data</li> <li>• Video: Instructional Grouping</li> </ul>
15	<p><b>Using Assessment Data:</b> Collecting Data Across the Literacy Components</p> <ul style="list-style-type: none"> <li>• Data to collect and use in grade 3</li> <li>• Data to collect and use for struggling readers in grade 3</li> </ul>	pp. 21–35 Slides 18–28 HOs 6–7	
60	<p><b>Using Assessment Data:</b> Assessment Methods</p> <ul style="list-style-type: none"> <li>• Collecting and using screening data</li> <li>• Collecting and using diagnostic data</li> </ul>	pp. 36–55 Slides 29–42 HOs 8–13	<ul style="list-style-type: none"> <li>• Monitoring Reading Fluency</li> <li>• Calculator</li> <li>• Video: Oral Reading Fluency Sample: Student #1</li> <li>• Video: Retell Sample: Student #1</li> <li>• Video: Oral Reading Fluency Sample: Student #2</li> <li>• Video: Retell Sample: Student #2</li> <li>• Oral Reading Fluency Norms</li> </ul>
15	<b>Break</b>		
20	<p><b>Using Assessment Data:</b> Assessment Methods (continued)</p> <ul style="list-style-type: none"> <li>• Collecting and using progress-monitoring data</li> <li>• Using summative assessment data</li> <li>• Collecting and using language data</li> </ul>	pp. 56–67 Slides 43–51 HOs 14–15	<ul style="list-style-type: none"> <li>• ELPS Academy: LIAG</li> </ul>
15	<p><b>Using Assessment Data:</b> Wrap-Up</p> <ul style="list-style-type: none"> <li>• Self-reflection on using assessment data</li> <li>• Next steps for improving data use</li> <li>• Synthesis and summary</li> </ul>	pp. 68–74 Slides 52–56 HOs 16–17	<ul style="list-style-type: none"> <li>• The Reading Rope handout</li> <li>• Reading Rope model</li> <li>• Grade 3 Literacy Block</li> <li>• English Language Learner Scaffolding Planning Guide</li> </ul>
30	<p><b>Putting It All Together</b></p> <ul style="list-style-type: none"> <li>• Completing the reading rope</li> <li>• Reflections related to each section</li> <li>• Impact on classroom instruction</li> <li>• Final reflection</li> </ul>	pp. 1–14 Slides 1–12 HOs 1–3	<ul style="list-style-type: none"> <li>• The Reading Rope handout</li> <li>• Reading Rope model</li> <li>• Adhesive tab</li> <li>• Grade 3 Literacy Block</li> </ul>