

READING ACADEMIES QUARTERLY

JAN.- MAR. 2021

CAMPUS RESOURCES NEWSLETTER

Fort Bend ISD TRA Authorized Provider



UPCOMING IMPORTANT DATES

Our [pacing guide](#) provides a clear picture of the module requirements and a suggested timeline to complete required items. While each module has a variance in the time required, we recommend one hour dedicated each week to completing the module content to ensure adequate pacing and limited stress. The schedule for the remainder of the school year is as follow:

February 18, 2022

- Reading Academies PD
 - 9:45-11:45am
- Asynchronous RA Module Worktime
 - 1:00-3:30pm

March 11, 2022 - Next Stipend Payment

- Completion of Modules 7-9

April 18, 2022

- Reading Academies PD
 - 9:45-11:45am
- Asynchronous RA Module Worktime
 - 1:00-3:30pm

May 11, 2022

- Module 10 Summative Artifact Deadline

June 1, 2022 - Final Stipend Payment

- Completion of Modules 10-12

MODULE 6 ARTIFACT SUPPORT

Participants of Reading Academies complete several required artifacts to demonstrate mastery of their learning. The Reading Academies Team offered 20 artifact support sessions in January and February to those who were unsuccessful on the first submission and who have not yet submitted. Teachers have been very successful with the support and resources shared. Our team continues to provide one-on-one feedback sessions to support participants with the content presented in the module. At the April 18 PD session, we will prepare learners for the final summative artifact in Module 10.

As questions and/or concerns arise, please have them contact their cohort leader for support via FBISD email, Canvas inbox, or TEAMS call.

RA QUARTERLY

JAN. - MAR.

Fort Bend ISD TRA Authorized Provider

LEADER'S RESOURCES

Click any of the resources below to download:

- [Fort Bend ISD Curriculum Components](#)
- [FBISD Lesson Design Protocol](#)
- [FBISD ELA Instructional Model "Look-Fors"](#)
- [Walkthrough Checklist for Explicit and Systematic Instruction](#)
- [Gradual Release of Responsibility Model](#)
- [M7 RA Admin Tool: Alphabet Knowledge](#)
- [M8 RA Admin Tool: Phonics Approaches](#)
- [M9 RA Admin Tool: Fluency Instruction](#)



CURRICULUM & DISTRICT RESOURCES

In [Fountas and Pinnell's online resources](#) and the FP BAS/SEL kit, K-2 reading teachers have access to all optional assessments both in print and online. These optional assessments will provide teachers with additional information about Phonics, Spelling and Word Study. Keep in mind that teachers do not need to use optional assessments with ALL students, a teacher will choose an optional assessment when a teacher needs to dig deeper into what is causing a student to struggle in reading and writing.

Phonics and Word Analysis

Uppercase Letter Recognition Sheet

H	E	M	T
I	P	Q	U
O	C	W	B
X	V	J	S
G	N	Y	K
Z	R	A	F
L	D		

© 2013, 2015, 2018 by Irene C. Fountas and Gay B. Pinnell. Fountas & Pinnell, Inc. All rights reserved. This page may be photocopied.

RA QUARTERLY

JAN. - MAR.

Fort Bend ISD TRA Authorized Provider



INDIVIDUAL COACHING

We often hear from teachers requesting to see evidence-based instructional practices happening in the classroom. We are currently working on launching a district owned [video library](#) where we can display the talent we have on our campuses to support growth in instructional strategies across the district. As we continue to grow this library, each content area will have videos to refer to in your coaching sessions.

ELEMENTARY STUDENT OWNERSHIP CLIPS FROM THE CLASSROOM

VOLUME 1 PLAYLIST:

- 01 - Co-Construction of SC in Math (2:43)
- 02 - Self-Assessment in Math (4:12)
- 03 - Co-Construction of SC in ELA (3:01)
- 04 - Peer Feedback in ELA (0:59)
- 05 - Peer Feedback/Feedback on Feedback in ELA (1:56)
- 06 - Co-Construction of SC in ELA (3:01)
- 07 - Peer Feedback in ELA (1:37)
- 08 - Co-Construction of SC in Math (2:31)
- 09 - Aligning the Learner Experience (4:21)
- 10 - Peer Feedback in ELA (4:56)

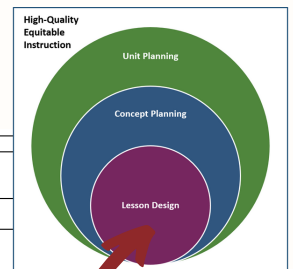
As you continue to implement Reading Academies learning and student ownership practices, please feel free to create videos and submit them or ask us about coming out to assist in videoing so that your campus can become a part of our video library as well.

PLC SUPPORTS

Mini-lessons follow the Gradual Release Model of Responsibility and this structure supports the teacher in delivering explicit instruction. Reading and Writing mini-lessons are short, explicit, robust lessons that help students understand the learning target and end goal.

This lesson structure is very clear, explicit, and engaging when teaching a new concept or skill. The purpose of an explicit lesson is to be direct in your instructions and to demonstrate your teaching point with clear examples. It is important to act out all the steps of your teaching point and think aloud as you teach the skill. To support the lesson planning process, teachers can brainstorm and discuss key components of an explicit lesson.

[Balanced Literacy Reading Minilesson Template](#)
[Reading Academies Planning Template](#)



Learning Intention:	
Make It Your Own: Things to Think About	
Materials	
Connect	We've been learning
Explicit Instruction	Today I'm going to teach you _____ because _____.
	Now let me show you
Guided Practice	Now it's your turn to try.
Closing	Today and every day when you are reading, remember
	During independent reading, you are going to
Independent Reading	Refer to the OneNote for suggestions for Independent Reading time.
After-Workshop Share	

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

Module 7 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.

Estimated Completion Time: Three Hours

Module 8 provides information about critical factors that contribute to word-reading development and includes routines and strategies that you can incorporate in your own classroom context.

Estimated Completion Time: Nine Hours

Module 9 provides information about the key indicators of fluent reading and how each of these components contributes to readers' comprehension of text.

Estimated Completion Time: Three Hours



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 PROGRESS REPORTS

Principals will be provided monthly campus progress reports which will include learners' completion of modules. Expect progress updates on March 25, May 6, June 10, and July 25. Year 2 participants will need to complete and meet all grading requirements for Modules 7-9 by March 11 in order to receive the next stipend payment. Principals may consider selecting one or more of the following options to support learners on their campus in maintaining adequate module progress.

To receive a Reading Academies Stipend:

- Must be assigned to a qualifying job role for stipend: Teachers, EL Specialist, Librarians, Dyslexia Teachers, Special Education Teachers, and Literacy Interventionists (Instructional Coaches, Campus Admin., and Central Office do not qualify)
- Must meet artifact deadlines with satisfactory rating, and meet module completion requirements according to pacing
- Must be a current employee with an active contract renewal for the Academic School Year

Module Progress for ██████████

Module 1E: Introduction	Complete ✓
Module 2E: The Science of Teaching Reading	Complete ✓
Module 3E: Establishing a Literacy Community	Complete ✓
Module 4E: Using Assessment Data to Inform Instruction With Tiered Levels of Support	Complete ✓
Module 5E: Oral Language and Vocabulary	Complete ✓
Module 6E: Phonological Awareness	In Progress
Module 7E: Pre-Reading Skills	Locked

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