Effective Reading Instruction for
Students who are Deaf and Hard of Hearing

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Workshop Description:
This interactive workshop is intended for educators teaching readers who are deaf and hard of hearing (DHH), who are reading at the Kinder-3rd grade levels. The workshop will examine the Science of Reading and the critical components of reading instruction – phonological awareness & phonemic awareness, phonics (decoding & encoding), vocabulary, fluency, and comprehension. For each component, the training will include a definition, description, and relevant research, as well as the skills involved, research-based activities to address related skills, strategies for meeting the diverse needs of readers who are DHH, an examination of the related ELAR TEKS, instructional best practices, techniques for monitoring progress, and application of learned knowledge and skills by creating a plan for implementation.

Learner objectives:
- Participants will establish a working knowledge of the Science of Reading and the English Language Arts and Reading (ELAR) Texas Essential Knowledge and Skills (TEKS) Vertical Alignment.
- Participants will identify and review effective instructional activities designed to teach the critical components of reading instruction: phonological awareness & phonemic awareness, phonics (decoding & encoding), vocabulary, fluency, and comprehension as well as strategies for meeting the unique needs of readers who are DHH.
- Participants will identify techniques for monitoring progress and diagnostic assessment tools to ensure students benefit from instruction and are learning.
- Participants will develop an instructional plan to integrate the critical components of reading into their instruction.

Training Information and fee:
This training can be provided in-person or virtually. The training length is 12 hours. The 12 hours can be provided in segments over 2, 3, 4 or 6 days. The max number of participants is 45 for both in-person and virtual trainings.

This session is interactive. Participants will be participating in small groups/breakout rooms throughout the session. For virtual sessions, participants are required to have cameras on and working while participating in breakout rooms and throughout the training.

Training handouts will be emailed at least a week in advance of the training. Workshop participants will be taking a lot of notes, so it is recommended that the handouts are printed prior to the training.

Additional training materials will be provided via a shared Google Drive Training Folder. Participants will need an internet accessible device, preferably a laptop or tablet, to access these additional training materials during small groups/breakout rooms throughout the training. These additional materials do not need to be printed.

<u>Workshop Agenda</u>

<u>Training Section 1: Introduction</u>
Participants will:
- Review the Science of Reading and the essential components needed for skilled reading
- Identify how the English Language Arts and Reading (ELAR) Texas Essential Knowledge and Skills (TEKS) address those essential components.
- Identify the unique needs of students who are DHH related to the essential components
- Identify instructional best practices based on the Science of Reading
- Identify best practices when lesson planning

<u>Training Sections 2-6, Essential Components of Skilled Reading:</u>
2. Phonological Awareness and Phonemic Awareness
3. Phonics – Decoding & Encoding
4. Vocabulary
5. Fluency
6. Comprehension

<u>For each Essential Component Section:</u>
Participants will:
- review the component definition, description, and related research
- identify the skills involved related to the component
- review effective instructional activities designed to teach those skills
- review effective strategies to meet the diverse needs of readers who are DHH
- examine the related ELAR TEKS
- identify instructional best practices
- identify techniques for monitoring progress and diagnostic assessment tools to ensure students benefit from instruction and are learning
- develop an instructional plan to integrate the critical components of reading into their instruction