

Grade 4 Reading to Learn 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 • Reading to Learn Academy Introduction Video • Reading to Learn Academy Stipend Video • Complete Teacher Stipend Verification Form		• Required Academy Video #1 (Introduction) • Required Academy Video #2 (Stipend) • Teacher Stipend Verification Form
20	Overview: Welcome and Introductions • Purpose and goals • Materials management • Initial data analysis	pp. 1–11 Slides 1–8	• 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 notes
40	Overview: Relationships Among Reading Research, the English Language Arts and Reading TEKS, and the ELPS • Overview of what reading entails • Connecting reading research to the TEKS • Connecting reading research and the TEKS to the ELPS • The literacy challenge	pp. 12–23 Slides 9–14 HOs 1–4	• ELAR/SLAR TEKS Handbook • ELPS Academy: LIAG • Folder (Agenda, Grade 4 Literacy Block, ELL Scaffolding Planning Guide)
15	Supporting All Learners: Introduction and Students With Dyslexia • Definition of dyslexia • Dyslexia facts • Common risk factors • Instruction for students with dyslexia and related disorders	pp. 1–10 Slides 1–9 HO 1	• 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 • 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	• ELPS Academy: LIAG • Video: Teaching Cognates • English Language Learner Scaffolding Planning Guide
15	Break		

DAY 1 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
50	Supporting All Learners: Features of Effective Instruction • Explicit instruction with modeling • Systematic instruction with scaffolding • Multiple opportunities to practice and respond • Immediate and corrective feedback	pp. 33–57 Slides 25–44 HOs 5–7	• Set of vocabulary skill cards for activity • Cup-in-a-cup with popsicle sticks
20	Supporting All Learners: Differentiated Instruction • Elements to differentiate • Steps toward differentiating instruction • Strategies for differentiating instruction	pp. 58–70 Slides 45–55 HOs 8–9	

DAY 1 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
20	Word Study and Recognition: Introduction - Terminology - Research - English Language Arts and Reading TEKS	pp. 1–14 Slides 1–11 HO 1	- The Reading Rope handout - Green highlighter - Grades 3–6 English Language Arts and Reading TEKS Alignment chart
10	Word Study and Recognition: Phoneme-Grapheme Relationships - Understanding phonology - Grapheme-phoneme knowledge	pp. 15–24 Slides 12–17 HOs 2–3	
20	Word Study and Recognition: Building and Sorting Words and Dictation Activities - Word-building example - Word sort activities - Word and sentence dictation	pp. 25–33 Slides 18–22 HOs 4–7	- Word sort cards: two sounds of <i>c</i> - Word sort cards: <i>-ed</i> - Blank index cards to create a word sort
35	Word Study and Recognition: Word Reading - Introduction to word-reading strategies - Decoding words - Using orthographic patterns - Analogizing - Syllable patterns - Structural analysis - Practicing word-reading strategies	pp. 34–52 Slides 23–33 HOs 8–15	- Student scenario cards for orthographic conventions - Word sort cards: syllable types

DAY 1 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
15	Break		
35	Word Study and Recognition: Instructional Features and Wrap-Up • Explicit, systematic instruction • English language learners • Assessing word study and recognition • Examining a word study and recognition lesson • Synthesis and summary	pp. 53–66 Slides 34–40 HOs 16–21	• Video: Strategies for Reading Multisyllabic Words • The Reading Rope handout • Three green pipe cleaners • Adhesive tabs • Grade 4 Literacy Block • English Language Learner Scaffolding Planning Guide
25	Fluency: Introduction and Assessment • Definition and instructional recommendations • English Language Arts and Reading TEKS • Fluency components and research • Measuring fluency and setting goals	pp. 1–25 Slides 1–17 HOs 1–7	• The Reading Rope handout • Grades 3–6 English Language Arts and Reading TEKS Alignment chart • Calculator
20	Fluency: Effective Instruction • Features of effective fluency instruction • Structured fluency instruction • Scaffolded fluency instruction • Facilitated fluency instruction	pp. 26–45 Slides 18–30 HOs 8–15	• “The Ever-Changing Sky” text • Whisper phone
15	Fluency: Instructional Features and Wrap-Up • Fluency in the classroom • English language learners • Students with special needs • Survey of knowledge • Synthesis and summary	pp. 46–56 Slides 31–37 HOs 16–17	• Video: Partner Reading With Retell • The Reading Rope handout • Reading Rope model • Grade 4 Literacy Block • English Language Learner Scaffolding Planning Guide

DAY 2 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
20	Vocabulary: Introduction - Effective vocabulary instruction - Receptive versus expressive vocabulary - Breadth versus depth of vocabulary - English Language Arts and Reading TEKS	pp. 1–16 Slides 1–9 HOs 1–2	- The Reading Rope handout - Pink highlighter - Name tent - Grades 3–6 English Language Arts and Reading TEKS Alignment chart
60	Vocabulary: Explicit Instruction - Teaching individual words directly - Teaching relationships among words - Teaching word-learning strategies	pp. 17–34 Slides 10–19 HOs 3–11	- Children’s text to practice planning - Sticky notes - Chart paper - Marker - Video: Word-Learning Strategies
10	Vocabulary: Implicit Instruction - Modeling and practicing word consciousness - Embedding definitions	pp. 35–44 Slides 20–26 HO 12	
15	Break		

DAY 2 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
10	Vocabulary: Explicit Instruction - Using academic language effectively - Reading texts aloud to students - Involving students in academic discussions - Having students read widely	pp. 45–53 Slides 27–30 HOs 13–16	Green and yellow highlighters
20	Vocabulary: Instructional Features and Wrap-Up - Assessing vocabulary - Examining a vocabulary lesson - English language learners - Synthesis and summary	pp. 54–64 Slides 31–36 HOs 17–19	- Blank sheet of paper to make pinch paper - Video: Content Area Vocabulary Instruction - The Reading Rope handout - Reading rope model - Two pink pipe cleaners - Adhesive tabs - Grade 4 Literacy Block - English Language Learner Scaffolding Planning Guide
10	Comprehension: Introduction - Importance of comprehension - Comprehension processes - English Language Arts and Reading TEKS	pp. 1–8 Slides 1–6 HO 1	- The Reading Rope handout - Pink highlighter - Grades 3–6 English Language Arts and Reading TEKS Alignment chart
20	Comprehension: Building and Activating Background Knowledge - Importance of background knowledge - Using texts across genres - Content-rich texts within a theme - Activating background knowledge - Using an anticipation-reaction guide	pp. 9–18 Slides 7–14 HOs 2–3	
30	Comprehension: Practicing Different Kinds of Inferences Fill the gaps: Ask questions and consider author's intentions	pp. 19–24 Slides 15–19 HO 4	

DAY 2 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
40	Comprehension: Practicing Different Kinds of Inferences (continued) • Fill the gaps: Connect background knowledge to text evidence • Build a mental model: Set a purpose • Build a mental model: Use text structure • Make the text cohere: Connect words and phrases • Make the text cohere: Use syntactic knowledge	pp. 25–44 Slides 20–31 HOs 5–10	• Paper for snowball fight
50	Comprehension: Applying Comprehension Strategies • Definition of comprehension strategies • Identifying important information • Summarizing • Asking and answering questions • Monitoring comprehension • Making predictions • Creating sensory images • Explicit strategy instruction • Incorporating high-quality discussions	pp. 45–63 Slides 32–44 HOs 11–16	• Children's text to practice planning
15	Break		
60	Comprehension: Practicing Discipline-Specific Text Analysis • Definition of disciplinary literacy • Disciplinary distinctions to consider • Discipline-specific analysis: English language arts • Discipline-specific analysis: History • Discipline-specific analysis: Science • Discipline-specific analysis: Mathematics • Planning comprehension instruction: Consider text complexity • Examining qualitative complexity: Literary versus informational texts • Pros and cons: Comprehension strategies versus disciplinary literacy	pp. 64–81 Slides 45–54 HOs 17–20	• Chart paper and markers for making pros/cons lists
30	Comprehension: Instructional Features and Wrap-Up • Systematic comprehension instruction • Scaffolds for comprehension • English language learners • Assessing comprehension • Examining a comprehension lesson • Synthesis and summary	pp. 82–93 Slides 55–62 HOs 21–25	• Video: Using an Anticipation-Reaction Guide • Pinch paper • The Reading Rope handout • Reading rope model • Three pink pipe cleaners • Adhesive tabs • Grade 4 Literacy Block • English Language Learner Scaffolding Planning Guide

DAY 3 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
	Required Academy Video Reading to Learn 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 to learn across the content areas	pp. 1–17 Slides 1–9 HOs 1–5	- The Reading Rope handout - Grades 3–6 English Language Arts and Reading TEKS Alignment chart
35	Writing: Handwriting, Keyboarding, Syntax, and Grammar Instruction - Why we should care about handwriting - Handwriting instruction - Teaching keyboarding - Building syntactic knowledge - Sentence activities	pp. 18–40 Slides 10–22 HOs 6–8	- Word cards with words <i>bandit</i>, <i>hated</i>, <i>the</i>, <i>cold</i>, <i>and</i>, <i>wind</i>, and <i>rain</i> - Blank index cards for each participant to make a sentence anagram
35	Writing: Instruction Related to the Writing Process - Teaching the writing process - Planning - Revision - Editing and publishing - Explicit instruction in the writing process	pp. 41–53 Slides 23–29 HOs 9–16	Video: Peer Conferencing and Editing
15	Break		

DAY 3 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
20	Writing: Instructional Tools • Model texts • Anchor charts • Writer's notebook • Collaborative books • Technology tools	pp. 54–71 Slides 30–45 HO 17	• Prepared copy of Handout 17, highlighting the “I do,” “We do,” and “You do” steps
35	Writing: Writing for Various Purposes and Audiences • Narrative writing • Poetry writing • Informational writing • Persuasive writing • Research report writing	pp. 72–84 Slides 46–52 HOs 18–22	
25	Writing: Instructional Features and Wrap-Up • Creating a writing community • Scaffolding writing • Systematic writing instruction • English language learners • Assessing writing • Synthesis and summary	pp. 85–99 Slides 53–62 HOs 23–26	• The Reading Rope handout • Reading rope model • Grade 4 Literacy Block • English Language Learner Scaffolding Planning Guide

DAY 3 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
25	Motivating and Engaging Students: The Importance of Motivation - Examining our reading and writing motivation - Intrinsic versus extrinsic motivation - Student autonomy - Building student competence	pp. 1–26 Slides 1–18 HOs 1–2	The Reading Rope handout
15	Motivating and Engaging Students: Developing Student Self-Regulation - Creating self-regulated learners - Modeling self-regulation - Helping students set goals	pp. 27–36 Slides 19–24 HOs 3–4	
10	Motivating and Engaging Students: Developing a Growth Mindset - Developing a growth mindset - Growth versus fixed mindset - Teaching students about the brain - Changing our mindsets	pp. 37–45 Slides 25–31 HO 5	
10	Motivating and Engaging Students: Using Language Effectively and Wrap-Up - Words shape the classroom experience - How we use our words - Developing students' identities as readers and writers	pp. 46–55 Slides 32–37 HOs 6–7	- The Reading Rope handout - Reading rope model
20	Using Assessment Data: Introduction and Using Different Grouping Formats - Questions to address - Research on using data - Using data to differentiate across groups - Instructional grouping formats	pp. 1–18 Slides 1–15 HOs 1–4	- The Reading Rope handout - Video: Using Assessment Data
15	Using Assessment Data: Collecting Data Across the Literacy Components - Data to collect and use in grade 4 - Data to collect and use for struggling readers in grade 4	pp. 19–34 Slides 16–28 HOs 5–6	
15	Break		

DAY 3 AFTERNOON

Time (min.)	Content	Presenter Guide Pages	General Materials
40	Using Assessment Data: Assessment Methods - Collecting and using screening data - Collecting and using diagnostic data - Collecting and using progress-monitoring data - Using summative assessment data - Collecting and using language data	pp. 35–61 Slides 29–48 HOs 7–12	- Monitoring Reading Fluency - Calculator - Video: Oral Reading Fluency Sample - Video: Retell Sample - Oral Reading Fluency Norms - ELPS Academy: LIAG
15	Using Assessment Data: Wrap-Up - Self-reflection on using assessment data - Next steps for improving data use - Synthesis and summary	pp. 62–68 Slides 49–53 HOs 13–14	- The Reading Rope handout - Reading rope model - Grade 4 Literacy Block - English Language Learner Scaffolding Planning Guide
30	Putting It All Together - Completing the reading rope - Reflections related to each section - Impact on classroom instruction - Final reflection	pp. 1–15 Slides 1–13 HOs 1–3	- The Reading Rope handout - Reading rope model - Adhesive tab - Grade 4 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)					
14	5	19 mins.	NONE	• Document camera • Folder containing agenda, Grade 4 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 Presenter Resource • 1: Aligning the Reading Rope, TEKS, and ELPS (Possible Answers)	For Each Participant: • Cardstock • Folder containing agenda, Grade 4 Literacy Block, and ELL Scaffolding Planning Guide • ELPS Academy: LIAG • Supply pouch For Table: • Guiding Questions document (two per table) • Markers • ELAR/SLAR TEKS Handbook
2: Supporting All Learners (2 hours)					
55	10	33 mins.	Students With Dyslexia (Time 3:05, Slide 4) Teaching Cognates (Time 4:33, Slide 21)	• 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 Activity Resource • Planning Scaffolded Instruction for ELLs	For Each Participant: • ELPS Academy: LIAG • Set of vocabulary skill cards for activity • Folder • Supply pouch For Table: • 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 (2 hours)					
40	22	43 mins.	Strategies for Reading Multisyllabic Words (Time 5:40; Slide 34)	• Document camera • Green highlighter • Laser pointer • Word sort cards: two sounds of <i>c</i> • Word sort cards: <i>-ed</i> • 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 Presenter Resources • 1: Survey of Knowledge: Word Study and Recognition (Answer Key) • 2: Sample Word Sorts (Answers) • 3: Six Syllable Types: Activities (Answers) • 4: Grade 4 Literacy Block ("I do") Activity Resources • What We Know From Research: Conclusion • English Language Arts and Reading TEKS: Oral and Written Conventions and Reading Strands • Common Syllable Patterns	For Each Participant: • Word sort cards: two sounds of <i>c</i> • Word sort cards: <i>-ed</i> • Word sort cards: syllable types • Folder • Supply pouch For Table: • 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)					
37	18	14 mins.	Partner Reading With Retell (Time 3:36, Slide 31)	• Document camera • “The Ever-Changing Sky” text • Whisper phone • Folder • Supply pouch Presenter Resources • 1: Marking Fluency Errors Practice • 2: Grade 4 Literacy Block (“I do”) Activity Resources • Setting Oral Reading Fluency Goals • Marking Fluency Errors • Scaffolded Fluency Instruction: Phrase-Cued Text • Facilitated Fluency Instruction: Partner Reading—The Basics	For Each Participant: • Calculator • Folder • Supply pouch For Table: • Guiding Questions document (two per table) • One copy of “The Ever-Changing Sky” text for each participant

DAY 2

# of Slides	# of HOs	Time for Activities	Videos	For Presenter	For Participants and Tables
5: Vocabulary (2 hours)					
36	20	83 mins.	Word-Learning Strategies (Time 4:37, Slide 19) Content Area Vocabulary Instruction (Time 3:36, Slide 32)	• Document camera • 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 • Pink highlighter • Folder • Supply pouch Presenter Resources • 1: Vocabulary Instruction Continuum (Possible Responses) • 2: Planning Explicit Vocabulary Instruction (Example: <i>infinite</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 4 Literacy Block ("I do") Activity Resources • Purposefully Select Words • Embedding Definitions: Practice • Use Academic Language Effectively	For Each Participant: • Name tent • Children's text to practice planning • Blank sheet of paper • Calculator (optional activity) • Folder • Supply pouch For Table: • 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
6: Comprehension (4 hours)					
62	26	138 mins.	Using an Anticipation-Reaction Guide (Time 6:16, Slide 55)	• 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 • 1: Scavenger Hunt (Answers) • 2: Activities for Building Connections Within and Across Sentences: Syntax Surgery • 3: Identifying Main Ideas and Writing a Summary • 4: Teaching Within Disciplinary Texts (Answers) • 5: Grade 4 Literacy Block ("I do") Activity Resources • Modeling Effective Questioning and Thinking Aloud: Examples • Using Comprehension Purpose Questions • Ways to Support High-Quality Discussions • Examining Qualitative Complexity: Literary Versus Informational Texts	For Each Participant: • Children's text to practice planning • Folder • Supply pouch For Table: • Guiding Questions document (two per table) • Notebook paper • Two pieces of chart paper that can stick to the walls • Markers • 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)					
62	27	75 mins.	Peer Conferencing and Editing (Time 3:53, Slide 26)	• Document camera • Clipboard with blank paper for recording participant responses to show on document camera • Laser pointer • Word cards with the words <i>bandit</i>, <i>hated</i>, <i>the</i>, <i>cold</i>, <i>and</i>, <i>wind</i>, and <i>rain</i> • Prepared copy of Handout 17, highlighting the “I do,” “We do,” and “You do” steps • Folder • Supply pouch Presenter Resources • 1: Writing TEKS and Research-Based Recommendations (Answers) • 2: Video: Peer Conferencing and Editing (Possible Notes) • 3: Grade 4 Literacy Block (“I do”) Activity Resources • Writing Across the Curriculum • Teaching Revising	For Each Participant: • Folder • Supply pouch For Table: • Guiding Questions document (two per table) • Blank index cards • Markers
8: Motivating and Engaging Students (1 hour)					
37	8	21 mins.	NONE	• Document camera • Clipboard with blank paper for recording participant responses to show on document camera • Laser pointer • Ball to toss during activity response Presenter Resources • 1: Evaluating Student Autonomy • 2: Planning How to Model Self-Regulation in Writing • 3: Analyzing and Setting Literacy Goals (Possible Responses) • 4: Scenarios to Practice Language Use	For Each Participant: • Supply pouch For Table: • Guiding Questions document (two per table)

DAY 3

# of Slides	# of HOs	Time for Activities	Videos	For Presenter	For Participants and Tables
9: Using Assessment Data (1.5 hours)					
53	15	47 mins.	Using Assessment Data (Time 4:24, Slide 4) Oral Reading Fluency Sample (Time 1:17, Slide 36) Retell Sample (Time 0:48, Slide 37)	• Document camera • Clipboard with blank paper for recording participant responses to show on document camera • Laser pointer • ELPS Academy: LIAG • Folder • Supply pouch Presenter Resources • 1: Answers for Class 2 • 2: Oral Reading Fluency Scoring Probe (Scored) • 3: Diagnostic Data From Spelling Inventory (Answers) • 4: Grade 4 Literacy Block ("I do") Activity Resource • Listening Comprehension	For Each Participant: • Calculator • ELPS Academy: LIAG • Folder • Supply pouch For Table: • Guiding Questions document (two per table)
10: Putting It All Together (30 minutes)					
13	3	24 mins.	NONE	• Document camera • Adhesive tab • Folder • Supply pouch	For Each Participant: • Folder • Supply pouch

Grade 4 Folder Contents

Beginning the Grade 4 Reading to Learn Academy:

Participant Agenda document

Blank Grade 4 Literacy Block document

English Language Learner Scaffolding Planning Guide document

Added during Overview:

Glossary

Handout 1: The Reading Rope

Grades 3–6 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