

READING ACADEMIES QUARTERLY

**AUG.-
SEPT.
2021**

CAMPUS RESOURCES NEWSLETTER

Fort Bend ISD TRA Authorized Provider



**Year 2
2021-2022**

The following job roles will participate in Reading Academies beginning in summer 2021:



Administrators

- New Principals
- New Asst. Principals
- New Central Office Admins.



Campus Leaders

- EL Specialists
- Math Interventionists, Specialists, & Coaches
- Librarians
- New LITs, BLITs, & Lit. Coaches
- Elem. Bilingual Specialists.



Teachers

- Dyslexia Teachers
- K-2 Teachers
- Special Programs Teachers (Sp.Ed.)
- Resource / Inclusion Sp.Ed. Teachers (K-2)

LAUNCHING

Our Summer PD of Reading Academies was a success! Many participants completed Module 1 and Module 2 at their summer session. The Reading Academies team will be in communication throughout the year, providing supports and resources for you to consider using as you support your campus along this learning journey. We look forward to the impact this learning will have on our instructional practices and student literacy outcomes!

YEAR 2 UPDATES

Teachers and Specialists participating in Reading Academies (RA) will attend synchronous sessions throughout the school year as a part of their district required professional learning for the 2021-2022 school year. The inclusion of strategically embedded professional learning dates near the start of each grading term supports the facilitation of effective PLCs and consistent professional growth for all teachers. For more information, please review the [2021-22 Reading Academies Pacing Overview](#) document.

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LEADER'S RESOURCES

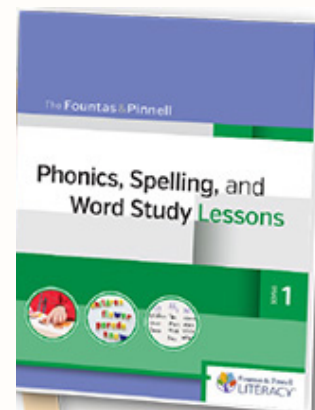
Click any of the resources below to download:

- [FBISD ELA Instructional Model "Look-Fors"](#)
- [Walkthrough Checklist for Explicit and Systematic Instruction](#)
- [M2: Gradual Release Model Checklist](#)
- [M3: Family and School Partnership Admin Tool](#)
- [M3: The Dos and Don'ts of Effective Communication](#)
- [M3: Admin. Checklist for Building a Third Space Between Home and School](#)
- [M3: Principals as Literacy Leaders](#)
- [M4: Assessment Data Checklist](#)

CURRICULUM & DISTRICT RESOURCES

Throughout Reading Academies, you will find consistent connections to the FBISD Balanced Literacy Framework. We've highlighted connections for each module in our [Making Connections Resource](#).

Additionally in Module 2, we have highlighted the systematic approach to Phonics which can be found in the Lesson Scope for the Phonics, Spelling and Word Study Lessons Book, which teachers have within their FPC- PSWS kits.



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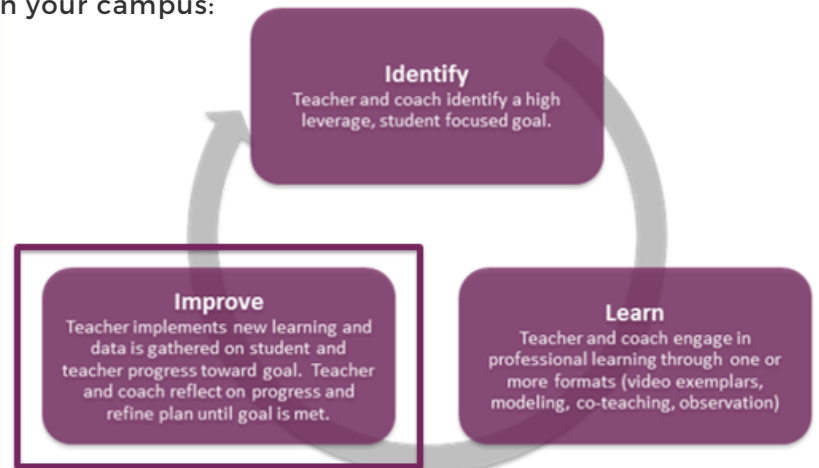
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INDIVIDUAL COACHING

As instructional leaders on your campus, you may find the following resources from RA, from within Modules 1-4, helpful as you and your leadership team support individual teachers on your campus:



PLC SUPPORTS

The FBISD Instructional Model, Balanced Literacy includes four basic components. Reading Workshop, Writing Workshop, Phonics/Word Study and Interactive Read Aloud. The balanced literacy model includes explicit instruction through modeling and follows the [gradual release of responsibility model](#). To assist in PLC planning, teachers can analyze and reflect on how each minilesson follows the gradual release model of I Do, We Do, and You Do. Which of these are strengths in your planning and teaching? Which of these do you want to improve? Which of these do you see as the most important next step?



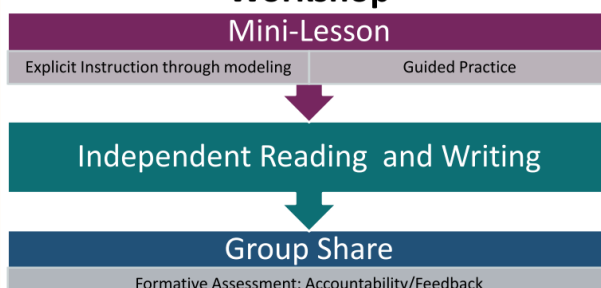
FBISD Tool: Progression of Practice Professional Learning Communities (PLCs)

Structure of Reading and Writing Workshop

Kindergarten
Unit 1 Minilessons

Grade 1
Unit 1 Minilessons

Grade 2
Unit 1 Minilessons



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CONTENT OVERVIEW

Module	Title	Seat Hours
1	Introduction to the Texas Reading Academies	1
2	The Science of Teaching Reading	3
3	Establishing a Literacy Community	3
4	Using Data to Inform Instruction & Tiered Levels of Support	6
5	Oral Language and Vocabulary	6
6	Phonological Awareness (Artifact)	6
7	Pre-Reading Skills	3
8	Decoding, Encoding, and Word Study	9
9	Reading Fluency	3
10	Reading Comprehension (Artifact)	9
11	Written Composition	9
12	Putting It All Together	2
TOTAL		60



The Reading Academy course requires that all participants view all pages, complete the pre and post-tests, submit well-developed, thoughtful responses to the discussion, participate in reflections, and complete checks for understanding (CFUs) and artifacts with a score of 80% or higher.

Module 1 outlines the mission, vision, and purpose of the Texas Reading Academies and provides logistics support for successful participation. Estimated Completion Time: One Hour

Module 2 is on reading research, state standards, and evidence-based instructional practices that ground the science of teaching reading (STR). Estimated Completion Time: Three Hours

Module 3 emphasizes that healthy literacy communities offer crucial support for all students as they embark on their lifelong literacy journeys. Estimated Completion Time: Three Hours

Module Progress Reports

Principals will be provided monthly campus progress reports which will include learners' completion of modules. Principals may consider selecting one or more of the following options to support learners on their campus in maintaining adequate module progress. Year 2 participants will need to complete **Module 4** by **September 23** in order to reflect and engage in rich conversations at our next RA PD session.

Options for Supporting Learners with Module Progress:

- Designated Campus Learning Days
- Planning Period (one day a week)
- Extended Planning Period
- Adjust Duty Schedule (Intervals)
- PLCs

MORE RESOURCES

As a literacy leader, it is important to note how literacy-rich environments support student learning. [This administrator tool](#) will support you as you make classroom observations, welcome families into the school, and ensure classrooms are safe spaces for the diversity of your student body.

Ensuring Balanced & Unbiased Curriculum

The Fountas and Pinnell Literacy resource provides differentiated texts for varying levels and purposes. As part of the PLC process, teachers should collaborate to identify appropriate texts that align to the purpose of lessons in order to ensure instruction is balanced and unbiased. It is important to critically analyze each text that PLCs select to ensure that instructional text selections value the diversity within our community. Teachers should consider the setting, characters, and overall message of each text to ensure all beliefs, ethnicities, and socio-economic statuses are valued. To learn more about our F&P resources, [this overview](#) will highlight the benefits of Interactive Read Alouds. Picture books are a great tool for exploring names. Click on [Alma and How She Got Her Name](#) to explore a book that your teachers could use in the classroom to launch the start of the school year!

