

READING ACADEMIES QUARTERLY

CAMPUS RESOURCES NEWSLETTER

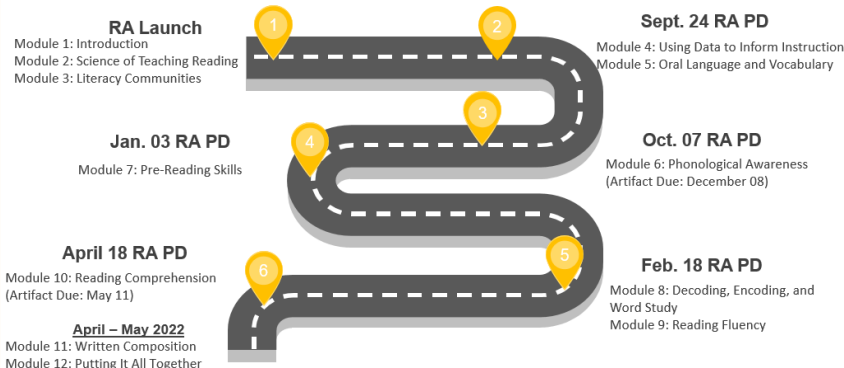
OCT.-
DEC.
2021

Fort Bend ISD TRA Authorized Provider



Year 2

Professional Learning Plan



MODULE 6 ARTIFACT

On October 07, teachers engaged in professional learning connected to the Module 6 artifact. At the end of Module 6, please encourage teachers and specialists to complete the Module 6 Artifact Optional Draft by December 01. This optional assignment will allow participants to submit a DRAFT version of their artifact for feedback from their Cohort Leader prior to submitting it for final grading.

To assist with completing the first artifact submission, our team has provided videos, planning tools and other resources. To access the Module 6 resources, please share this link to our [Schoolology Course](#). The final artifact submission is due no later than December 08. As questions and/or concerns arise, please have them contact their cohort leader for support via FBISD email, Canvas inbox, or TEAMS call.

LEARNER'S JOURNEY

Teachers are transitioning to the next phase of professional learning - **Module 6 Phonological Awareness**. This module was written to provide educators with the content knowledge and classroom practices needed to enable children to develop into language detectives that explore spoken language and understand how spoken language is made up of individual sounds, or phonemes.

We are grateful for the time and energy your teachers commit to Reading Academies. We know it is not an easy climb, but we are halfway through the learning! Thank you again for your incredible partnership this year to make this launch successful.

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LEADER'S RESOURCES

Click any of the resources below to download:

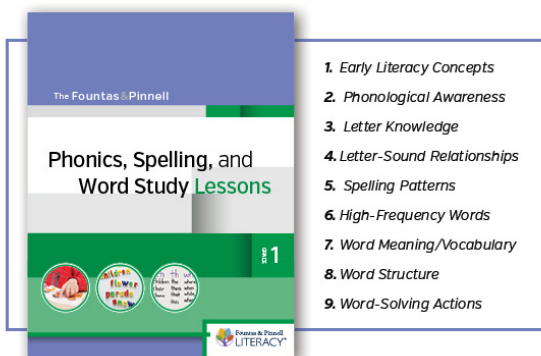
- [FBISD ELA Instructional Model "Look-Fors"](#)
- [Walkthrough Checklist for Explicit and Systematic Instruction](#)
- [M4: Assessment Data Checklist](#)
- [M4: Admin Tool - Assessments/Tiered Supports](#)
- [M5: Admin Tool - Oral Language Development](#)
- [M6: Admin Tool - Phonological Awareness](#)
- [M5: Teacher Tool - Responding to Language Mistakes](#)
- [M6: Teacher Tool - PA Individual Checklist](#)
- [FPC PWS Kinder Phonological Awareness Assessments](#)



CURRICULUM & DISTRICT RESOURCES

Fountas & Pinnell
Phonics, Spelling, and Word Study System

GRADE 1



100 concise lessons address the nine areas of learning for letters, sounds, and words

The F&P lessons provide explicit phonics instruction out of text, but each lesson provides many suggestions for extending the learning through explicit instruction in text. The systematic phonics lessons focus directly on specific aspects of sounds, letters, and words that are appropriate for children to learn at the particular grade level.

Each lesson includes the follow components:

- Teach & Have A Try (step by step lesson with suggested language)
- Apply (work individually, with partners, or in small groups)
- Share (share their learning with others)

When teachers are providing instruction using the [Gradual Release of Responsibility](#), consider what responsibilities and actions the teacher takes and what responsibilities and actions the students take.

Teachers can use an [observational guide](#) to keep track of student strengths. The teacher will make notes about what is observed during phonics, spelling, and word work time.

INDIVIDUAL COACHING



The work of improving assessment-instructional practices is ongoing journey and requires ongoing conversations about the work. Through these collaborative conversations, experienced teachers can refine their skills, and new teachers can learn to make data-informed decisions. Here are a few possible questions to trigger conversations about assessment-instructional practices.

Collecting Data

- What data do you collect about students' strengths and resources?
- How do you organize data about individual students?
- Which data informs your formative assessment, week by week?
- What data comes from content area performance?
- Which data shows what students can do with help? Which shows what they can do independently?

Coaching Questions: Literacy Assessment

Planning & Implementing

- How does data inform your daily lesson plans?
 - Grouping decisions?
 - Language & content objectives?
 - Choice of texts and other materials?
 - Small group and individual work?
- What support or resources would help you improve your data-informed decisions?



Analyzing Data

- How do you integrate data from reading, writing, speaking, listening, and multimodal work to build a student's literacy profile?
- How do you look for patterns across qualitative and quantitative data?
- How do you track progress across time?

Interpreting Data

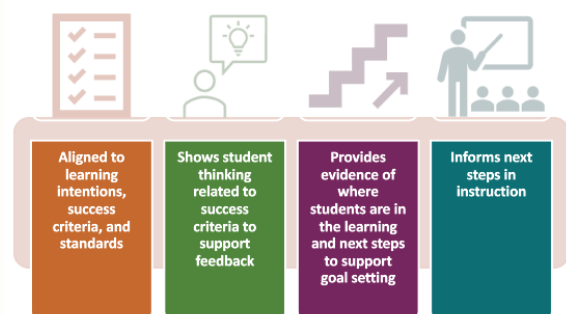
- How do you identify both strengths and targets for instruction?
- How do you provide students with feedback and information to help them see their strengths and targets?
- How do you provide information to parents, using strength-based language?

PLC SUPPORTS

Professional learning communities should collaborate to develop classroom based formative assessments to monitor and provide feedback on identified student needs. FBISD Formative Assessments (also called FACTs in the Assessment Resources tab in Schoology) were strategically designed so that teachers have an informal way of monitoring student progress and mastery of major concepts with the unit. The Common Formative Assessments provide the teacher with a sample set of items that can be used to evaluate student mastery of the unit Priority Standards.



Criteria for Effective Formative Assessment



Progression of Practice is designed to self-assess current level of practice and create action steps to make progress to a set goal.

**FBISD Tool: Progression of Practice
Formative Assessment Framework**

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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

CONTENT OVERVIEW

Module 4 addresses key assessment topics and terminology, the purpose and use of assessment tools, and the use of data to inform instruction. **Estimated Completion Time: Six Hours**

Module 5 provides assistance in the form of routines and instructional practices that teachers can incorporate in classroom instruction. **Estimated Completion Time: Six Hours**

Module 6 explains the phonological-awareness continuum and the relationship between phonological awareness and reading. You will also see many examples of routines and instructional practices that you can incorporate as part of classroom instruction.

Estimated Completion Time: Six 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. 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 and meet all grading requirements for Module 6 by December 17 in order to receive the next stipend payment.

Must have items include:

- Submitted the Module 6 Artifact by December 08
- Successful completion of 80 or higher on the Module 6 artifact
- Met ALL grading requirements for Module 5 and 6 by December 17

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