

Grade 3 Literacy Achievement Academy Presenter Supplemental Documents

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DAY I MORNING

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

DAY I MORNING

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

DAY 1 AFTERNOON

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

DAY 2 MORNING

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

DAY 2 MORNING

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

DAY 2 AFTERNOON

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

DAY 3 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
	Required Academy Video • Literacy Achievement Academy Closing Video		• Required Academy Video #3 (Closing)
30	Writing: Introduction and Writing Across the Content Areas • Previewing quick-write • Research • English Language Arts and Reading TEKS • Allocating daily time for writing • Writing across the curriculum	pp. 1–16 Slides 1–8 HOs 1–5	• The Reading Rope handout • Grades 1–4 English Language Arts and Reading TEKS Alignment chart
30	Writing: Handwriting, Syntax, and Grammar Instruction • Why we should care about handwriting • Handwriting instruction • Building syntactic knowledge • Sentence activities	pp. 17–35 Slides 9–19 HOs 6–9	• Word cards with words <i>bandit, hated, the, cold, and, wind, and rain</i>
40	Writing: Instruction Related to the Writing Process • Teaching the writing process • Planning • Revision • Editing and publishing • Explicit instruction in the writing process	pp. 36–51 Slides 20–28 HOs 10–18	• Video: Peer Conferencing and Editing
15	Break		
15	Writing: Instructional Tools • Model texts • Anchor charts • Writer’s notebook • Collaborative books	pp. 52–66 Slides 29–42 HO 19	
35	Writing: Writing for Various Purposes and Audiences • Introductory activity • Narrative writing • Poetry writing • Informational writing • Persuasive writing • Research report writing	pp. 67–82 Slides 43–51 HOs 20–27	• 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

DAY 3 MORNING

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

DAY 3 AFTERNOON

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

DAY I						
# of Slides	# of HO's ¹	Time for Activities ²	Videos	For Presenter	For Participants and Tables	
0: Introduction						
0	0	0	Region 13 videos related to academy and stipends for participants			
1: Overview (1 hour)						
13	5	19 mins.	NONE	<ul style="list-style-type: none"> • Document camera • Folder containing agenda, Grade 3 Literacy Block, and ELL Scaffolding Planning Guide • Cardstock to model making a name tent • Guiding Questions document on cardstock • Marker • Laser pointer • Glossary (in Introductory Materials) • English Language Arts and Reading (ELAR)/Spanish Language Arts and Reading (SLAR) TEKS Handbook • ELPS Academy: Linguistic Instructional Alignment Guide (LIAG) • Supply pouch <p>Presenter Resource</p> <ul style="list-style-type: none"> • 1: Aligning the Reading Rope, TEKS, and ELPS (Possible Answers) 	<p>For Each Participant:</p> <ul style="list-style-type: none"> • Grade 3 Participant Guide • Cardstock • Folder containing agenda, Grade 3 Literacy Block, and ELL Scaffolding Planning Guide • ELPS Academy: LIAG • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • Guiding Questions document (two per table) • Markers • ELAR/SLAR TEKS Handbook 	
2: Supporting All Learners (2 hours)						
55	10	33 mins.	<p>Students With Dyslexia (Time 3:05, Slide 4)</p> <p>Teaching Cognates (Time 4:33, Slide 21)</p>	<ul style="list-style-type: none"> • Document camera • Cup-in-a-cup with popsicle sticks • The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders (The Dyslexia Handbook) • Folder • Supply pouch <p>Activity Resource</p> <ul style="list-style-type: none"> • Planning Scaffolded Instruction for ELLs 	<p>For Each Participant:</p> <ul style="list-style-type: none"> • Grade 3 Participant Guide • ELPS Academy: LIAG • Set of vocabulary skill cards for activity • Folder • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • Guiding Questions document (two per table) • The Dyslexia Handbook 	

¹ Number of handouts includes the final handout, References, included in most sections.

² Time for activities does not include video times.

DAY I

# of Slides	# of HO's ¹	Time for Activities ²	Videos	For Presenter	For Participants and Tables
3: Word Study and Recognition (3 hours)					
57	34	61 mins.	<p>Phoneme-Grapheme Mapping (Time 5:48, Slide 22)</p> <p>Strategies for Reading Multisyllabic Words (Time 3:51, Slide 48)</p>	<ul style="list-style-type: none"> • Document camera • Green highlighter • Laser pointer • Mirror • Pocket chart • Index cards with one letter each: <i>p, l, a, y, g, r, o, u, n, d</i> • Index cards with one word each: <i>go, up, run, pay, day, lay, play, gray, loud, round, ground</i> • Word sort cards: two sounds of <i>c</i> • Word sort cards: <i>-ed</i> • Grapheme tiles for <i>s, t, r, ay</i> • Blank index card and marker to make plus/minus card • Student scenario cards for orthographic conventions • Word sort cards: syllable types • Adhesive tabs • Marker or pen to label tabs • Three green pipe cleaners • Folder • Supply pouch <p>Presenter Resources</p> <ul style="list-style-type: none"> • 1: Survey of Knowledge: Word Study and Recognition (Answer Key) • 2: Spelling Grid (with words mapped and script for modeling) • 3: Sample Word Sorts (Answers) • 4: Six Syllable Types: Activities (Answers) • 5: Grade 3 Literacy Block (“I do”) <p>Activity Resources</p> <ul style="list-style-type: none"> • English Language Arts and Reading/Spanish Language Arts and Reading TEKS: Oral and Written Conventions and Reading Strands • Grapheme-Phoneme Knowledge • Explicit, Systematic Grapheme-Phoneme Instruction (cont.) • Phoneme Position Influences Spelling • Grapheme Position Influences Pronunciation • Phoneme-Grapheme Mapping: Additional Resource • Common Syllable Patterns 	<p>For Each Participant:</p> <ul style="list-style-type: none"> • Mirror • Word sort cards: two sounds of <i>c</i> • Word sort cards: <i>-ed</i> • Grapheme tiles for <i>s, t, r, ay</i> • Word sort cards: syllable types • Folder • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • Guiding Questions document (two per table) • Blank index cards • Markers • Student scenario cards for orthographic conventions (one set per table) • Green pipe cleaners (three per participant) • ELAR/SLAR TEKS Handbook

DAY 2

# of Slides	# of HOs	Time for Activities	Videos	For Presenter	For Participants and Tables
4: Fluency (1 hour)					
38	18	14 mins.	Partner Reading with Retell (Time 3:36, Slide 32)	<ul style="list-style-type: none"> • Document camera • “Who Loves the Sun? Iguanas!” text • Whisper phone • Folder • Supply pouch <p>Presenter Resources</p> <ul style="list-style-type: none"> • 1: Marking Fluency Errors Practice • 2: Grade 3 Literacy Block (“I do”) <p>Activity Resources</p> <ul style="list-style-type: none"> • Setting Oral Reading Fluency Goals • Marking Fluency Errors • Scaffolded Fluency Instruction: Phrase-Cued Text • Facilitated Fluency Instruction: Partner Reading—The Basics 	<p>For Each Participant:</p> <ul style="list-style-type: none"> • Calculator • Folder • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • Guiding Questions document (two per table) • One copy of “Who Loves the Sun? Iguanas!” text for each participant
5: Vocabulary (2 hours)					
36	20	75 mins.	Word-Learning Strategies (Time 4:04, Slide 19) Concept Word Map (Time 3:38, Slide 32)	<ul style="list-style-type: none"> • Document camera • Pink highlighter • Clipboard with blank paper for recording participant responses to show on document camera • Narrative or expository text to model activities • Chart paper • Markers • Blank sheet of paper • Laser pointer • Two pink pipe cleaners • Adhesive tabs • Folder • Supply pouch <p style="text-align: right;"><i>list continues</i></p>	<p>For Each Participant:</p> <ul style="list-style-type: none"> • Name tent • Children’s text to practice planning • Blank sheet of paper • Calculator (optional activity) • Folder • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • Guiding Questions document (two per table) • Markers • Pink pipe cleaners (two per participant)

DAY 2

# of Slides	# of HOs	Time for Activities	Videos	For Presenter	For Participants and Tables
5: Vocabulary (2 hours)—cont.					
				Presenter Resources <ul style="list-style-type: none"> • 1: Vocabulary Instruction Continuum (Possible Responses) • 2: Planning Explicit Vocabulary Instruction (Example: <i>splendid</i>) • 3: Sorting Words into Hierarchical Categories (Answers) • 4: Texts for Read-Alouds: Evaluating the Level of Vocabulary (Possible Level 2 Words and Percentages) • 5: Grade 3 Literacy Block (“I do”) Activity Resources <ul style="list-style-type: none"> • Purposefully Select Words • Embedding Definitions: Practice • Use Academic Language Effectively 	
6: Comprehension (3 hours)					
45	22	77 mins.	Get the Gist (Time 5:27, Slide 39)	<ul style="list-style-type: none"> • Document camera • Pink highlighter • Ball to toss during activity response • Chart paper for writing participants’ responses • Marker • Laser pointer • Two sheets of notebook paper to model making a snowball and a pinch paper • Clipboard with blank paper for recording participant responses to show on document camera • Three pink pipe cleaners • Adhesive tabs • Folder • Supply pouch Presenter Resources <ul style="list-style-type: none"> • 1: Initial Planning for a Read-Aloud • 2: Scavenger Hunt (Answers) • 3: Identifying Main Ideas and Writing a Summary • 4: Grade 3 Literacy Block (“I do”) Activity Resources <ul style="list-style-type: none"> • High-Quality Discussions • Planning Effective Read-Alouds to Support Diverse Learners 	For Each Participant: <ul style="list-style-type: none"> • Children’s text to practice planning • Folder • Supply pouch For Table: <ul style="list-style-type: none"> • Guiding Questions document (two per table) • Notebook paper • Pink pipe cleaners (three per participant)

DAY 3

# of Slides	# of HOs	Time for Activities	Videos	For Presenter	For Participants and Tables
7: Writing (3 hours)					
60	33	65 mins.	<p>Peer Conferencing and Editing (Time 4:51, Slide 25)</p> <p>Informational Writing (Time 5:48, Slide 54)</p>	<ul style="list-style-type: none"> • Document camera • Clipboard with blank paper for recording participant responses to show on document camera • Laser pointer • Word cards with words <i>bandit, hated, the, cold, and, wind, and rain</i> • 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 • Folder • Supply pouch <p>Presenter Resources</p> <ul style="list-style-type: none"> • 1: Writing TEKS and Research-Based Recommendations (Answers) • 2: Importance of Revision (Answers) • 3: Video: Peer Conferencing and Editing (Possible Notes) • 4: Double-Column Note-Taking • 5: Grade 3 Literacy Block (“I do”) <p>Activity Resource</p> <ul style="list-style-type: none"> • Another Reason to Care About Handwriting: The Writer Effect • Teaching Revising 	<p>For Each Participant:</p> <ul style="list-style-type: none"> • Folder • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • Guiding Questions document (two per table)
8: Using Assessment Data (2.5 hours)					
56	18	59 mins.	<p>Using Assessment Data (Time 3:39, Slide 4)</p> <p>Instructional Grouping (Time 4:50, Slide 10)</p> <p>Oral Reading Fluency Sample: Student #1 (Time 1:17, Slide 36)</p> <p>Retell Sample: Student #1 (Time 0:45, Slide 37)</p> <p><i>list continues</i></p>	<ul style="list-style-type: none"> • Document camera • Clipboard with blank paper for recording participant responses to show on document camera • Laser pointer • ELPS Academy: LIAG • Folder • Supply pouch <p>Presenter Resources</p> <ul style="list-style-type: none"> • 1: Answers for Class 2 • 2: Oral Reading Fluency Scoring Probe: Student 1 (Scored) • 3: Oral Reading Fluency Scoring Probe: Student 2 (Scored) • 4: Diagnostic Data From Spelling Inventory (Answers) • 5: Grade 3 Literacy Block (“I do”) <p><i>list continues</i></p>	<p>For Each Participant:</p> <ul style="list-style-type: none"> • Calculator • ELPS Academy: LIAG • Folder • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • Guiding Questions document (two per table)

DAY 3

# of Slides	# of HOs	Time for Activities	Videos	For Presenter	For Participants and Tables
8: Using Assessment Data (2.5 hours)—cont.					
			Oral Reading Fluency Sample: Student #2 (Time 1:17, Slide 38) Retell Sample: Student #2 (Time 0:56, Slide 39)	Activity Resource • Oral Language	
9: Putting It All Together (30 minutes)					
12	3	22 mins.	NONE	<ul style="list-style-type: none"> • Document camera • Adhesive tab • Folder • Supply pouch 	For Each Participant: <ul style="list-style-type: none"> • Folder • Supply pouch

Grade 3 Folder Contents

Beginning the Grade 3 Literacy Achievement Academy

Participant Agenda document

Blank Grade 3 Literacy Block document

English Language Learner Scaffolding Planning Guide document

Added during Overview:

Glossary

Handout 1: The Reading Rope

Grades 1–4 English Language Arts and Reading TEKS Alignment chart

Comprehension Skills (Figure 19)

ELPS Academy: Linguistic Instructional Alignment Guide

Added during Word Study and Recognition:

Reading rope model (with pipe cleaners)

Added during Fluency:

Handout 2: Oral Reading Fluency Norms

Handout 5: Monitoring Reading Fluency