A graphic of a yellow pencil with a black eraser and a black lead tip. The pencil is positioned horizontally, with the lead tip pointing to the left, towards the letter 'R'. The body of the pencil is yellow, and the eraser is purple.

# R READING TO LEARN ACADEMIES

GRADES 4 & 5

GRADE 4

Overview

# Grade 4 Reading to Learn Academy

- Enhance your knowledge of effective instructional practices
- Examine research-based practices for teaching all students

# Participant Materials



- Participant notes
- Handouts, which include resources, activities, lesson ideas, and references
- Agenda
- Grade 4 Literacy Block handout
- English Language Learner Scaffolding Planning Guide
- Supply pouch
- *ELPS Academy Linguistic Instructional Alignment Guide*
- Glossary
- Cardstock for name tent




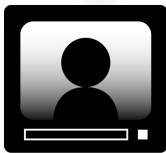
# Grade 4 Reading to Learn Academy

## Guiding Questions



- How would this instruction benefit your English language learners (ELLs)?
- How would this instruction benefit your struggling students?
- How would this instruction benefit your gifted students?

# Slide Icons Key

Icon	What It Means
	Additional resource
	Handout
	Group activity
	Video

# Agenda

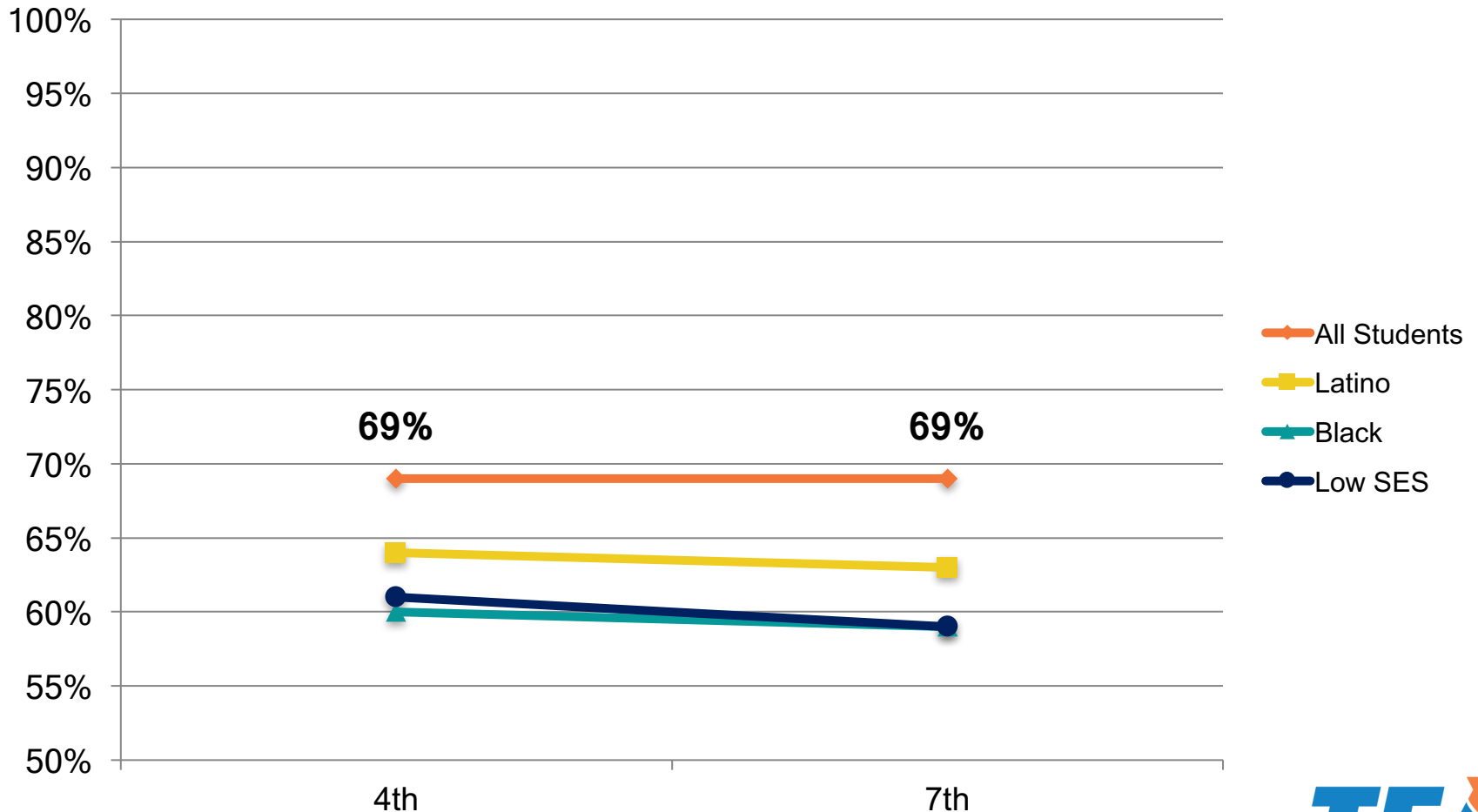
## Grade 4 Reading to Learn Academy

DAY 1	DAY 2	DAY 3
<b>MORNING</b>		
Academy Overview	Vocabulary	Writing
Supporting All Learners	Comprehension	
<b>AFTERNOON</b>		
Word Study and Recognition	Comprehension (continued)	Motivating and Engaging Students
Fluency		Using Assessment Data
		Putting It All Together

# Latest Scores for Grade 4 Reading

- 2015 National Assessment of Educational Progress (NAEP):  
**69 percent below or at basic**
- 2016 State of Texas Assessments of Academic Readiness (STAAR):  
**25 percent unsatisfactory (Level 1)**

# 2016 STAAR Writing: Grades 4 and 7 (Satisfactory Level)





# Reading to Learn



## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### SKILLED READING:

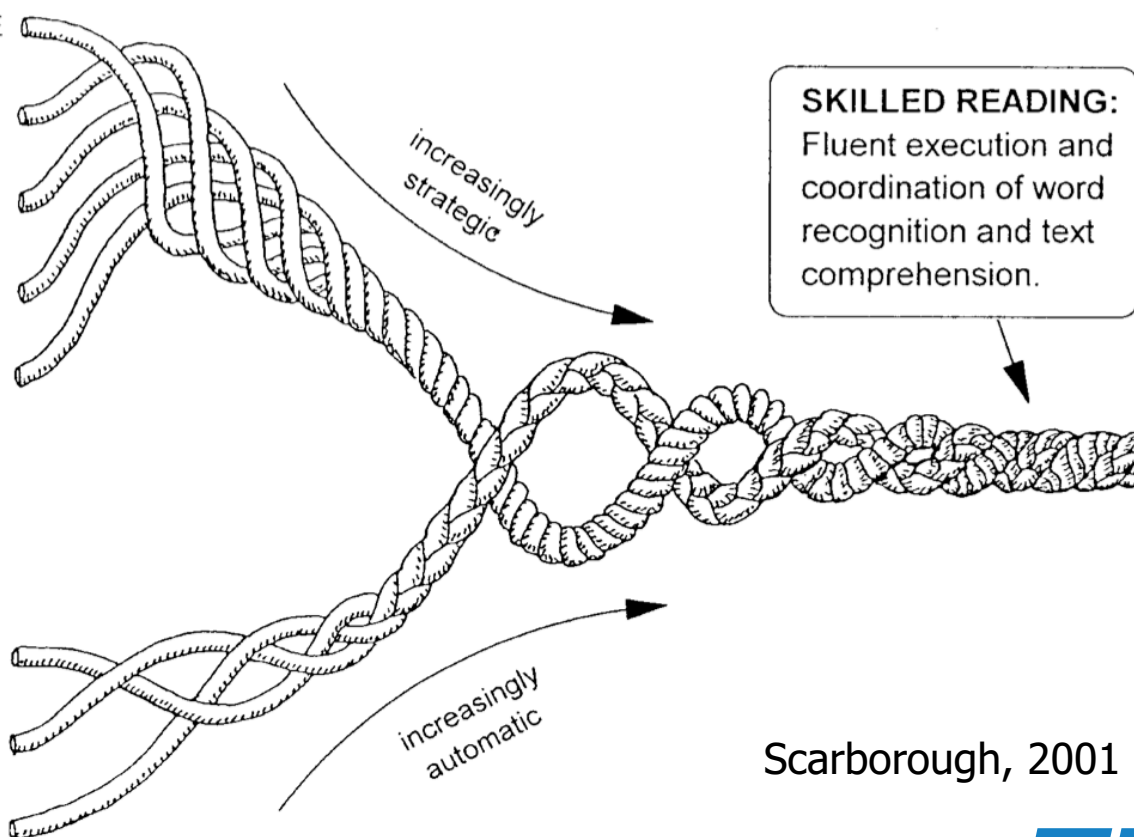
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



Scarborough, 2001

# Texas Essential Knowledge and Skills



## Organization:

- Strands
- Subcategories
- Student expectations
- Comprehension Skills (Figure 19)

# Components of Literacy and the TEKS



- Using Handouts 2 and 3, match the threads of the reading rope with the TEKS.
- Write your answers on Handout 4.

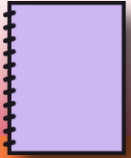


# English Language Proficiency Standards

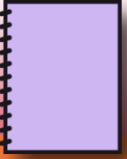
- The ELPS are language development standards that must be implemented as an integral part of instruction in the TEKS.
- Student expectations are grouped under the four domains of language development: listening, speaking, reading, and writing.
- Planning linguistically accommodated instruction that addresses the ELPS allows English language learners to develop English while meeting the TEKS.

# Components of Literacy and the ELPS

- Using the *ELPS Academy Linguistic Instructional Alignment Guide*, match the threads of the reading rope with the ELPS expectations.
- Write your answers on Handout 4.



# The Challenge



**“Teaching reading really is rocket science.”**

— Moats, 1999