

# READING ACADEMIES QUARTERLY

## APRIL - JUNE 2022

### CAMPUS RESOURCES NEWSLETTER

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## THE END IS IN SIGHT

Year 2 Reading Academies has reached the home stretch. The schedule for the remainder of the school year is as follow:

April 18, 2022

- Optional Reading Academies Artifact Webinar
  - 10:45-11:45am

May 11, 2022

- Module 10 Summative Artifact Deadline

June 8, 2022

- Release & Post Summative Artifact Grades
- Notify campus leaders on module progress

June 15, 2022 - Final Stipend Payment

- Completion of Modules 10-12

June 15, 2022- June 29, 2022

- Deadline to resubmit ALL Artifact submissions to meet artifact requirements of 80% or higher
  - M6: Phonological Awareness Artifact
  - M10: Summative Artifact

July 17, 2022

- Reading Academies Course Closes

July 25, 2022

- Notify campus leaders on module progress

## MODULE 10 ARTIFACT SUPPORT WEBINAR

Our goal is to provide support so teachers can successfully complete the Module 10 final summative artifact on the first submission which is due on May 11, 2022. Our team will provide a virtual optional artifact workshop on April 18 from 10:45 – 11:45 AM. No matter which module teachers are currently working in, all teachers are still encouraged to attend the artifact workshop and develop an artifact to submit later. As questions and/or concerns arise, please have them contact their cohort leader for support via FBISD email, Canvas inbox, or TEAMS call.

## 2022 SUMMER LEARNING PLANS

Four learning pathways will be provided for teachers during the 2022 – 2023 school year. These pathways were developed based upon teacher feedback to provide options for initial engagement and completion of Reading Academies. Teachers who have not completed all twelve modules by June 30 will be required to engage in a new Reading Academies cohort, as part of their 2022-2023 summer learning plan.

During the 2022- 2023 school year the following groups will enroll in Reading Academies:

- All 3rd Grade teachers
- K – 2nd teachers who have not completed RA
- Any administrator who has not completed RA
- Any 4th – 5th grade teacher transitioning to K – 3 in 2022 – 2023
- Any required teacher leader role who has not completed RA

Please verify teacher enrollment by May 27

| 22-23 RA Pathway Comparisons         |                       |              |                        |                       |                |                          |                  |                  |
|--------------------------------------|-----------------------|--------------|------------------------|-----------------------|----------------|--------------------------|------------------|------------------|
| 4 day Blended Pathway                |                       |              |                        |                       |                |                          |                  |                  |
| Summer Learning                      |                       |              |                        | Job-Embedded Learning |                |                          |                  |                  |
| 4 Days<br>(June or July)<br>1-6      |                       |              |                        | Sept.23<br>7-8        | Oct. 31<br>8-9 | Jan. 3<br>10             | Feb. 17<br>10-11 | May. 26<br>11-12 |
| 2 day Blended Pathway / NTO- Blended |                       |              |                        |                       |                |                          |                  |                  |
| Summer /<br>NTO                      | Job-Embedded Learning |              |                        |                       |                |                          |                  |                  |
| Aug. 2-3<br>1-3                      | Sept.23<br>4          | Oct. 31<br>5 | *Teacher Choice<br>6-7 | Jan. 3<br>8           | Feb. 17<br>9   | *Teacher Choice<br>10-11 | May. 26<br>12    |                  |
| NTO -0YR Comprehensive               |                       |              |                        |                       |                |                          |                  |                  |
| NTO                                  | Fall                  |              |                        | Spring                |                |                          | Summer '23       |                  |
| Aug. 2-3<br>1-4                      | Sept.23<br>5          | Oct. 31<br>6 | Nov. 12<br>7           | Jan. 3<br>8           | Feb. 17<br>8-9 | Mar. 31<br>10            | May 26<br>11     | May 31<br>11-12  |

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## LEADER'S RESOURCES

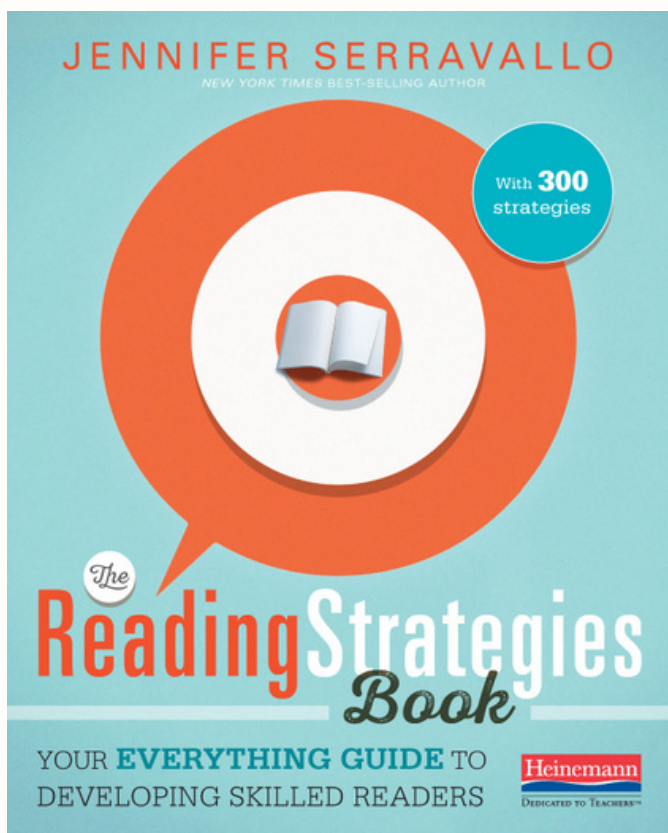
Click any of the resources below to download:

- [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](#)
- [M10 Admin Tool Reading Comprehension](#)
- [M11 Admin Tool Written Composition](#)



## CURRICULUM & DISTRICT RESOURCES

This user friendly resource is on every FBISD campus. Teachers will find strategies to target and meet the needs of their students. This resource can provide a variety of approaches to address the grade-level standards. As students read independently, this is an opportunity to reinforce a strategy explored during read alouds or minilessons, and begin to match strategies to individual student goals.



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## INDIVIDUAL COACHING

Reflective teachers think deeply about the content and the implementation of their instruction. Through collaborative conversations, the teachers will spend time reflecting on how to continue planning guiding reading groups and strategy groups in their classroom. Teachers may need to consider the following questions before planning a small group lesson.

- What routines have you taught children to use during guided reading lessons or strategy group lessons?
- Why did you choose this book for a guided reading lesson? Why did you choose this strategy for a strategy group lesson?
- How will you model or demonstrate the teaching point before the students begin to read on their own or try it out?
- What will you ask the students to do if they are done reading before the other students?
- How and where will you take notes as you listen in to each child?

At the end of their small group lessons, it is important to bring everyone back to discuss how it went so they can continue to grow in their teaching practices. Below are guiding questions that may be helpful to reflect on the implementation of the lesson and process through next steps.

- What do you think the students learned in the lesson? How do you know? What reading behaviors did you notice?
- Was the book a good match for the students in guided reading? Was the strategy taught a good match for their books?
- In a guided reading lesson, how did you support word solving strategies during the lesson? How did you support comprehension at the end of the lesson?
- How can you connect this lesson to other areas in your literacy block?

## PLC SUPPORTS

Various flexible groups can support students who need extra support to reach current reading goals. Teachers will need to consider grouping practices that are effective for meeting the students' instructional needs.

Reflect on current practices in regards to guided reading groups and strategy groups:

- 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?

### How to Get Started

- Analyze current student data for commonalities
- Group students with similar instructional needs (2-5 students in a group)
- Determine the lesson focus/ one teaching point
- Decide if you will use reading level groups or strategy groups
- What text or tools will you use for your demonstration and lesson?

### Guided Reading Groups



### Strategy Groups

Students have access to the same book at their instructional level.

Students may have different books/different instructional levels. Strategy can be applied to their text.

The teacher provides an overview of the text, highlights certain challenges with vocabulary, and engages in a picture walk. Possible word work teaching point to decode tricky words.

Teacher explicitly models one specific teaching point based on students' need. Lesson begins with naming the strategy, briefly demonstrating the strategy, and then inviting students to try it out.

Students read at their own pace until a specific stopping point. Teacher listens in to the students as they read and coach students during reading. Teacher takes notes/collects data.

Students practice the specific strategy within their own book. Teacher leans in to listen, monitor, and coach students applying the strategy.



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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 10** explains how young children develop comprehension over time and what skills and knowledge lead to language comprehension. Young readers combine these language comprehension skills with decoding skills to build reading comprehension. Most importantly, this module explains research about what teachers can do to support reading comprehension and vocabulary development across a variety of texts, genres, and content areas.

**Estimated Completion Time: Nine Hours**

**Module 11** provides information on how students develop literacy knowledge (purpose, audience, genre, and structure) as well as the conventions of writing. To support students as they become effective writers, teachers understand how to build and nurture classroom communities of writers, and they support writers through the whole process—from planning to publication.

**Estimated Completion Time: Nine Hours**

**Module 12** invites you to build on everything you have learned in modules two through eleven as you begin applying the skills and knowledge gained throughout the Reading Academies. This module explores your future professional development and provides an opportunity to reflect on your Reading Academies experience.

**Estimated Completion Time: Two Hours**

## MODULE PROGRESS REPORTS

Principals will be provided monthly campus progress reports which will include learners' completion of modules. Expect progress updates on May 6, June 10, and July 25. Year 2 participants will need to complete and meet all grading requirements for Modules 10-12 by June 01 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.

|   |             |
|---|-------------|
| Module Progress for <span style="background-color: #c00000; color: white; padding: 2px 5px;"> </span> |             |
| 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   | Complete ✓  |
| Module 7E: Pre-Reading Skills   | Complete ✓  |
| Module 8E: Decoding, Encoding, and Word Study   | Complete ✓  |
| Module 9E: Reading Fluency  | Complete ✓  |
| Module 10E: Reading Comprehension   | In Progress |
| Module 11E: Written Composition   | Locked      |
| Module 12E: Putting It All Together   | 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