



TEXAS READING ACADEMIES
ELAR
Module Summaries





Reading Academies Module Summaries and Learner Expectations

MODULE 1E: INTRODUCTION TO THE TEXAS READING ACADEMIES

Module 1E outlines the mission, vision, and purpose of the Texas Reading Academies and provides logistics support for successful participation. The module includes a welcome from Commissioner Morath, introduces the optional Participant Notebook to be used throughout the academy, and highlights the significance of the Biliteracy Pathway, including how to leverage translanguaging as a pedagogical tool. This module also covers the Texas Reading Academies scope and sequence, learner expectations, and course structure—emphasizing specific iconography devoted to integrated content for Special Populations and emergent bilingual learners. At the end of the module, learners are introduced to six learner profiles, or case studies, that will be used throughout the academy to support learners in making informed, instructional decisions about individual student needs.

MODULE 2E: THE SCIENCE OF TEACHING READING

Module 2E focuses on reading research, state standards, and evidence-based instructional practices aligned with the Science of Teaching Reading. First, this module focuses on the “what” and “why” of the Science of Teaching Reading—What do students need to become proficient readers, and why is this approach recommended? Then, the module explores the “how” in more detail—How is the STR implemented through evidence-based, explicit and systematic instruction to teach children to read? Instruction that is explicit, systematic, and data-driven helps students develop into strong readers and allows teachers to identify and respond to students’ literacy needs.

MODULE 3E: ESTABLISHING A LITERACY COMMUNITY

This module supports learners’ understanding of how they can build healthy literacy communities by setting conditions for culturally sustaining and challenging language and literacy experiences in a safe and loving school environment. This includes an awareness of the social, cultural, linguistic, and learning diversity of their students and their families, and empowering the family to support their child’s language and literacy development. While learners will spend limited time in this module, the companion guide provided in the module is a valuable tool when setting up a classroom and preparing for the first year of teaching. The Participant Notebook and Companion Guide is available at the beginning of the module for learners to use as a resource in future planning.



MODULE 4E: USING ASSESSMENT DATA TO INFORM INSTRUCTION

Module 4E supports the understanding of high-quality assessment practices that align with the Science of Teaching Reading. It also addresses key assessment topics and terminology, the purpose and use of assessment tools, and the use of data to inform instruction. The module will explain the appropriate use of screeners, diagnostics, and progress monitoring to collect data, as well as the difference between formative and summative assessments. In addition to the types of assessments, this module ensures learners understand the types of quantitative and qualitative data that are used to guide instructional decisions and support student learning.

MODULE 5E: ORAL LANGUAGE AND VOCABULARY

This module ensures that learners have the knowledge and skills to implement oral-language and vocabulary instruction so students develop strong language and literacy skills. To support learners' understanding, this module provides information about critical factors that contribute to oral-language development and vocabulary development, including how children learn more than one language. This module also provides assistance in the form of routines and instructional practices to incorporate in classroom instruction.

MODULE 6E: PHONOLOGICAL AWARENESS

Module 6E supports learners' understanding that phonological awareness is the ability to recognize and manipulate sounds in words, which is foundational for reading comprehension. This module explains the phonological-awareness continuum and the relationship between phonological awareness, phonemic awareness, and reading. There are many examples of routines and instructional practices that can be incorporated as a part of classroom instruction. The instructional recommendations will help develop students' ability to identify and manipulate sounds in words.

MODULE 7E: PRE-READING SKILLS

In this module, learners gain knowledge and skills to promote all students' development of grade-level print concepts, alphabet knowledge, and handwriting to support strong foundational literacy skills. To support learners' understanding, this module provides information about critical factors that contribute to the development of print concepts, alphabet knowledge, and handwriting, including the progression in which children typically develop these skills. This module also assists in the form of systematic and explicit routines and instructional practices to incorporate classroom instruction.



MODULE 8E: DECODING, ENCODING, AND WORD STUDY

The purpose of module 8E is to enhance learner knowledge of decoding and encoding and support learners' ability to provide high-quality, beginning-reading and beginning-writing instruction. Learners will identify the six syllable types, as well as the syllable division principles, and explain how students can use these principles to decode and encode multisyllabic words. They will explain the types of morphemes in English and learn instructional strategies for teaching each type. This module provides information about critical factors that contribute to word-reading development and includes routines and strategies that learners can incorporate in their own classroom context. This module consists of multiple chapters that include learning activities, videos, assignments, and concludes with an artifact.

MODULE 9E: READING FLUENCY

The purpose of this module is to ensure that learners have the knowledge and skills to teach their students to be fluent readers who enjoy a variety of texts at their grade level and beyond. To support their understanding, this module provides information about the key indicators of fluent reading (rate, accuracy, and prosody) and how each of these components contributes to readers' comprehension of text. Instructional strategies are provided such as repeated reading, partner reading, echo reading, and teacher-led modeling of rate, accuracy, and expression. Learners are introduced to the Oral Reading Fluency (ORF) assessment which can be used to determine a student's rate and accuracy by determining how many Words Correct Per Minute (WCPM) they can read. ORF data can help us understand how well a student is putting together their skills in both word recognition and language comprehension to fluently read a text. Module 9E concludes with an artifact that evaluates learners' understanding of the ORF and the use of ORF data.

MODULE 10E: READING COMPREHENSION

Module 10E provides learners with the knowledge and skills to implement explicit and systematic comprehension instruction so that students develop strong comprehension processes. To support their understanding, this module provides information about critical factors that contribute to comprehension development, vocabulary development, and literacy knowledge. This module also provides tools and instructional routines that learners can incorporate in their classroom to support comprehension development and application across a variety of texts, genres, and content areas. Module 10E concludes with an artifact to evaluate their knowledge of comprehension skills.



MODULE 11E: WRITTEN COMPOSITION

This module invites learners to examine the assessment-instructional cycle through the lens of student writing.

This module supports learners in building the relationship between foundational writing, composition skills, and convention skills; opportunities to support students' daily writing in all content areas; and writing instruction for multiple genres. The module guides learner to encourage multilingual writers to move fluidly between their languages, drawing from all their linguistic resources when they write.

MODULE 12E: PUTTING IT ALL TOGETHER

As learners complete their journey through the Texas Reading Academies, they are encouraged to build on everything they have learned in modules two through eleven. The purpose of this module is to ensure that they are prepared to implement instruction aligned with the Science of Teaching Reading. As they complete this module, learners will be able to commit to delivering high-quality instruction to the students across Texas.

LEARNER EXPECTATIONS

Required Assignments and Scores

Learners are required to fully participate in all pretests and posttests, discussions, checks for understanding (CfUs), quick checks, and artifacts. The pretests and posttests are not graded but are used to provide information to the learner's Cohort Leader and gather data on how well they have internalized the information in the module.

Throughout the course, learners will complete the following required assignments:

- Module 1 – completed as pre-work before Day 1 in-person training
- Pretests and posttests in Canvas
- Discussions during in-person training
- Checks for Understanding (CfUs) in Canvas
- Canvas-graded artifacts found in Modules 8, 9, and 10
- Single-entity graded artifacts found in Modules 6 and 10

Learners are required to achieve 80% mastery on all graded assignments in Canvas. The Cohort Leader will provide coaching to ensure learners demonstrate 80% mastery. Learners may be required to retake CfUs and/or artifacts until they score 80%. Learners are required to participate in group discussions during the in-person training sessions.



Plagiarism

All Reading Academies participants are held to a high standard of professionalism, and plagiarism and/or sharing of answers within or outside of their cohort will not be tolerated. All participants who are suspected of plagiarism or sharing of content will be warned and required to resubmit their work. On the second offense, they may be removed from the cohort in which they are participating and may be required to take the Reading Academies over again in their entirety.

SUPPORTIVE MATERIALS

As learners engage in the Reading Academies content, they are encouraged to use a participant notebook as a record of their learning. They may print and utilize the provided notebook found on the Home Page of each module, or they may create their own personal notebook to reflect on their learning. The utilization of this notebook is optional for the learners.

Participant Notebook

The Participant Notebook is a space for learners to

- capture the chapter objectives and the important elements of each module;
- reflect and record their “a-ha” moments; and
- organize materials to reference in the future to find lessons, ideas, and reminders that will influence their teaching for years to come.

While using the Participant Notebook, learners are encouraged to allow space for printed teacher tools and end-of-module resources they may want to add to their notes.

Module Resources

For the learner’s convenience, at the end of each module, they will find handouts from the module listed on one page for ease of printing. They may want to add some of these handouts and resources in their participant notebook to reference as they implement the instructional strategies in their future classroom.