

Grade 5 Reading to Learn Academy Presenter Supplemental Documents

| | |
|--------------------------------|----|
| Presenter Agenda | 1 |
| Organizational Chart | 12 |
| Folder Contents | 19 |

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 | Comprehension: Practicing Different Kinds of Inferences (continued) <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 | Comprehension: Applying Comprehension Strategies <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 | Comprehension: Practicing Discipline-Specific Text Analysis <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 | Comprehension: Instructional Features and Wrap-Up <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</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 <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 |

| 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) | | | | | |
| 15 | 5 | 19 mins. | NONE | <ul style="list-style-type: none"> • Document camera • Folder containing agenda, Grade 5 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"> • Cardstock • Folder containing agenda, Grade 5 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"> • 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 (2 hours) | | | | | |
| 40 | 22 | 43 mins. | Strategies for Reading Multisyllabic Words (Time 5:40; Slide 34) | <ul style="list-style-type: none"> • 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 <p>Presenter Resources</p> <ul style="list-style-type: none"> • 1: Survey of Knowledge: Word Study and Recognition (Answer Key) • 2: Sample Word Sorts (Answers) • 3: Six Syllable Types: Activities (Answers) • 4: Grade 5 Literacy Block ("I do") <p>Activity Resources</p> <ul style="list-style-type: none"> • What We Know From Research: Conclusion • English Language Arts and Reading TEKS: Oral and Written Conventions and Reading Strands • Common Syllable Patterns | <p>For Each Participant:</p> <ul style="list-style-type: none"> • Word sort cards: two sounds of <i>c</i> • Word sort cards: <i>-ed</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) | | | | | |
| 37 | 18 | 14 mins. | Partner Reading With Retell (Time 3:36, Slide 31) | <ul style="list-style-type: none"> • Document camera • “Tornado Scientists” text • Whisper phone • Folder • Supply pouch Presenter Resources <ul style="list-style-type: none"> • 1: Marking Fluency Errors Practice • 2: Grade 5 Literacy Block (“I do”) Activity Resources <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 | For Each Participant: <ul style="list-style-type: none"> • Calculator • Folder • Supply pouch For Table: <ul style="list-style-type: none"> • Guiding Questions document (two per table) • One copy of “Tornado Scientists” 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. | <p>Word-Learning Strategies (Time 4:37, Slide 19)</p> <p>Content Area Vocabulary Instruction (Time 3:36, Slide 32)</p> | <ul style="list-style-type: none"> • 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 <p>Presenter Resources</p> <ul style="list-style-type: none"> • 1: Vocabulary Instruction Continuum (Possible Responses) • 2: Planning Explicit Vocabulary Instruction (Example: <i>provoke</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 5 Literacy Block (“I do”) <p>Activity Resources</p> <ul style="list-style-type: none"> • Purposefully Select Words • Embedding Definitions: Practice • Use Academic Language Effectively | <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 |
|-----------------------------------|----------|---------------------|---|--|--|
| 6: Comprehension (4 hours) | | | | | |
| 62 | 26 | 138 mins. | Using an Anticipation-Reaction Guide (Time 6:16, Slide 55) | <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 <p>Presenter Resources</p> <ul style="list-style-type: none"> • 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 5 Literacy Block ("I do") <p>Activity Resources</p> <ul style="list-style-type: none"> • Modeling Effective Questioning and Thinking Aloud: Examples • Using Comprehension Purpose Questions • Ways to Support High-Quality Discussions • Examining Qualitative Complexity: Literary Versus Informational Texts | <p>For Each Participant:</p> <ul style="list-style-type: none"> • Children's text to practice planning • Folder • Supply pouch <p>For Table:</p> <ul style="list-style-type: none"> • 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) | | | | | |
| 63 | 27 | 75 mins. | Peer Conferencing and Editing (Time 3:53, Slide 26) | <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 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 <p>Presenter Resources</p> <ul style="list-style-type: none"> • 1: Writing TEKS and Research-Based Recommendations (Answers) • 2: Video: Peer Conferencing and Editing (Possible Notes) • 3: Grade 5 Literacy Block (“I do”) <p>Activity Resources</p> <ul style="list-style-type: none"> • Writing Across the Curriculum • 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) • Blank index cards • Markers |
| 8: Motivating and Engaging Students (1 hour) | | | | | |
| 37 | 8 | 21 mins. | NONE | <ul style="list-style-type: none"> • Document camera • Clipboard with blank paper for recording participant responses to show on document camera • Laser pointer • Ball to toss during activity response <p>Presenter Resources</p> <ul style="list-style-type: none"> • 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 | <p>For Each Participant:</p> <ul style="list-style-type: none"> • 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 |
|---|----------|---------------------|--|--|--|
| 9: Using Assessment Data (1.5 hours) | | | | | |
| 53 | 15 | 47 mins. | Using Assessment Data (Time 4:24, Slide 4) Oral Reading Fluency Sample (Time 1:15, Slide 36) Retell Sample (Time 1:01, Slide 37) | <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 Presenter Resources <ul style="list-style-type: none"> • 1: Answers for Class 2 • 2: Oral Reading Fluency Scoring Probe (Scored) • 3: Diagnostic Data From Spelling Inventory (Answers) • 4: Grade 5 Literacy Block (“I do”) Activity Resource <ul style="list-style-type: none"> • Listening Comprehension | For Each Participant: <ul style="list-style-type: none"> • Calculator • ELPS Academy: LIAG • Folder • Supply pouch For Table: <ul style="list-style-type: none"> • Guiding Questions document (two per table) |
| 10: Putting It All Together (30 minutes) | | | | | |
| 13 | 3 | 24 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 5 Folder Contents

Beginning the Grade 5 Reading to Learn Academy:

Participant Agenda document

Blank Grade 5 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