

DAY I MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
	Welcome, Introduction, and Required Academy Videos <ul style="list-style-type: none"> • Reading to Learn Academy Introduction Video • Reading to Learn 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
20	Overview: Welcome and Introductions <ul style="list-style-type: none"> • Purpose and goals • Materials management • Initial data analysis 	pp. 1–11 Slides 1–9	<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 notes
40	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. 12–23 Slides 10–15 HOs 1–4	<ul style="list-style-type: none"> • ELAR/SLAR TEKS Handbook • ELPS Academy: LIAG • Folder (Agenda, Grade 5 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	Supporting All Learners: Features of Effective Instruction <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Set of vocabulary skill cards for activity • Cup-in-a-cup with popsicle sticks
20	Supporting All Learners: Differentiated Instruction <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> Terminology Research English Language Arts and Reading TEKS 	pp. 1–14 Slides 1–11 HO 1	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Word-building example Word sort activities Word and sentence dictation 	pp. 25–33 Slides 18–22 HOs 4–7	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Video: Strategies for Reading Multisyllabic Words • The Reading Rope handout • Three green pipe cleaners • Adhesive tabs • Grade 5 Literacy Block • English Language Learner Scaffolding Planning Guide
25	Fluency: Introduction and Assessment <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 	pp. 1–25 Slides 1–17 HOs 1–7	<ul style="list-style-type: none"> • The Reading Rope handout • Grades 3–6 English Language Arts and Reading TEKS Alignment chart • Calculator
20	Fluency: Effective Instruction <ul style="list-style-type: none"> • Features of effective fluency instruction • Structured fluency instruction • Scaffolded fluency instruction • Facilitated fluency instruction 	pp. 26–45 Slides 18–30 HOs 8–15	<ul style="list-style-type: none"> • “Tornado Scientists” text • Whisper phone
15	Fluency: Instructional Features and Wrap-Up <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Video: Partner Reading With Retell • The Reading Rope handout • Reading Rope model • Grade 5 Literacy Block • English Language Learner Scaffolding Planning Guide

DAY 2 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
20	Vocabulary: Introduction <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The Reading Rope handout • Pink highlighter • Name tent • Grades 3–6 English Language Arts and Reading TEKS Alignment chart
60	Vocabulary: Explicit Instruction <ul style="list-style-type: none"> • Teaching individual words directly • Teaching relationships among words • Teaching word-learning strategies 	pp. 17–34 Slides 10–19 HOs 3–11	<ul style="list-style-type: none"> • Children's text to practice planning • Sticky notes • Chart paper • Marker • Video: Word-Learning Strategies
10	Vocabulary: Implicit Instruction <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Green and yellow highlighters
20	Vocabulary: Instructional Features and Wrap-Up <ul style="list-style-type: none"> Assessing vocabulary Examining a vocabulary lesson English language learners Synthesis and summary 	pp. 54–64 Slides 31–36 HOs 17–19	<ul style="list-style-type: none"> 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 5 Literacy Block English Language Learner Scaffolding Planning Guide
10	Comprehension: Introduction <ul style="list-style-type: none"> Importance of comprehension Comprehension processes English Language Arts and Reading TEKS 	pp. 1–8 Slides 1–6 HO 1	<ul style="list-style-type: none"> The Reading Rope handout Pink highlighter Grades 3–6 English Language Arts and Reading TEKS Alignment chart
20	Comprehension: Building and Activating Background Knowledge <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<p>Comprehension: Practicing Different Kinds of Inferences (continued)</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Paper for snowball fight
50	<p>Comprehension: Applying Comprehension Strategies</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Children’s text to practice planning
15	Break		
60	<p>Comprehension: Practicing Discipline-Specific Text Analysis</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Chart paper and markers for making pros/cons lists
30	<p>Comprehension: Instructional Features and Wrap-Up</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Video: Using an Anticipation-Reaction Guide • Pinch paper • The Reading Rope handout • Reading rope model • Three pink pipe cleaners • Adhesive tabs • Grade 5 Literacy Block • English Language Learner Scaffolding Planning Guide

DAY 3 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
	Required Academy Video <ul style="list-style-type: none"> Reading to Learn Academy Closing Video 		<ul style="list-style-type: none"> Required Academy Video #3 (Closing)
30	Writing: Introduction and Writing Across the Content Areas <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The Reading Rope handout Grades 3–6 English Language Arts and Reading TEKS Alignment chart
35	Writing: Handwriting, Keyboarding, Syntax, and Grammar Instruction <ul style="list-style-type: none"> Why we should care about handwriting Handwriting instruction Teaching keyboarding Building syntactic knowledge Sentence activities 	pp. 18–40 Slides 10–22 HOs 6–8	<ul style="list-style-type: none"> Word cards with words <i>bandit, hated, the, cold, and, wind, and rain</i> Blank index cards for each participant to make a sentence anagram
35	Writing: Instruction Related to the Writing Process <ul style="list-style-type: none"> Teaching the writing process Planning Revision Editing and publishing Explicit instruction in the writing process 	pp. 41–53 Slides 23–29 HOs 9–16	<ul style="list-style-type: none"> Video: Peer Conferencing and Editing
15	Break		

DAY 3 MORNING

Time (min.)	Content	Presenter Guide Pages	General Materials
20	Writing: Instructional Tools <ul style="list-style-type: none"> • Model texts • Anchor charts • Writer's notebook • Collaborative books • Technology tools 	pp. 54–71 Slides 30–45 HO 17	<ul style="list-style-type: none"> • Prepared copy of Handout 17, highlighting the “I do,” “We do,” and “You do” steps
35	Writing: Writing for Various Purposes and Audiences <ul style="list-style-type: none"> • Narrative writing • Poetry writing • Informational writing • Persuasive writing • Research report writing 	pp. 72–85 Slides 46–53 HOs 18–22	
25	Writing: Instructional Features and Wrap-Up <ul style="list-style-type: none"> • Creating a writing community • Scaffolding writing • Systematic writing instruction • English language learners • Assessing writing • Synthesis and summary 	pp. 86–100 Slides 54–63 HOs 23–26	<ul style="list-style-type: none"> • The Reading Rope handout • Reading rope model • Grade 5 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 <ul style="list-style-type: none"> Examining our reading and writing motivation Intrinsic versus extrinsic motivation Student autonomy Building student competence 	pp. 1–26 Slides 1–18 HOs 1–2	<ul style="list-style-type: none"> The Reading Rope handout
15	Motivating and Engaging Students: Developing Student Self-Regulation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The Reading Rope handout Reading rope model
20	Using Assessment Data: Introduction and Using Different Grouping Formats <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The Reading Rope handout Video: Using Assessment Data
15	Using Assessment Data: Collecting Data Across the Literacy Components <ul style="list-style-type: none"> Data to collect and use in grade 5 Data to collect and use for struggling readers in grade 5 	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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Self-reflection on using assessment data Next steps for improving data use Synthesis and summary 	pp. 62–68 Slides 49–53 HOs 13–14	<ul style="list-style-type: none"> The Reading Rope handout Reading rope model Grade 5 Literacy Block English Language Learner Scaffolding Planning Guide
30	Putting It All Together <ul style="list-style-type: none"> Completing the reading rope Reflections related to each section Impact on classroom instruction Final reflection 	pp. 1–15 Slides 1–13 HOs 1–3	<ul style="list-style-type: none"> The Reading Rope handout Reading rope model Adhesive tab Grade 5 Literacy Block