



Cohort Leader Screener Preparation Guide

Biliteracy Pathway

(For Future Cohort Leaders Preparing for CL Certification)

Biliteracy Screener Purpose:

The cohort leader screener assesses the knowledge and skills of prospective cohort leaders in Biliteracy and the Science of Teaching Reading (STR). This ensures that cohort leaders possess the necessary knowledge and skills to effectively provide high-quality instruction in two languages (English and Spanish). The screener also provides coaching support to educators and leaders in Biliteracy contexts such as early and late-exit bilingual programs, one-way dual language programs, and two-way dual-language programs.

As a future biliteracy cohort leader, you are expected to demonstrate deep understanding of:

- The Science of Teaching Reading (STR) framework
- Evidence-based literacy instruction
- Knowledge of how reading develops across two languages (English and Spanish)
- Understanding of cross-linguistic transfer and language-specific features
- Texas bilingual policy and standards
- Research-Based Instructional Strategies (RBIS)
- Effective Coaching for Texas educators

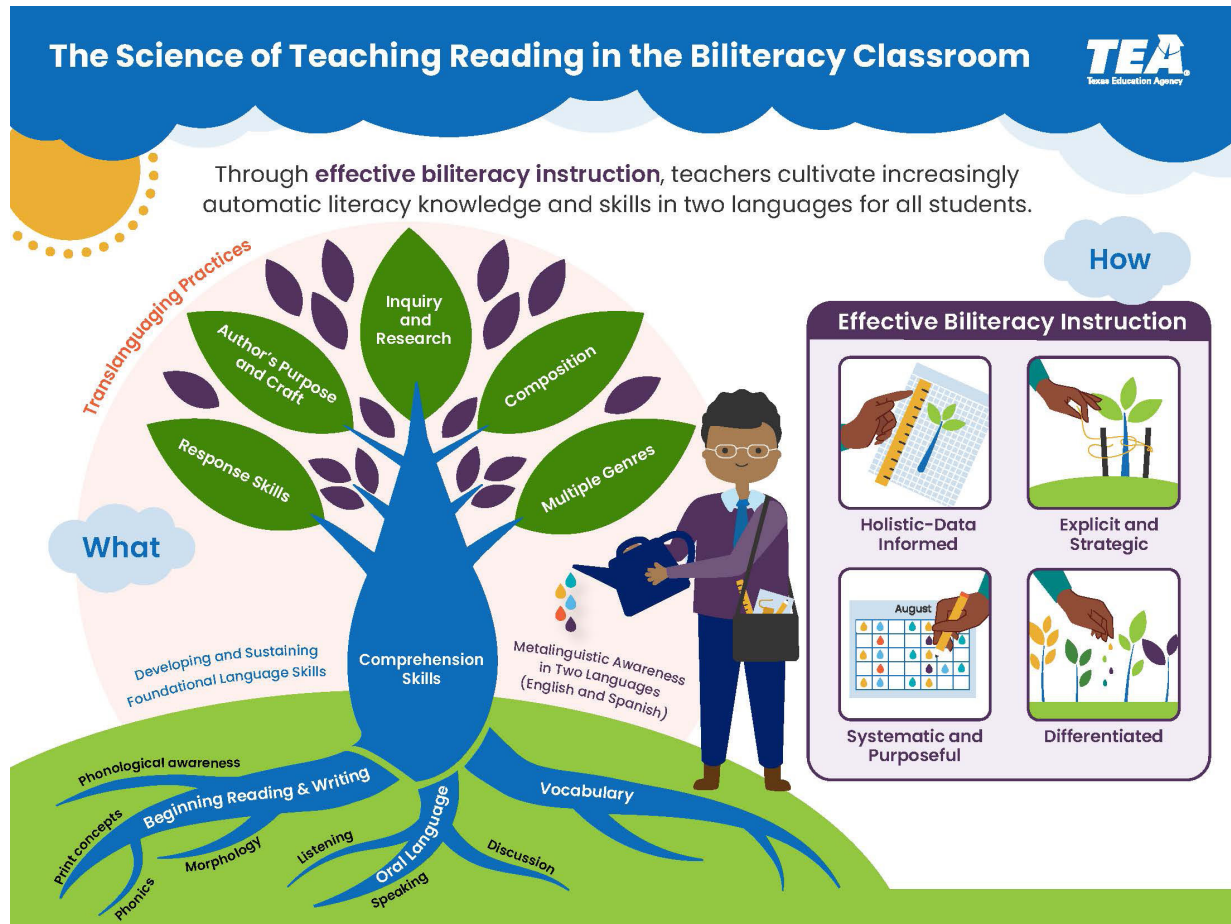
Note: This preparation guide provides conceptual and professional understanding. It is not designed to prepare you for specific assessment questions. Review the [Cohort Leader Screener Overview](#) for information on the requirements, processes, and roles of a Texas Reading Academies Cohort Leader.

What Is the Science of Teaching Reading (STR) in Biliteracy Contexts?

The **Science of Teaching Reading** is a broad, interdisciplinary body of research that explains how students learn to read, why some students struggle, and which instructional practices are most effective. It is **not a program, a curriculum or an intervention**; it is the research foundation guiding biliteracy instruction and decision-making in bilingual and dual language settings.

The Science of Teaching Reading Framework

The following visual illustrates how the Texas Reading Academies defines **what** students need to become proficient readers and **how** instruction should be delivered:



WHAT
Language development and metalinguistic awareness are central to biliteracy success.
Reading integrates foundational skills (phonological awareness, alphabet knowledge, handwriting, phonics, morphology) with meaning-making (vocabulary, comprehension, and writing) in both languages.

HOW
Effective Biliteracy Instruction should be:
Explicit and strategic.
Systematic and Purposeful.
Differentiated and evidence-based to meet the needs of all students in the language of instruction.
Assessment and instruction form a continuous, holistic data-informed cycle across languages.

In biliteracy contexts, effective instruction also includes intentional cross-linguistic connections and the development of metalinguistic awareness, enabling students to analyze similarities and differences between languages.



Understanding the Texas Biliteracy Reading Academies

Read the following materials to ensure you have a solid understanding of the Texas Reading Academies.

Texas Reading Academies Overview

[Texas Reading Academies \(HB 3\)](#)

Provides the research foundation adopted statewide.

Standards & Policy Alignment in Biliteracy Settings

As a Cohort leader, you must understand how instruction aligns with Texas standards and policy.

Bilingual Education Policy — 19 TAC Chapter 89, Subchapter BB

[Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students](#)

Defines Texas requirements for bilingual and ESL programs.

TEKS

<https://teksguide.org/>

As a biliteracy cohort leader, you should understand both ELAR and SLAR TEKS to effectively support emergent bilingual students across bilingual program models.

Content-Based Language Instruction

[EB Portal - CBLI](#)

English Language Proficiency Standards (ELPS)

[English Language Arts and Reading | Texas Education Agency](#)

TXEL - Emergent Bilingual Support

<https://www.txel.org/>

Reflection

- What does the Science of Teaching Reading emphasize about how students learn to read in one or more languages?
- How do foundational skills and language development work together to support literacy across two languages?
- How does research guide instructional decisions in bilingual and dual language classrooms?