



K-12 Literacy Plan

Literacy Department
Teaching & Learning

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FBISD CORE BELIEFS AND COMMITMENTS

Fort Bend ISD

Core Beliefs & Commitments



1

Core Belief

All students can reach their full potential.

commitment:

FBISD will provide an educational system that will enable all students to reach their full potential.

2

Core Belief

We believe student success is best achieved...

A ...through effective teachers that inspire learning.

commitment:

FBISD will recruit, develop and retain effective teachers.

B ...in a supportive climate and safe environment.

commitment:

FBISD will provide a supportive climate and a safe learning/working environment.

C ...by empowered and effective leaders throughout the system.

commitment:

FBISD will provide and promote leadership development at all levels.

D ...in a well-functioning, high-performing community of learners.

commitment:

FBISD will be a collaborative, efficient and effective learning community.

Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

DISTRICT GOALS AND OBJECTIVES

The Fort Bend Independent School District (FBISD) Board of Trustees developed and adopted District Goals and Objectives to align and assist with prioritizing work across the district. These goals and objectives outline a commitment to a student-centered approach to curriculum, instruction, and assessment that will enable all students to reach their full potential.

District Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

District Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

District Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

District Goal 4: Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

District Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

PROFILE OF A GRADUATE

The Curriculum Management Plan provides a framework to ensure that FBISD curriculum supports teachers in empowering students with the attributes aligned to the District's Vision.

The vision of FBISD is to graduate students who exhibit the attributes of the District's Profile of a Graduate. A Fort Bend ISD graduate has a rigorous academic foundation, strong character, and is

...equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

...a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

...an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

...a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

...a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

...a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

...a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

INTRODUCTION

Purpose and Audience of Plan

The purpose of the FBISD Literacy Plan is to focus efforts and guide our work to cultivate and strengthen literacy skills for all students in Fort Bend ISD. Furthermore, the Literacy Plan will guide ongoing decisions about instruction, programming, and resource allocation. It is comprehensive and intended for teacher and leader use in order to build a shared knowledge base and vision for implementation of literacy instruction, as well as, serve as a foundation for each campus's action plan for improvement in literacy.

Components

Fort Bend ISD's first Core Belief states that all students can reach their full potential. As a community of learners and educators, we are committed to providing an educational system that will enable all students to reach their full potential. One key part of this system is a comprehensive K – 12th grade literacy plan. The components of this plan include an explanation of the Fort Bend ISD:

- Literacy Philosophy & Beliefs
- Guiding Principles for Literacy Instruction
- Roles and Responsibilities*
- Culture of Literacy
- Literacy Priorities and Strategies
- Assessment Philosophy & Framework
- Intervention and Enrichment Models
- Professional Learning Plan*
- Implementation Plan & Timeline*
- Monitoring and Measuring Implementation*
- Terminology

* These components are in development and will be included in this plan upon completion.

FBISD Literacy Philosophy

Literacy is a recursive, continuous process involving the intentional use of reading, writing, listening, speaking, and thinking to develop the critical analysis skills necessary to be successful in the 21st century classroom and beyond. Our goal is to cultivate and strengthen literacy skills by fostering collaborative communities of authentic readers and writers who can effect social change.

FBISD Literacy Beliefs

Literacy is a fundamental lifelong right that is a foundation for all learning. In FBISD, we believe...

- Schools, families, and the community are integral partners in the literacy development of ALL learners.
- ALL learners have daily opportunities for listening, speaking, reading, writing, and thinking through authentic, meaningful, and relevant learning experiences.
- ALL learners are provided a safe, literacy-rich environment that fosters student voice, choice, and ownership.
- ALL learners have access to a variety of high interest, culturally relevant texts to read, reflect, and respond as global citizens.
- ALL learners have the right to be equipped with literacy skills in order to think critically as lifelong learners.
- Educators need high quality, research-based learning around literacy best practices to meet the needs of ALL learners.

Guiding Principles

The following guiding principles serve as the foundation for a balanced, comprehensive K – 12th grade literacy focus.

Effective literacy practices include...

- environments that cultivate lifelong readers, writers, critical thinkers, and communicators
- reading and writing instruction that meets individual needs to empower students
- reflective teachers who continually learn new research-based strategies to effectively reach all students
- the integration of fundamental skills within authentic reading, writing, listening, and speaking experiences every day
- a variety of ongoing formative and summative assessments equipping teachers with information to support student growth
- strong school-home partnerships

CULTURE OF LITERACY

FBISD is one of the most diverse districts in the nation with over 77,000 students who speak more than 100 languages and dialects. Teachers must consider many different factors when creating a classroom that builds community through the culture and environment they create. A culture of literacy is created when students are immersed in a literacy environment that fosters meaningful opportunities for students to read, write, listen, speak, and think every day.

Building this culture of literacy in a classroom supports a student-centered learning environment that promotes a sense of belonging and community. Key components of the literacy community include the physical environment, routines and procedures, and home-school-community connections. When setting up the classroom for literacy learning, ensure the following expectations are included.

Community	The classroom should be engaging, inviting, and promote student choice, voice, and ownership to foster belonging and a sense of community. Arrange furniture to facilitate interaction among students during whole group and small group settings. The whole group area should be a large space in the classroom so students can come close to the group and sit comfortably. Books in the classroom library should reflect the cultures and interests of students and the surrounding community.
Opportunities for Discussion	Students build relationships with peers by learning more about them and their thinking. Students must have opportunities to discuss and collaborate with others. Arrange student areas in a way that fosters conversation and collaboration.
Classroom Library	Classroom libraries provide students opportunities to self-select books of their choice to read during independent reading. The classroom library includes a robust selection of books that are relevant, varied in genre and topic, and supports multiple reading levels. The library should be organized by categories (e.g., genres, authors, etc.).
Language & Print-Rich Environment	<p>Students should be immersed in language in their ELA classroom. A print-rich environment simply means that the learning areas are filled with words. This occurs using anchor charts, word walls, notebooks/journals, and student work displayed. Classroom walls are relatively blank at the beginning of the year, and evidence of student's learning fill the walls through the end of the year.</p> <p>A note about anchor chart: Anchor charts should be co-created with students and available for students to access through the learning experience. Past anchor charts that are essential for the current learning should be accessible to students.</p>

LITERACY PRIORITIES AND STRATEGIES

Through FBISD policy, EA Local, the managed, taught, and assessed curriculum is implemented with a deep commitment to an equitable learning environment using the defined instructional model. The distinct, research-based instructional models, which interact fluidly with the instructional delivery supports ground all content areas. The curriculum outlines the instructional delivery expectations so that teachers effectively utilize their content-specific instructional model.

Literacy Instructional Models

FBISD uses a Balanced Literacy Framework to deliver ELA instruction for students in K-12th grades. Balanced literacy is a comprehensive framework that integrates and acknowledges the reciprocal nature of reading, writing, listening, speaking, thinking, and foundational skill development. It provides a recursive structure that allows teachers the flexibility to honor the needs of individual learners through the gradual release of responsibility. In a Balanced Literacy classroom, students participate in meaningful and purposeful literacy experiences, both independently and collaboratively, that are centered around reading, writing, critical thinking, and communicating about authentic texts every day.

Elementary Instructional Model

The elementary instructional model is composed of several components that include Reading Workshop, Writing Workshop, Phonics/Word Study, and Interactive Read Aloud. Two additional components, Shared Reading and Interactive Writing, are also used in K-2 to support foundational literacy skill development. These components are integrated into the literacy block in a balanced way across a day and week to engage students in intentional and purposeful literacy learning experiences.



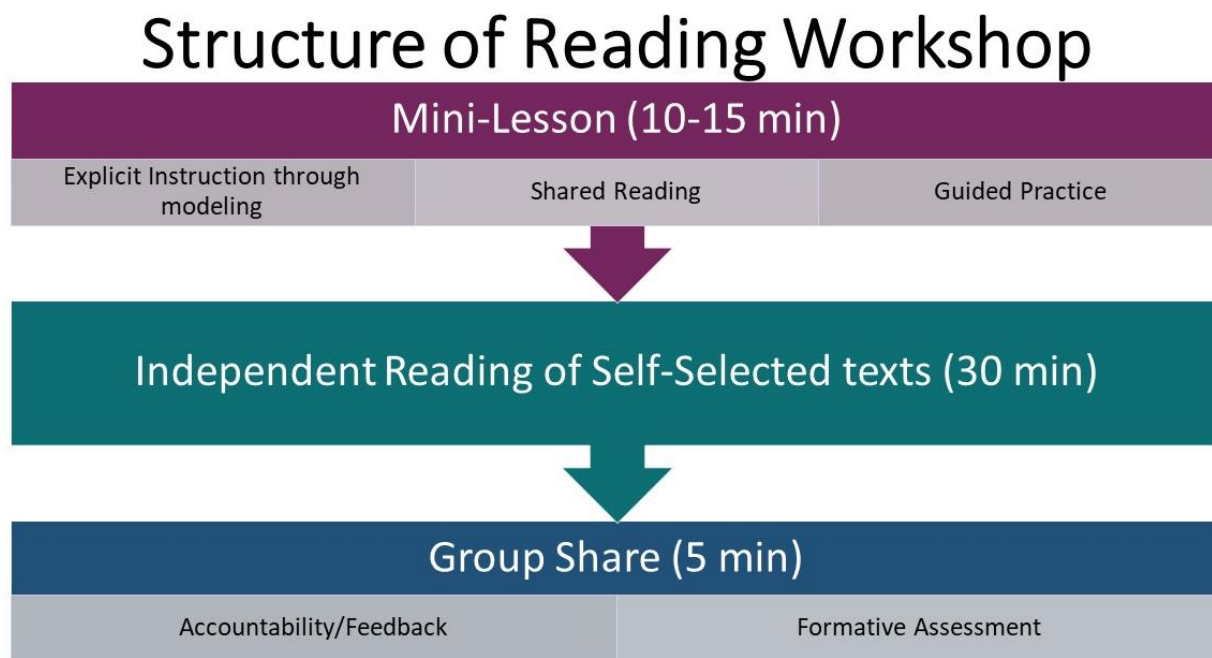
What does day-to-day instruction look like?

Elementary students have 110 minutes of ELA instruction a day. While there are time recommendations for each component of the Balanced Literacy Framework, it is important not to think of the pieces as isolated components. Everything the teacher does throughout the day connects to the same goal—to grow literate students. In addition, the literacy instructional model integrates time for English Language Development (ELD) in accordance with the bilingual framework. Reading, writing, listening, speaking, and thinking are connected and thought of as such. What happens in reading connects to writing. What

happens in writing connects to word study, and so on.

Elementary Reading Workshop

Reading workshop is an organized set of language and literacy experiences (typically, a mini-lesson, independent reading, conferring, and sharing) designed to help students become more effective readers (Fountas and Pinnell, 2001).



Key Attributes of Mini-lessons

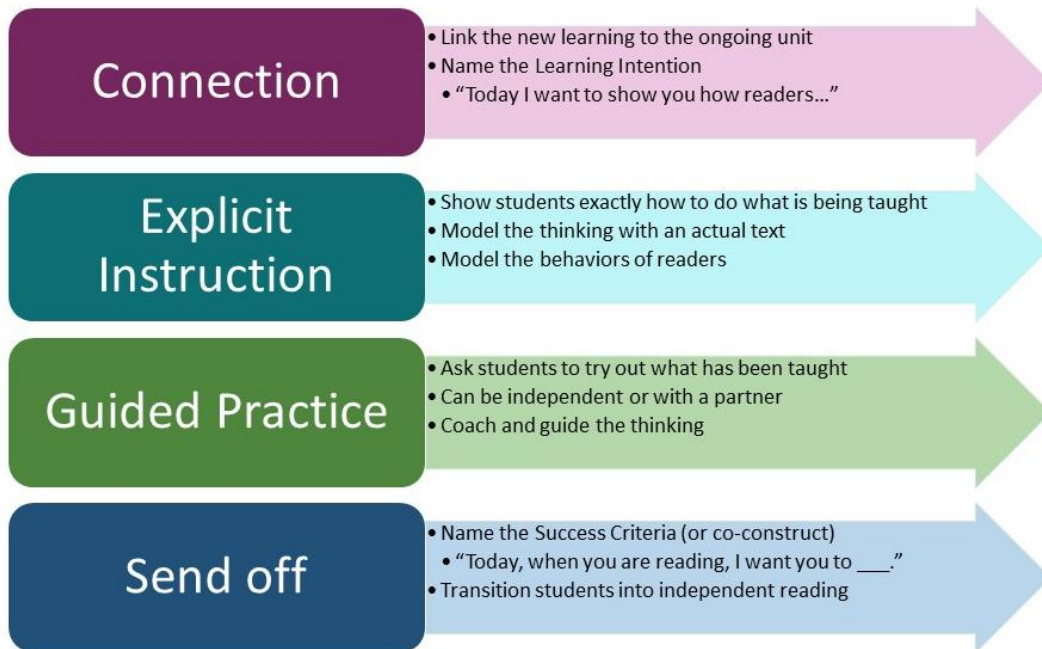
- Teachers use formative assessment data to ensure that the mini-lesson meets the needs of the students.
- Teachers explicitly model how to use reading strategies and recognize literary elements. Teacher think aloud in the same way that they want students to when they read.
- Teachers model strategies and procedures and then ask students to practice while the teacher guides them. Teachers remind students of the new learning at the end of the lesson and encourage them to apply the learning in their independent reading.
- Teachers choose one narrow and focused teaching point.
- The teacher will model how to use strategies in combination with each other, showing students that they are building a repertoire of strategies to use when they are reading.
- Mini-lessons build upon each other and aim to create independent readers who use strategies with ease.
- Mini-lessons align the standards and develop critical reading behaviors and strategies, which the majority of the class needs, support. The goal of the learning and the success criteria for the lesson is clear to the students.
- Mini-lessons occur daily and can be a mini lesson format (5-15 minutes) or lesson format, which may last longer and used mostly to introduce new concepts.

Types of Mini-lessons in Readers' Workshop

Type	Brief Overview	Resources Used
Management	These lessons cover all of the routines of reading workshop, as well as how readers choose books, and how and why they might abandon a book. Most of your mini-lessons at the beginning of the year will focus on management so you can get the workshop going smoothly, but you will continue to use management mini-lessons to take care of any problems that may arise. Every difficulty students have with readers' workshop becomes a management mini-lesson.	Anchor charts, pocket charts, pictures
Strategies and Skills Mini-lessons	Strategies or skill mini lessons are short lessons with a specific focus that provides instruction in a skill, strategy, or concept. The teacher states the teaching point, models it, and has the students practice briefly before releasing the student to independent reading.	Text, anchor charts, pocket charts
Shared Reading	Shared reading provides the opportunity for students to build an early reading process and have a strong foundation of letters, sounds, and words, as well as enjoyment in the meaning and language of books. Shared Reading is an interactive reading experience that occurs when students join in or share the reading of an enlarged text or big book while supported by a teacher.	Big books, poems, enlarged text on chart or screen, individual books (1 per student so all participants can see the text), easels, projectors
Close Reading	Close Reading is a multi-day instructional routine in which teachers guide students in an in depth examination a short text. With teacher guidance and modeling, students learn to read and reread in order to analyze a text. Close reading will take place a few days per unit of study.	A short piece of complex text from the genre of study is needed. The text should be engaging and allow for deep discussion.
Literary Analysis	Literary analysis mini-lessons build students' awareness of the characteristics of various genres. These types of mini-lessons are an important part of genre study. Discuss examples of literary elements and techniques and have students apply their understanding during independent reading.	Text, anchor charts

Adapted from Fountas and Pinnell, 2017

Reading Mini-Lesson Parts



Key Attributes of Independent Reading

- Selection of appropriate text ('just right' books) is taught, modeled, and applied by students, then monitored and reinforced by the teacher throughout the year.
- Students have time daily to read independently from self-selected, 'just right' books for an extended period.
- There is a variety of text available for students to choose from in classrooms. The classroom library is organized so students can easily access texts. (i.e. genres, authors).
- The teacher encourages students to explore a range of genres, authors, and topics through conferring with students, book talks, and goal setting. Students' interests and choice are still honored.
- Students have book boxes or bags with multiple texts they can read independently of varying lengths and genres allowing them to develop stamina.

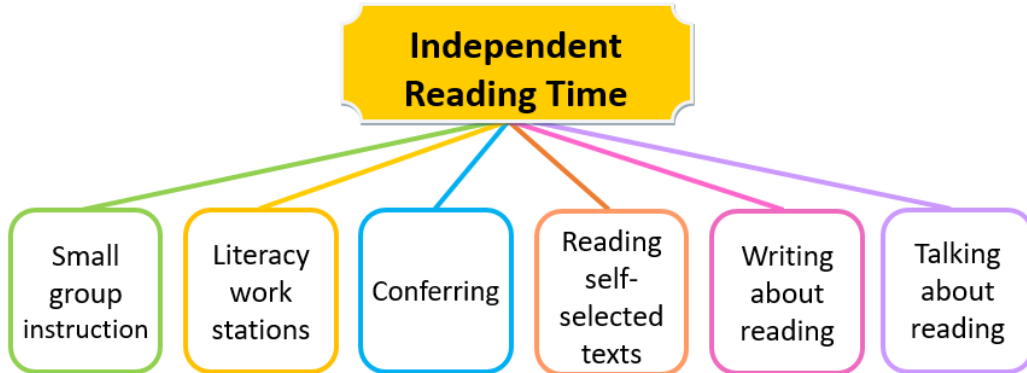
What Happens During Independent Reading?

Structure	Brief Overview	Resources Used
Independent Reading from Self-Selected Text	Numerous research studies show what makes students better readers is authentic reading. When significant time is set aside each day for students to read books at their independent reading level that are of high interest and of their choosing, readers become more proficient and achievement increases.	A selection of texts from classroom libraries at students' independent reading levels. Texts are organized in the library and students have book bags or boxes to keep their books in
Writing About Reading	Readers can respond to text in different ways to deepen their thinking, show their thinking and application of strategies, or prepare for discussions. These may include weekly letters to the teacher, response entries, and graphic organizers.	Reading journals and graphic organizers that have already been introduced to students
One on One Conferencing	By listening to a student read and discussing the text, the teacher can informally assess a student's reading strengths and challenges. The teacher then chooses a teaching point and teaches the student something grow them as a reader.	Students' just right or good fit book at their independent reading level (from classroom library), conference forms, mentor text
Guided Reading Groups	Using data, the teacher brings together students with similar instructional reading levels. The teacher selects a text at the instructional reading level (accessible to students with the support of skilled teaching). Students learn how to think like readers and expand their strategies. Students learn how to think in new ways as readers and apply their learning to every other text they read.	Books at student's instructional reading level
Flexible Strategy Groups	Using data, the teacher brings together students who need support in similar skills/strategies, even if they are reading at different instructional levels. The groups are centered around the needs of the students. Students may have different text depending on their levels. They work on applying the skill/strategy to their personal text.	Independent level text
Literature Circle/ Book Club	Literature circles/book clubs engage students in rich conversations about the same text. Students can express their thinking about a text in a productive and structured way.	High interest literature at students' independent reading levels or levels that students can access. Students have their own copy of the text.
Workstations	Workstations provide students opportunities to engage with previously taught literacy concepts, skills, and strategies in an interactive way.	Big books, books, highlighter tape, pointers, magnetic letters, foam letters, paper, writing utensils, and other materials for students need to engage in literacy.

Talking About Reading	Students meet with each other to discuss the thinking around their text. Talk is thinking. As students talk about their thinking, they grow as readers.	Independent level text and student's writing about their reading
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Adapted from Fountas and Pinnell, 2017

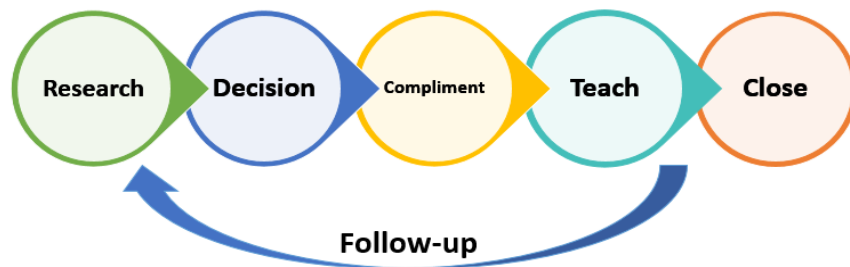
PK-2 Independent Reading Time



3-5 Independent Reading Time



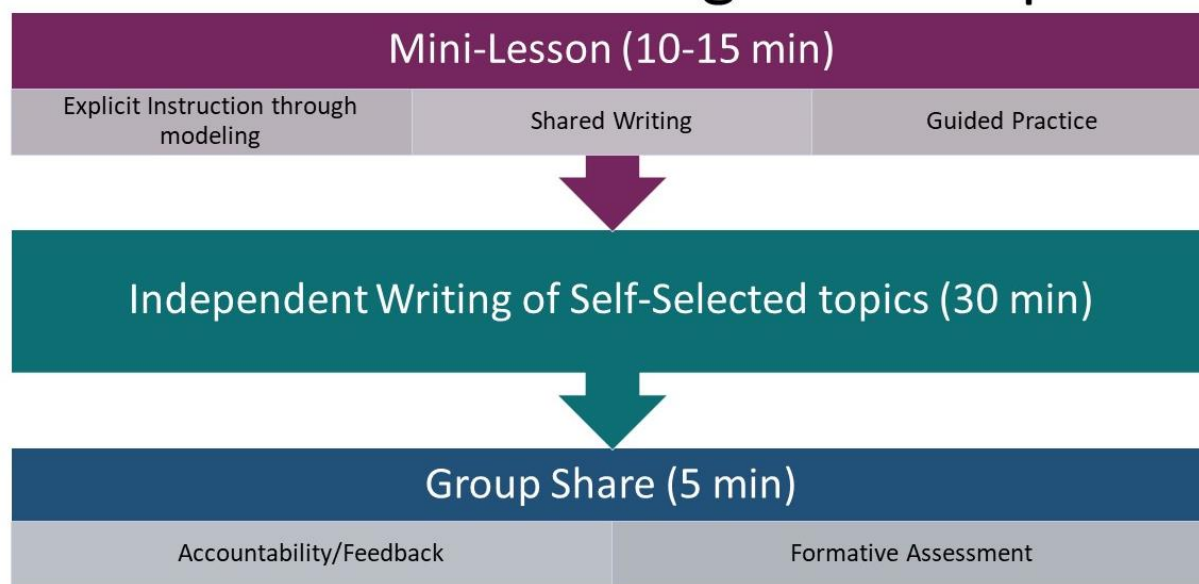
Architecture of a Conference



Elementary Writing Workshop

Writing workshop is a structure that allows the teachers to support writers through an interrelated combination of writing experiences that provide appropriate, intensive, targeted instruction to the whole group, small groups, and individuals (Fountas and Pinnell, 2001).

Structure of Writing Workshop



Essential Components of Writing Workshop:

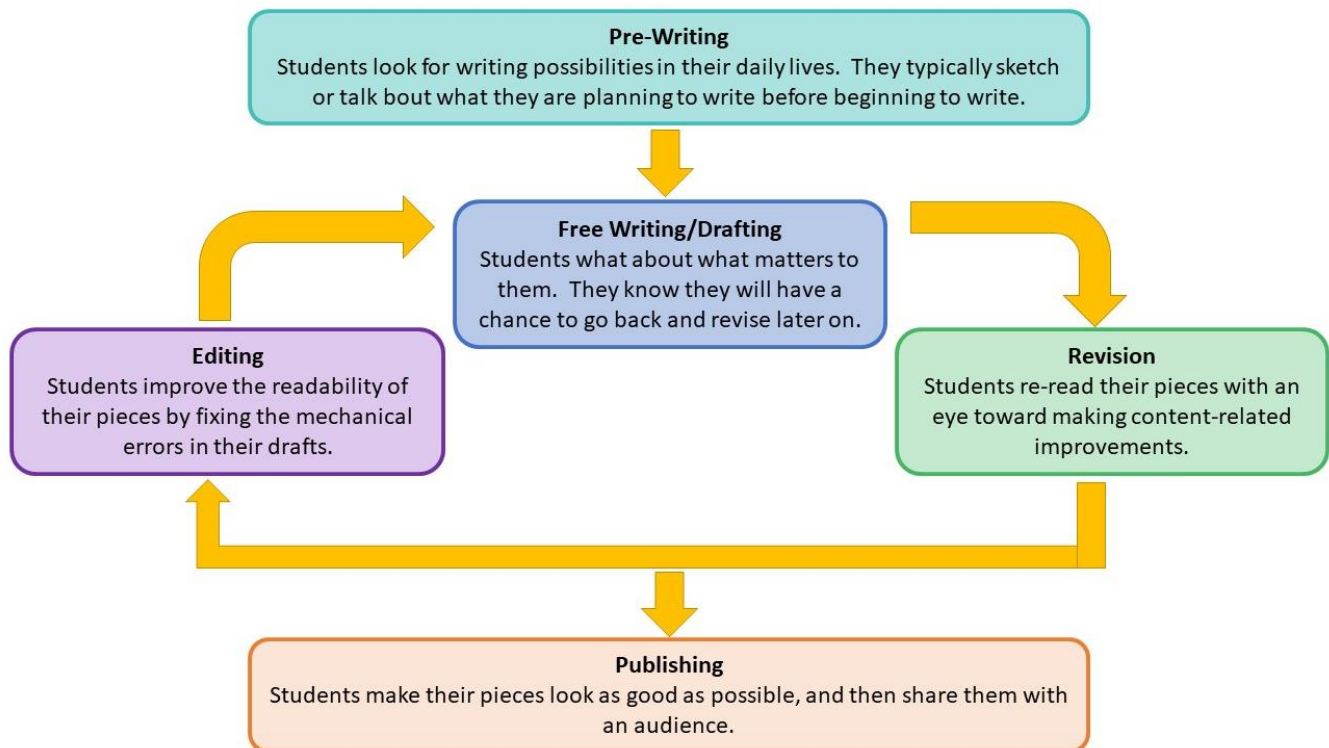
- Students must spend time writing independently for an extended period of time every day. Students learn to write by writing; therefore, the majority of writing workshop time should be spent on independent writing.
- Student ownership and choice are essential to student engagement in writing workshop. Teachers should encourage students to choose their own writing topics, forms, and materials. During a genre study, students will be required to write within that genre; however, topic choice is still the writer's decision.
- Writing workshop builds a sense of community. The students and teacher share the mutual understanding that all students have important ideas to share. Students view themselves as writers. The community of writing leads to enthusiasm about writing.
- The teacher views himself/herself as a writer and engages in the writing process. Teachers must experience all aspects of writing in order to understand and guide students through the process.
- The teacher uses a variety of assessments to drive instruction.
- Teachers explicitly teach students the craft of writing and conventions in order for students to internalize them and use during independent writing.
- There is a consistent structure to writing workshop: mini-lesson, independent writing, and group share. The expectations, instructions, and time spent independently writing does not change from day to day.
- Students learn the craft of writing and how to use authors as mentors as they study mentor texts, authors as mentors, and genres throughout the year.
- Just as students learn to write by writing, they learn to revise and edit by revising and editing their own writing. Teachers teach students how to revise and edit their work, but do not "red

pen” student writing.

- Grammar is taught authentically, through the writing process in revising and editing.
- Students create writer’s notebooks where they “live like a writer.”
- Students will complete the entire writing process and publish many pieces of writing in a variety of genres. However, students may work on a single writing project for an extended period. Pieces may begin as an entry in the writer’s notebook and then be used as a seed idea that turns into a writing project that becomes published.

Writing Process

The writing process mirrors the way proficient writers write. Prewriting allows students to “think out” their writing, focusing on their purpose and audience. Students move to drafting, revising, and editing seamlessly transitioning between the three as needed. Once the writer is satisfied with the writing, the piece is published in order to share with an audience.



Forms of Writing

Students should always be writing during independent writing. Students may be working on more than one piece of writing at a time. During a genre study, students will choose the topic but not the form. However, during independent writing, once students have finished working on their genre study piece, they can work on their free choice piece. Students should be allowed to choose the topic and form.

Some forms of writing that student may engage in during writing workshop may include:

- Letters
- Autobiography
- Biography
- Cartoon
- Comic Book
- Greeting Card
- Blog
- Newspaper Article
- Magazine Article
- Picture Book
- Poetry
- Play
- Report
- Digital Storytelling
- Traditional Tale
- Song Lyric
- Speech
- Personal Narrative
- Informational Article
- How-To

Key Attributes of Writing Mini-lessons

- Aligned to standards, developing critical writing behaviors or skills/strategies to support areas where the majority of the class needs support. The learning intention and success criteria for the lesson are clearly stated and/or posted.
- Occurs daily throughout the mini-lesson (5-15 minutes). The mini-lesson may be extended occasionally when introducing a new skill or strategy (ex. Immersion at the beginning of a unit).
- Multiple, short (5-7 minute) mini-lessons may be part of a writing workshop.
- To ensure authentic application and transfer of skills, skills and strategies are taught/reviewed connected to a published text, teacher written text, or student written text whenever possible.
- Mentor texts are often used to illustrate exemplary author's craft. To maximize time and to connect learning, the text that is used may be one that was used during the interactive read aloud, reading workshop, or another content area lesson.
- Purpose, audience, and craft are always considered to engage students in authentic, highly motivating writing experiences.
- Grammar and conventions are taught within the writing process through the creating, revising, and editing of text.
- Listening, speaking, and collaboration standards are addressed in every lesson as students turn and talk, participate in discussions and peer partnerships about their writing.

Writing Mini-Lesson Components



Types of Mini-Lessons in Writing Workshop

Structure	Brief Overview	Resources Used
Management Mini-lessons	Management mini-lessons acquaint students with the procedures for writing workshop and promote order and efficiency in the classroom. They also help students learn about the rigor and organization it takes to become a good writer. During management mini-lessons, the teacher takes time to ensure that the students understand exactly what is expected of them in order for them to follow the routines effectively.	Chart paper, anchor chart
Conventions Mini-lessons	Mini-lessons on conventions help students gradually increase their control of the more “mechanical” aspects of writing.	Chart paper, piece of writing to model, editing checklist
Craft Mini-lesson	Craft mini-lessons help students improve the quality of their writing over time by learning what makes good writing. In these lessons, students learn how texts are crafted in order to help the author achieve his purpose.	Mentor text (published or written by teacher or student)
Shared Writing	The teacher begins by choosing a topic that is common to all students. The writing is co-constructed with all members contributing to the pre-write, drafting, and revision of the piece. The teacher “holds the pen” but the ideas and suggestions come from the class as a whole.	Chart paper

Interactive Writing	Used mostly with primary students, this type of writing is very similar to shared writing, however the students “hold the pen” at times with different students adding to the piece along the way. With young students that may mean writing a letter or two, a sight word, or a sentence. The rest of the class may participate on an individual whiteboard, with their finger in the rug, etc. Older students may do interactive editing or revising from a published piece or document that the teacher creates.	Chart paper
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Adapted from Fountas and Pinnell, 2001

Elementary Independent Writing Time



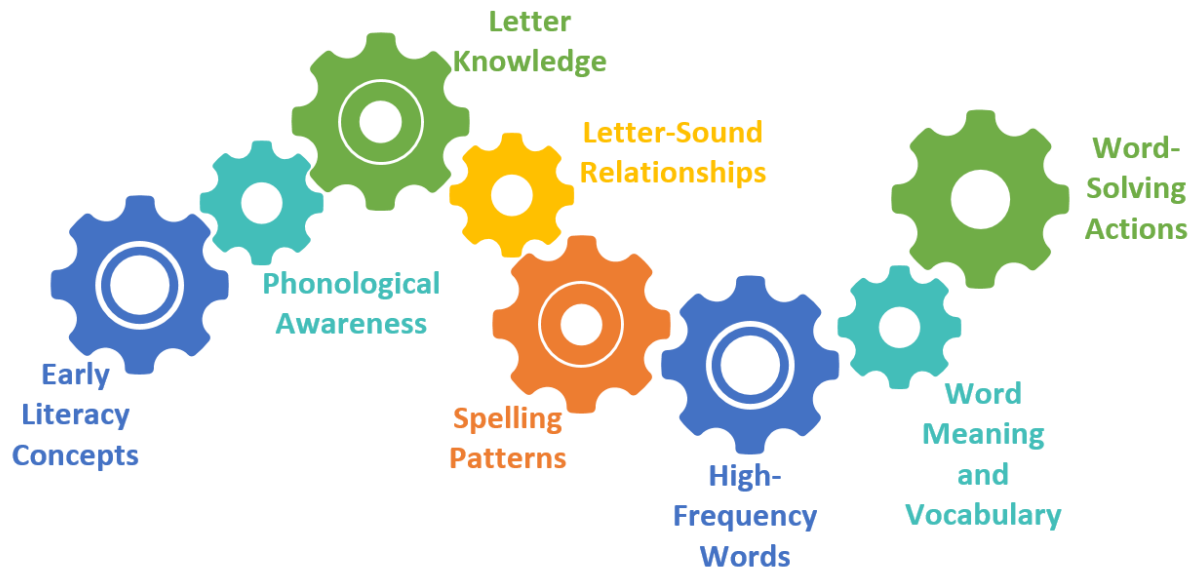
What occurs during independent writing time?

Structure	Brief Overview	Resources Used
Independently Writing About Choice Topics	Students engage in writing on their own. During this time, they apply the skills and strategies that they have learned. Students think about audience and purpose as they write and follow the writing process.	Writer’s notebooks, checklists and rubrics, mentor texts, and anchor charts readily available for students to reference
Writing Conferences	Teachers confer with students on a regular basis. Conferring provides the opportunity to make instructional decisions that match the individual writer.	Student writing, checklists, rubrics, sticky notes, writer’s notebook, notetaking materials
Peer Feedback	Peer feedback is a way for students to receive feedback about their writing. Students are taught the guidelines of how to give peer feedback. Students discuss their writing with each other and give feedback based on rubrics and/or checklists.	Student writing and rubrics/checklists
Strategy Groups	After assessing students to find their strengths and challenges as writers, the teacher forms a flexible group of students. Students sometimes work on a piece together (shared or interactive writing) or may be each working on their own piece of writing.	Chart paper or a paper/document projected on a screen. Anchor charts or checklists that students may refer to in teaching the lesson.

Elementary Phonics/Word Study

Phonics, spelling, word study, and usage are crucial for the development of a strong oral language, reading, and writing foundation. Phonics/word study are comprised of nine word-solving systems:

Word-Solving Systems

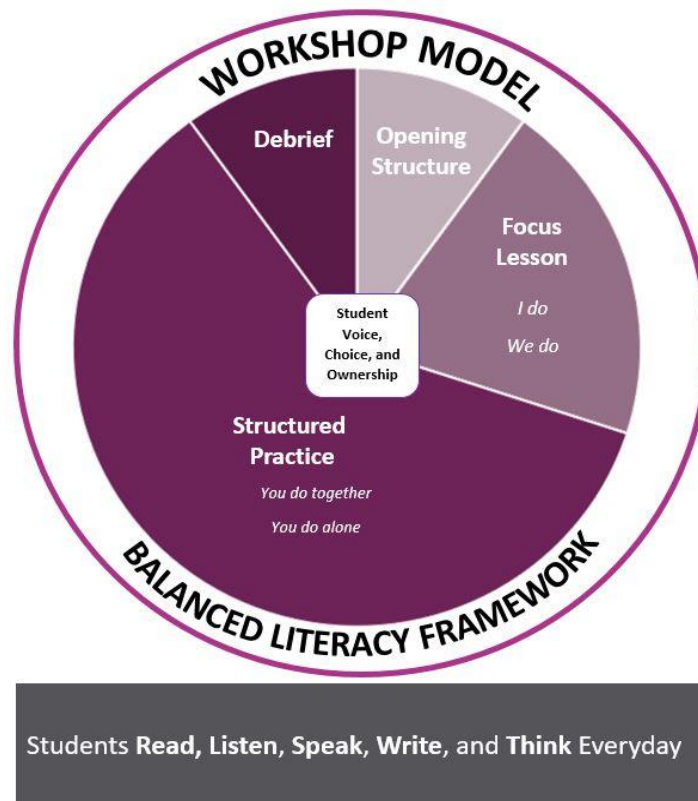


Essential Principles of Phonics/Word Study

- Language learning, including phonics/word study, is a developmental process supported by the explicit modeling of skills and processes.
- Learning takes place over time with multiple exposures and opportunities to use the skill in context of authentic reading and writing.
- In order to internalize the skill, students need to apply the skill consistently to their reading and writing.
- Learning is spiraled so that understanding increases in complexity over time.
- Students need explicit instruction, followed by multiple opportunities to use the skill as they read and write.
- Although there is time devoted during the day for systematic phonics and word study instruction, reinforcement occurs during interactive read aloud, reading workshop, and writing workshop.

Secondary Instructional Model

The workshop model in the secondary ELA classroom is a balanced approach to literacy development that includes the intersection of reading, writing, speaking, listening, language, and thinking. It honors student voice, choice, and ownership. This approach engages ALL students in daily, authentic literacy experiences, emphasizing student-directed learning through strategic instruction using the gradual release of responsibility while minimizing teacher-centered instruction.



What Does Day-to-Day Instruction Look Like?

Secondary ELA students experience a variety of models for class periods varying from 45-55 minutes, 75 minutes, and 90 minutes. In some cases, ELA is blocked with an intervention course for additional instructional time. The workshop model is designed to focus on the components of Balanced Literacy in multiple schedule arrangements and works as a flexible framework for the secondary schedule. It is important not to think of the pieces as isolated components. Everything the teacher does throughout the instructional period connects to the same goal—to grow literate students. Reading, writing, listening, speaking, and thinking are connected and thought of as such. What happens in reading connects to writing. What happens in writing connects to word study, and so on.

To maintain the Balanced Literacy Components, teachers must find ways to connect reading and writing across days, weeks, and units of study, incorporating some of each in every day's lesson. The texts students read become mentor texts for their writing, and their attempts at craft in writing can shape their analysis of craft in their reading. Grammar, word study, and inquiry are intertwined in both.

Components of the Workshop Model

Opening Structure starts as soon as the bell rings and lasts only a few minutes, no matter how long the class period is. It answers these questions:

- How will I use this time to “prime the pump” for what students will be doing during work time?
- How is this connected to the mini-lesson and work time?

Focus Lesson provides the bridge between the opening structure and work time. This is the time when teachers model and teach concepts and skills necessary for success in small groups and independent reading or writing during work time. No matter how long the class period is, mini-lessons last no more than 15 minutes. Consider these questions:

- What focused skill or review is necessary to transition to work time?
- How did I select this skill?
- How can I model during this time, rather than just instruct?

Structured Practice is the bulk of the class period in which students are primarily responsible for their learning in small groups or in individual work or combinations of these. During work time, teachers pull small groups for targeted instruction and conduct reading or writing conferences with individual students. **The “catch”** is a fluid component of work time. As they monitor the learning, teachers listen for “teachable moments”: opportunities to celebrate, clarify, or extend the learning. When planning work time, teachers should think about:

- What will students be doing?
- What structures, routines, or resources need to be in place for students to be successful?
- Will this be divided into small group or individualized work or both?
- What will the teacher be doing during this time?
- How will I know they understand the concepts and the tasks?
- How will I differentiate this time to meet the needs of my students?
- How will I group students to support instruction?
- What questions, clarifications, or celebrations can I anticipate, and how can I plan for them?

Debrief closes the class period with time for students to reflect on their learning, share ideas, complete brief formative assessment tasks, or record their learning in their literacy notebooks. This is intentional time for reflecting and anchoring learning, rather than time for gathering backpacks and cleaning up the room. Use this time to answer the following questions:

- What questions do students still have?
- What did they master?
- What can I do here that I can revisit tomorrow to connect their learning from day to day?

Use this information to make instructional decisions tomorrow.

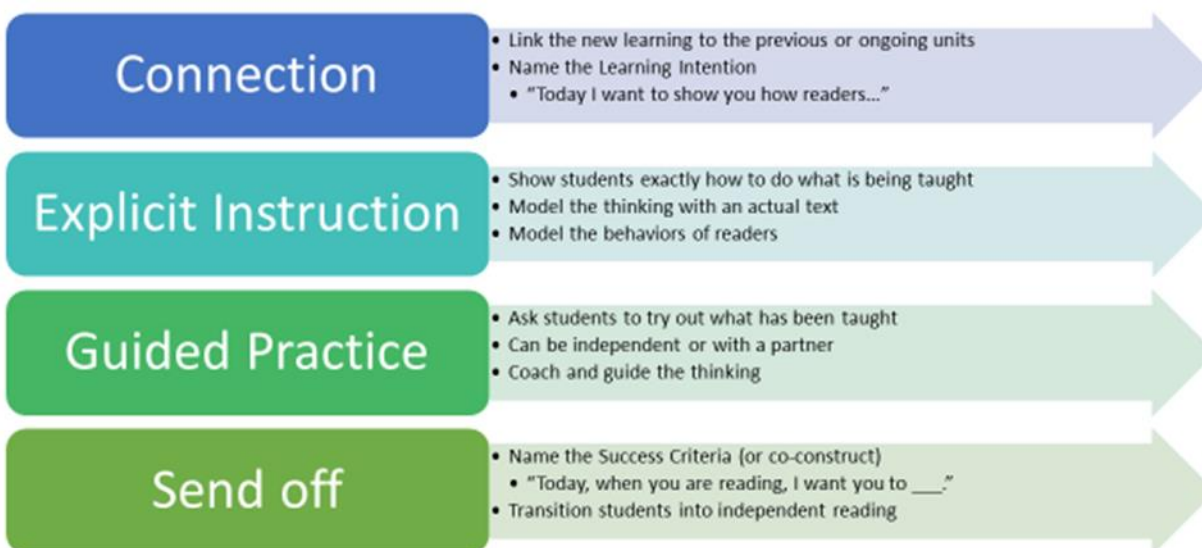
Secondary Reading Workshop

Reading workshop is an organized set of language and literacy experiences designed to help students become more effective readers (Fountas and Pinnell, 2001). In the secondary ELA classroom, this begins with an opening structure followed by a focus lesson, structured practice, and a debrief.

Attributes of a Reading Mini-Lesson

- Teachers use formative assessment data to ensure that the mini-lesson meets the needs of the students.
- Teachers choose one narrow and focused teaching point.
- Teachers explicitly model how to use reading strategies and recognize literary elements. Teacher think aloud in the same way that they want students to when they read.
- Teachers model strategies and procedures and then ask students to practice while the teacher guides them. Teachers remind students of the new learning at the end of the lesson and encourage them to apply the learning in their independent reading.
- The teacher will model how to use strategies in combination with each other, showing students that they are building a repertoire of strategies to use when they are reading.
- Mini-lessons build upon each other and aim to create independent readers who use strategies with ease.
- Mini-lessons are aligned to the standards and develop critical reading behaviors and strategies, which the majority of the class needs. The goal of the learning and the success criteria for the lesson is clear to the students.
- Mini-lessons occur daily. They can be a traditional mini-lesson format (10-15 minutes) or broken into smaller units, followed by work time for practice, with more than one delivered in a class period.

Reading Mini-Lesson Parts



Types of Mini-Lessons in the Readers' Workshop

Type	Brief Overview	Resources Used
Routines and	Routine and procedural lessons teach students the routines and procedures for readers' workshop	Anchor charts, pocket charts, pictures, visual rubrics

Procedures	(i.e. talking with a partner, how to check books out of the classroom library, how to manage supplies and materials). The teacher shares behavioral expectations during these lessons and allows students time to practice. The purpose of the mini-lessons is to introduce or review a routine or procedure to students that will allow for readers' workshop to run smoothly and to make learning more effective.	
Genre and Immersion Discovery Lesson	The immersion and discovery lesson is an introduction to a genre study. The teacher brings in multiple examples of texts in the genre students will be reading and leads them through a guided exploration of the examples of the characteristics of that comprise that genre. Students are immersed in exploring the exemplars, and then teachers guide students in analyzing and identifying the key components that are characteristic of that genre/form. Once students have a fairly solid understanding of the key characteristics of the genre or form non-examples can be provided allowing students to compare and contrast text types based on their understand as they find and submit their own examples that match the designated category and criteria.	Multiple examples of a genre or a certain type of text. These could be collected from the school library, guided reading library, home, classroom, online, etc.
Strategy, Skill, or Concept	Strategies or skill mini-lessons are short lessons with a specific focus that provides instruction in a skill, strategy, or concept. The teacher states the teaching point, models it, and has the students practice briefly. The purpose of the lesson is to model and guide students in becoming strategic readers.	Materials that may be required include previously read text, poems, anchor charts, easels, projectors, document cameras, and chart paper.
Craft	A craft mini-lesson purposely links the reading and writing process by using a mentor text to teach students a "writing craft" used by an author. In reading, students are thinking about the craft element and evaluating how it helped the author achieve his or her purpose.	A mentor text (published text that explicitly demonstrates the use of a specific technique). These texts may come from the school library, classroom library, the literacy library, textbook, or a personal book. It may also include newspapers, digital media, and other sources.
Socratic Seminar	The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. The teacher may need to model how to respond, as well as how the Socratic seminar will be managed.	Select complex texts that are engaging and allow for deep discussion. Single selections, paired selections from the same genre, or paired selections from multiple genres with similar topics or themes may be used.

Close Reading	Close Reading is a multi-part instructional routine in which teachers guide students in an in depth examination of a short text. With teacher guidance and modeling, students learn to read and re-enter a text through multiple lenses. Close reading will take place a few days per unit of study and emphasizes deliberately engaging with a complex text to examine the deeper meaning of a text and author's craft.	A short piece of complex text from the genre of study is needed. The text should be engaging and allow for deep discussion.
Literary Elements	Literary element mini-lessons are short lessons that focus on literary elements such as plot, figurative language, text structures, etc.	Materials that may be required include previously read texts that are exemplars of the literary elements being taught, anchor charts, easels, projectors, and chart paper.

Interactive Read Aloud in the Reading Workshop

Interactive read aloud is a powerful setting for students to listen to and discuss texts. During an interactive read aloud, the listener is freed from the responsibility of decoding and is supported by the reader's fluency, phrasing, and expression. This allows for high levels of comprehension and academic conversation about texts (Fountas and Pinnell, 2017).

Key Attributes of Interactive Read Alouds

- The teacher reads complex texts that represent many genres and evoke feelings, reactions, and discussions. At secondary, this includes using children's books
- The teacher reads with expression and fluency to engage students during the reading.
- The teacher knows the text well and purposefully selects stopping points for discussion and observation.
- The teacher explicitly models thinking and how he/she uses comprehension strategies to make meaning of text.
- Students are engaged participants who are accountable to the text and to one another.

Planning an Interactive Read Aloud

- Choose the text carefully. This text may be a grade-level text or something more complex, because the teacher will be reading it and guiding the thinking and conversations. The most important thing is that the text is well written and engaging for the students. A quality text has one or more of the following qualities:
 - Evokes emotion
 - Fascinating facts
 - High level of tension or suspense
 - Interesting character(s)
 - Complex plot
 - Sensory and figurative language
 - Text structure
 - Tone and mood
- Before reading the text to students, the teacher must read the text several times. During the reading, the teacher should:
 - Practice making your reading fluent, expressive, and clear
 - Choose stopping points carefully and limit it to a few stopping points. Think about where

- students will want to respond, have questions, or ideas.
 - Think about how you will build engagement.
- The teacher thinks about what he/she will do during the read aloud. Plans to:
 - Stop at strategic points and encourage students to respond.
 - Allow ample time for the students to talk. If necessary, pass the books to the speaker so he or she can support their ideas with text evidence.
 - Name and model the comprehension strategies and thinking about books by thinking aloud and commenting on student thinking.
 - Provide opportunities for students to talk to a partner.
 - Engage students in growing theories and thinking about characters, themes, author's purpose, and text structures.
 - Notice and name author's craft by thinking aloud about what it is and why you think the author may have used that craft. Facilitate discussions among students about author's craft.
 - Go back into the text to support the students' conversation with text evidence.
- The teacher thinks about what he/she will do after the read aloud. Plans to:
 - Invite students to use their new learning during independent reading, partnerships, and in literature circles.
 - Occasionally, ask students to share their new learning by writing a response to a read aloud.
 - Ask students to make predictions or share questions about the text

Small Group Structures in the Reading Workshop

Structure	Brief Overview	Resources Used
Guided Reading Groups	Using data, the teacher brings together students with similar instructional reading levels. The teacher selects a text at the instructional reading level (accessible to students with the support of skilled teaching). Students learn how to think like readers and expand their strategies. Students learn how to think in new ways as readers and apply their learning to every other text they read.	Classroom libraries, short text selections, high interest texts
Flexible Strategy Groups	Using data, the teacher brings together students who need support in similar skills/strategies, even if they are reading at different instructional levels. The groups are centered around the needs of the students. Students may have different text depending on their levels. They work on applying the skill/strategy to their personal text.	Good fit text
Peer Reading	Reading with someone helps readers increase areas of comprehension, accuracy, and fluency. It also encourages reading involvement, attention, and collaboration. Routines must be set in place in order for peer reading to be successful.	Dual copies of a text
Literature Circle/ Book Club	Literature circles/book clubs engage students in rich conversations about the same text. Students can express their thinking about a text in a productive and structured way.	High interest literature at students' independent reading levels or levels that students can access. Each student has his or her own copy of the text.

Reciprocal Teaching Group	Students become the teacher in small group reading sessions. Reciprocal teaching is designed to encourage students to use metacognitive thinking and to be involved in their own comprehension while reading.	Short text for students to practice, discussion tools
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Conference Structures

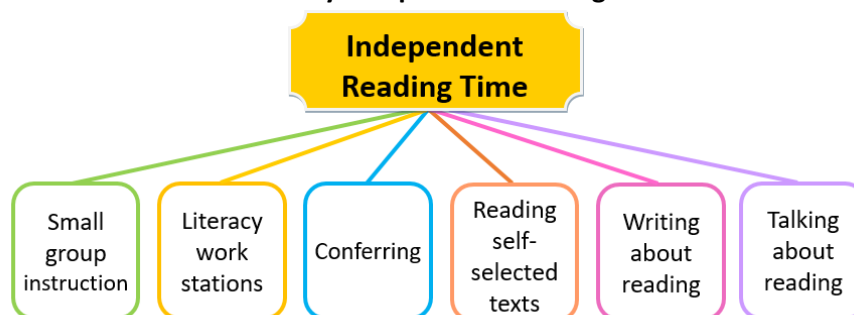
Structure	Brief Overview	Resources Used
Orally assess for strengths and challenges	By listening to a student read and discussing the text, the teacher can informally assess a student's reading strengths and challenges.	Students' just right or good fit book at their independent reading level (from classroom library), Running Record forms
Monitor Strategy Use	By listening in and discussing the text with a student, the teacher can observe the student applying the taught skills and strategies and/or discuss how the student is applying these independently.	Students' just right or good fit book at their independent reading level (from classroom library)
Individualized Instruction	After assessing the student's strengths and challenges, the teacher identifies a teaching point to nudge the student forward, keeping them in their zone of proximal development, yet on the trajectory to meet grade level standards.	Students' just right or good fit book at their independent reading level (from classroom library)
Support and/or check book choices	Students make the most growth in reading when they spend the majority of their time reading books with over 95% (or 98% at levels 24 and above). Teachers can help students choose "good fit" books and monitor their continued selection through 1:1 conferring.	Students' just right or good fit book at their independent reading level (from classroom library)
Set goals	1:1 conferences are a great time to assist students in setting their own goals to improve their reading behaviors based on evidence a teacher has collected in anecdotal notes	Students' just right or good fit book at their independent reading level (from classroom library)

What is Independent Reading?

Definition: Students read independently from a variety of genres and materials at their independent or instructional reading level. Students use a 'Just Right' book method taught by the teacher to choose the books. Books are readily available in a classroom library and the teacher uses a system for selecting and returning books. Students have opportunities to share their selections through book talks and share time. In addition, the teacher reads alongside the students with his/her own self-selected texts, sharing thinking and comprehension practice with students.	Purpose: To give students time to read and practice strategies they have been taught in texts that matter to them, build stamina, and grow the love of reading.
The Role of the Teacher is: <ul style="list-style-type: none"> To provide students daily opportunities and spaces for daily independent reading practice 	The Role of the Student is: <ul style="list-style-type: none"> To use reading for various purposes To enjoy reading

<ul style="list-style-type: none"> ○ To match texts to student ability and support students in selecting text ○ To materials and spaces for students to store books ○ To monitor students' choices of materials for independent reading ○ To foster a literate climate that encourages students to read widely and engage in analytic evaluation and reflective thinking about text and reading processes ○ To read alongside students his/her own self-selected text 	<ul style="list-style-type: none"> ○ To practice reading strategies and fluent reading in different genres ○ To be metacognitive, analyze, reflect, and discuss texts and to make connections between texts
The administrator will see: <ul style="list-style-type: none"> ○ A print rich environment with an library organized for easy access with texts of the appropriate level ○ The teacher providing time daily for students to read self-selected books ○ The teacher encouraging students to solve their own problems and to take ownership of their learning ○ The students reading independently ○ The students reading for different purposes 	
Home/school connection: <ul style="list-style-type: none"> ○ Help students gain access to and keep track of books ○ Provide time and space for reading ○ Read alongside students and share thinking about reading ○ Discuss student choices and be prepared to answer questions and provide background knowledge as students tackle difficult text ○ Don't be discouraged when students abandon books—help them find a “just right” book to continue reading 	
Tier 2 and 3: <ul style="list-style-type: none"> ○ Some students may be overwhelmed by the choices available. Learn student interests and needs, and select a handful of books for them to peruse at a time. ○ Conduct status of the class conferences about students reading and watch for students who are stuck on a single page or book. ○ Work with librarians to keep a wide variety of texts on hand. 	

Secondary Independent Reading Time



Independent Reading Structures

Structure	Brief Overview	Resources Used
Independent reading from 'just right' book	Numerous research studies show what makes students better readers is authentic reading. When significant time is set aside each day for students to read books at their independent reading level that are of high interest and of their choosing, readers become more proficient and achievement increases.	A selection of texts from classroom libraries at students' independent reading levels. Texts are organized in the library and students have book bags or boxes to keep their books in.
Writing about reading	Readers can respond to text in different ways to deepen their thinking, show their thinking and application of strategies, or prepare for discussions. These may include weekly letters to the teacher, response entries, and graphic organizers.	Reading journals and graphic organizers that have already been introduced to students.
Conferring	By listening to a student read and discussing the text, the teacher can informally assess a student's reading strengths and challenges. The teacher then chooses a teaching point and teaches the student something grow them as a reader.	Students' just right or good fit book at their independent reading level (from classroom library), conference forms, mentor text
Book talks	Book talks are an opportunity for the teacher and students to share their reading selections with each other, thus exposing students to additional titles and options for reading. Students also practice summarizing their texts, without giving away important details. Teachers model giving book talks. Students may choose to do book trailers to share their reading selections. Teachers may also create a "book talk display" where students write short summaries and display them in the classroom.	Books, calendar for students to sign up for book talks, space for book talk displays
Book passes	Teachers select books, particularly to introduce author or genre studies, and place stacks of them in small group tables. Using a timer and a structure for recording observations, students each take a book, note the author and title and jot reminders of the book. After 3-4 minutes, students pass their books one direction and repeat the process. By the end of the process, students have seen multiple new titles and make notes on books they might like to read.	Books, note taking tools, timer

Secondary Writing Workshop

Writing workshop is a structure that allows the teachers to support writers through an interrelated combination of writing experiences that provide appropriate, intensive, targeted instruction to the whole group, small groups, and individuals (Fountas and Pinnell, 2001).

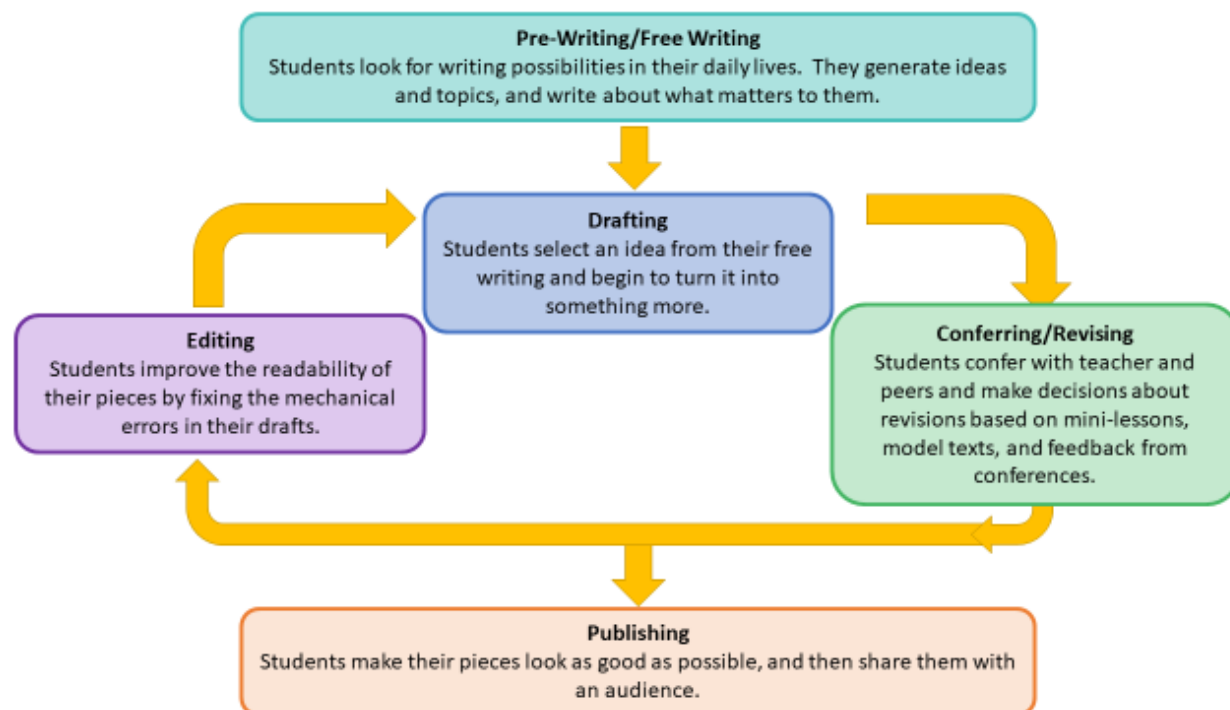
Essential Components of Writing Workshop:

- Students must spend time writing independently for an extended period of time every day. Students learn to write by writing; therefore, the majority of writing workshop time should be spent on independent writing.
- Student ownership and choice are essential to student engagement in writing workshop. Teachers should encourage students to choose their own writing topics, forms, and materials. During a genre study, students will be required to write within that genre; however, topic choice is still the writer's decision.
- Writing workshop builds a sense of community. The students and teacher share the mutual understanding that all students have important ideas to share. Students view themselves as writers. The community of writing leads to enthusiasm about writing.
- The teacher views himself/herself as a writer and engages in the writing process. Teachers must experience all aspects of writing in order to understand and guide students through the process.
- The teacher uses a variety of assessments to drive instruction.
- Teachers explicitly teach students the craft of writing and conventions in order for students to internalize them and use during independent writing.
- There is a consistent structure to writing workshop: mini-lesson, independent writing, and group share. The expectations, instructions, and time spent independently writing does not change from day to day.
- Students learn the craft of writing and how to use authors as mentors as they study mentor texts, authors as mentors, and genres throughout the year.
- Just as students learn to write by writing, they learn to revise and edit by revising and editing their own writing. Teachers teach students how to revise and edit their work, but do not "red pen" student writing.
- Grammar is taught authentically, through the writing process in revising and editing.
- Students create writer's notebooks where they "live like a writer."

Students will complete the entire writing process and publish many pieces of writing in a variety of genres. However, students may work on a single writing project for an extended period. Pieces may begin as an entry in the writer's notebook and then be used as a seed idea that turns into a writing project that becomes published.

Writing Process

The writing process mirrors the way proficient writers write. Prewriting allows students to "think out" their writing, focusing on their purpose and audience. Students move to drafting, revising, and editing seamlessly transitioning between the three as needed. Once the writer is satisfied with the writing, the piece is published in order to share with an audience.



Forms of Writing

Students may be working on more than one piece of writing at a time. During a genre study, students will choose the topic but not the form. However, during independent writing, once students have finished working on their genre study piece, they can work on their free choice piece and choose the topic and form. In the secondary ELA classroom, more and more time needs to be devoted to student-directed writing to build metacognition and independence.

Some forms of writing that student may engage in during writing workshop may include: letters, autobiography, biography, cartoon, graphic novel, short story, informational texts, children's book, poetry, play, research, song lyrics, speeches, personal narratives, memoirs, persuasive text, short answer responses, or literary analysis.

Types of Focus Lessons in the Writing Workshop

Structure	Brief Overview	Resources Used
Genre and Immersion Lesson	The essential immersion lesson is an introduction to a genre study. The teacher brings in multiple examples of the type of writing students will be doing and leads them through a guided exploration of the examples leading to the characteristics that comprise that genre of writing.	Multiple examples of a genre or a certain type of writing. These could be collected from the school library, guided reading library, home, classroom, online, etc.
Grammar/Conventions Mini-lesson	In this short lesson, with a narrow focus on a grammar or convention skill, the teacher provides instruction on the skill. The mini-lesson includes a think aloud modeling the decisions a writer must make as he/she revises or edits the writing using the skill. The modeling should be brief. The teacher may have two mini-lessons on days when introducing grammar skills. One that teaches the	Chart paper or a paper/document projected on a screen. Piece of writing to model. This may include referencing to the writing process on an anchor chart or a checklist/rubric with success criteria to refer to along the way.

	concept and a second one that shows how to revise or edit for the skill.	
Craft Mini-lesson	A craft mini-lesson purposely links the reading and writing process by using a mentor text to teach students a “writing craft” used by an author. The teacher explicitly shows students how an author using a specific technique to better communicate or reach the audience in order to achieve their purpose for writing. The teacher then models using the craft in a piece of his/her writing. The idea is that then student students as authors might chose to incorporate a similar technique into their own writing.	A mentor text (published text that explicitly demonstrates the use of a specific technique).These texts may come from the school library, classroom library, the literacy library, or a personal book.
Demonstration or Modeling Mini-lesson	The teacher models the skill, form, or task that is being focused on. The model includes a think aloud modeling the decision a writer makes when using the skill or task. The modeling is brief.	Chart paper or a paper/document projected on a screen. Piece of writing to model. This may include referencing to the writing process on an anchor chart or a checklist/rubric with success criteria to refer to along the way.
Routines Mini-lesson	Routines mini-lessons familiarize students with the procedures for writing workshop in order to promote an organized and efficient classroom. They also help students learn about the rigor and organization it takes to become a good writer. Teachers begin with a clear, brief demonstration of how the routine works in the classroom. Students clearly understand what is expected of them and spend time practicing the procedure.	Guidelines for Writing Workshop that clearly explain the expectations for students to refer to throughout the year. Anchor charts or a checklist/rubric with success criteria to refer to along the way.
Shared Writing	The teacher begins by choosing a topic that is common to all students. The writing is co-constructed with all members contributing to the pre-write, drafting, and revision of the piece. The teacher “holds the pen” but the ideas and suggestions come from the class as a whole.	Chart paper or a paper/document projected on a screen. This may include referencing the writing process on a chart or a checklist/rubric to refer to along the way.

Key Attributes of Writing Small Group Instruction

- Students are intentionally grouped based on a variety of characteristics including similar instructional need (reading level or strategy/skill) as determined by formal and informal assessment data.
- The small group lesson has a learning intention and success criteria
- Groups are small (not more than 5) and flexible
- The chosen text is appropriate for the instructional level and/or has features to support the focus skills or strategies aligned to group needs. The text can be aligned to a text the whole class is using or may include social studies, science, health, art, music, or math to integrate content areas.
- Formative assessment procedures are embedded throughout the lesson.
- Listening and speaking TEKS are addressed in every lesson as students turn and talk, participate in discussions, and interact with the text in meaningful ways.

- Students writing below grade level meet at least 2 days per week to work on specific skills identified through formative assessment data. Students at grade level should meet at least once a week. Students above grade level should meet at least once a week. Some students may receive support through 1:1 conferring rather than in a small group at certain times throughout the year.

Students may have opportunities to confer with each other, or to practice writing skills and concepts in a collaborative setting as they work towards independence

Types of Writing Small Group

Structure	Brief Overview	Resources Used
Peer Partnerships	Students are paired with other students to engage in accountable talk about writing. The students have tools to empower them to engage in accountable talk to support their peers to apply the strategies and skills to address the challenges in writing. The partners meet regularly to give feedback on writing. Students can also create a text together in order to try out a particular skill.	Checklists, student writing, structures and norms for working in partnerships
Strategy Groups	The teacher uses formative assessment data to identify students that have the same needs and to provide a short lesson around the needed skill or strategy.	Data to drive group selection, student writing, mentor texts
Share time	Share time is the way to debrief the learning that occurred in writing workshop. Students have the opportunity to share their learning, thinking, successes, questions, and/or problems they encountered during their independent writing time. Students share what learning went well, new learning they tried out during their independent writing time, and/or challenges they faced during independent writing. The teacher is able to reinforce the day's teach point, clear up any misconceptions, and create a community of writers.	Literacy notebooks, norms and structures for sharing

Secondary Independent Writing Time



What Occurs During Independent Writing?

Structure	Brief Overview	Resources Used
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Independent Writing about Choice Topics	Students engage in writing on their own ask they apply the skills and strategies that they have learned. Students think about audience and purpose as they write and follow the writing process.	Writer's notebooks, checklists and rubrics, mentor texts and anchor charts readily available for students to reference
Writing Conferences	Students confer with the teacher on a regular basis. Confering provides the opportunity to make instructional decisions that match the individual writer.	Student writing, checklists, rubrics, sticky notes, writer's notebook
Peer Feedback	Peer partnerships are a way for students to receive feedback about their writing. Students are taught the guidelines of how to participate in peer partnerships. Students discuss their writing with each other and give feedback based on rubrics and/or checklists.	Student writing and rubrics/checklists
Strategy Groups	After assessing students to find their strengths and challenges as writers, the teacher forms a flexible group of students. Students sometimes work on a piece together (shared or interactive writing) or may be each working on their own piece of writing.	Chart paper or a paper/document projected on a screen. Anchor charts or checklists that students may refer to in teaching the lesson.

Secondary Word Study

Structure	Brief Overview	Resources Used
Explicit instruction in content specific vocabulary	Teachers carefully select specific words necessary to know before teaching the content. This is a limited list of only essentials.	Texts, TEKS to find words needed
Context clues	Teachers model how to use clues in the text to develop meaning of text. This is a foundational skill to most other word study, as context plays a large role in understanding how a word is used.	Clues in text
Dictionary skills	This takes two forms. One is teaching students how to use a print dictionary or thesaurus efficiently for situations where they cannot use an electronic version, such as in testing. More importantly, students need support in selecting the correct definition (using context clues) and then shaping the definition to make meaning of text.	Dictionaries, thesauri
Word parts	Looking "inside" a word often helps reader make meaning of a word without looking it up. Memorizing word parts is not sufficient; students must have a model and practice in using the parts to create and understand whole words	Word parts list

Word relationships (e.g., analogies, synonyms, antonyms)	This is a specific kind of context clue that may support meaning making when encountering a new word.	Text, word relationship charts
Personal dictionaries	Using lengthy word lists designed by teachers rarely improves vocabulary. Student who keep personal dictionaries often are better at assimilating new words for use in writing and speaking. Students may share new words with the whole class or certain peers and “adopt” new words.	Organizer for personal dictionary, i.e., pages in literacy notebooks, foldables, note cards on rings
Word walls	A co-created space that celebrates and records new words that teachers and students encounter when reading and writing. Students remember the words better when the wall includes visual or mnemonic clues for remembering meanings.	Space in classroom for posting words, sentence strips or other paper
Mnemonic devices	Mnemonic devices can help students remember spellings or pronunciations of words, such as “I before e except after c.” Allow students to make up their own mnemonic devices to remember new words.	N/A

ASSESSMENT

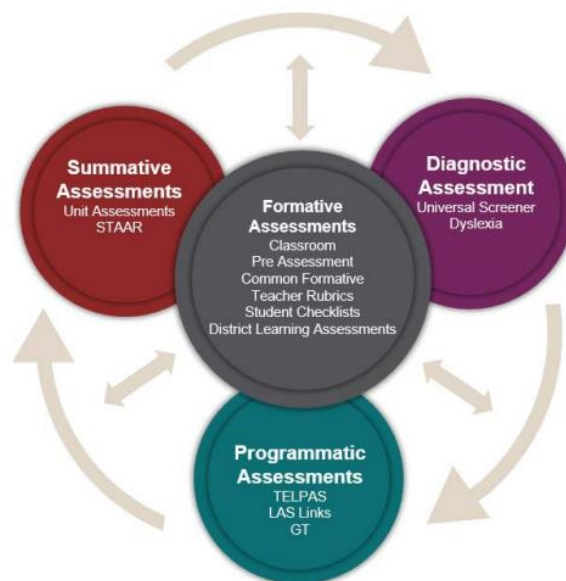
Philosophy

FBISD believes in empowering and growing all learners by utilizing fluid feedback and reflective practice to determine where students and educators are and where they are going in the teaching and learning process.

Local Assessment Framework

Implementation of the local assessment framework tightly aligns tiered instructional practices into a cycle that includes performance review, student progress monitoring, and student goal setting. The District's student centered assessment system is grounded in the formative cycle for assessing, empowering, and growing students and teachers. The system supports assessment for learning instead of assessment of learning.

The local assessment framework is comprised of multiple assessments as shown below.



Types of Assessment

The District uses a variety of assessments to measure and monitor student progress through the District curriculum. These types are defined below and a list of assessments within each category follows.

Diagnostic assessments are a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning, as well as identify the intervention needs of students.

Formative assessments is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

District formative assessments are an integral part of a yearlong analysis of students' skills along an identified learning progression. The District Learning Assessments are a part of the formative assessment process that supports assessment for learning instead of assessment of learning. Assessment for learning involves analyzing student work in light of defined criteria and identifying what students know and what

they do not understand in order to provide feedback to students about next steps.

Summative assessments, summative evaluation, or assessment of learning refers to the assessment of students where the focus is on assessing the cumulative learning of a set of related knowledge and skill to determine overall learning. This contrasts with formative assessment, which summarizes the participants' development at a particular time.

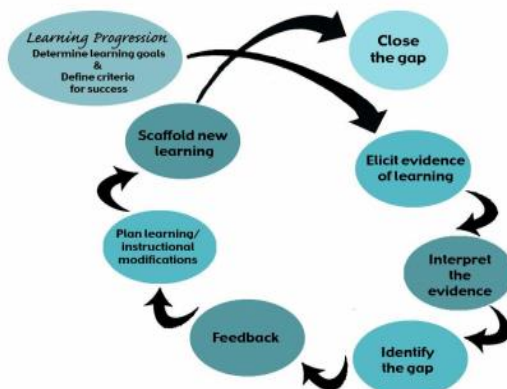
Programmatic assessments determine student eligibility for programming and evaluate their progress.

A comprehensive literacy assessment plan informs the teacher and student by identifying a student's literacy strengths and areas for growth through screening, monitoring, diagnostic, formative and summative assessment. A comprehensive literacy plan should involve a variety of assessments in order to enable evidence-based decisions and feedback on the part of the teacher and student to identify actionable and measurable instructional goals.

Types of Literacy Assessment in FBISD			
Diagnostic <ul style="list-style-type: none"> Diagnostic Assessments (before instruction) Ren 360 Universal Screener (K-10) BAS/SEL Diagnostic Screener (K-2) Developmental Reading Assessment (DRA) (3-5) TX-KEA (K) 	Formative <ul style="list-style-type: none"> Reading Records Reading Behaviors Checklist Writing Checklists Formative Product Formative Performance Self and Peer Assessment Observations Reading / Writing Conferences 	District Formative <ul style="list-style-type: none"> District Learning Assessments Writing Samples 	Summative <ul style="list-style-type: none"> Unit Assessment Culminating Product Culminating Performance STAAR

Assessment Tools

The **formative assessment cycle** is a process used by students and teachers during instruction that provides feedback to adjust instruction in order to improve students' understanding of intended learning intentions.



The Formative Assessment Leadership Tool is utilized by administrators and teachers to monitor and guide professional decisions and student engagement through the formative assessment cycle.

Formative Assessment Cycle Phases	Teacher Action	Student Action(s)	Leadership Action(s) & Look Fors
Learning Progression – Determine Learning Intentions & Success Criteria	<p>(PLC):</p> <ul style="list-style-type: none"> - Accesses the curriculum. - Uses learning progressions collaboratively to identify learning intentions and success criteria for the unit and identified lessons. <p><u>During Instruction, teachers will:</u></p> <ul style="list-style-type: none"> - Clearly articulate the learning intention and purpose for learning. - Clearly articulate the success criteria in relation to a product, performance, or process. 	<p>Understand and are able to communicate what they are learning and how they will know they are successful.</p> <p><u>Students can answer these questions:</u></p> <ul style="list-style-type: none"> - <i>What am I learning?</i> - <i>Why am I learning it?</i> - <i>How will I know when I am successful?</i> 	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> - Allocate or identify collaborative time for PLCs. - Set expectations for PLC work. - Access the curriculum to determine alignment of LI & SC. - Reinforce the district’s common language around formative assessment. <p><u>PLC Look Fors:</u></p> <ul style="list-style-type: none"> - PLC accesses curriculum to review learning progressions. - PLC develops agreed upon learning intentions & success criteria. <p><u>Instructional Observation(s):</u></p> <ul style="list-style-type: none"> - Learning intentions and success criteria are referenced/accessed by students and teachers throughout the lesson. - Every aspect of the lesson is connected to the learning intention. - The success criteria clearly describe what success looks like in student work in regards to this learning intention.
Elicit Evidence of Learning	<p>(PLC):</p> <ul style="list-style-type: none"> - Accesses the curriculum. - Collaboratively develop/identify a formative task (product, performance, or process) that allows students to demonstrate success. <p><u>During instruction, teachers will:</u></p> <ul style="list-style-type: none"> - Provide opportunities for students to demonstrate understanding of LI. - Gather and track evidence of student learning. - Identify exemplars that evidence success. 	<p>Use success criteria to self – peer assess student work.</p> <p><u>Students can answer these questions:</u></p> <ul style="list-style-type: none"> - <i>Where am I in relation to the learning intention?</i> 	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> - Emphasize the effectiveness of formative assessment. - Emphasize the importance of using examples and non-examples for students – appropriate use of student work. - Ensure formative tasks are aligned with the LI. - Provide feedback to teachers related to the facilitation of self and peer assessment. <p><u>PLC Look Fors:</u></p> <ul style="list-style-type: none"> - PLC accesses curriculum documents to plan formative tasks. - PLC chooses formative tasks aligned with the learning intention.

			<ul style="list-style-type: none"> - PLC discusses how/what success will look like in student work. <p><u>Instructional Observations:</u></p> <ul style="list-style-type: none"> - Models of success are explicit & evident in the classroom. - There are multiple ways for students to demonstrate success. - Teachers are collecting evidence/tracking student progress. - Success Criteria are used by students during the self and peer assessment processes.
Interpret the Evidence	<p>(PLC):</p> <ul style="list-style-type: none"> - Collaboratively review student work to identify student strengths and areas for growth. <p><u>During instruction, teachers will:</u></p> <ul style="list-style-type: none"> - Examine the evidence in relation to the success criteria to determine what the student understands and to identify misconceptions. - Facilitate student understanding of evidence. 	<p>Analyze personal work to identify strengths and areas for growth.</p> <p><u>Students can answer these questions:</u></p> <ul style="list-style-type: none"> - <i>What did I do well?</i> - <i>What do I need to work on?</i> 	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> - Encourage teachers to support their thinking with evidence. - Support teachers in learning from each other and monitoring their effect size. - Provide affirmation and celebration of staff effort. - Identify teachers who are getting excellent results. <p><u>PLC Look Fors:</u></p> <ul style="list-style-type: none"> - PLC reviews student work collaboratively looking for evidence of learning. - PLC identifies students' strengths and weaknesses, supporting their thinking with evidence. <p><u>Instructional Observations:</u></p> <ul style="list-style-type: none"> - Teachers encourage and facilitate student analysis of work promoting the use of evidence to determine strengths and areas for growth - Feedback is timely, specific, and aligned to success criteria.
Identify the Gap	<p>(PLC):</p> <ul style="list-style-type: none"> - Collaboratively place students on the learning progression based on 	<p>Identify where they are on the learning progression and identify next steps for learning.</p> <p>Set goals</p>	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> - Lead teachers in identify areas in which students are having the most trouble.

	<p>strengths and weaknesses noted in their work</p> <ul style="list-style-type: none"> - <u>During instruction, teachers will:</u> - Interpret evidences gathered of student learning to identify the gap and infer areas of focus to move students up the learning progression 	<p><u>Students can answer these questions:</u></p> <ul style="list-style-type: none"> - <i>What are my next steps in learning?</i> - <i>What do I need to do to achieve success?</i> 	<ul style="list-style-type: none"> - Provide teachers with the resources, materials and support to help them succeed. - Identify problem areas – plan PD. <p><u>PLC Look Fors:</u></p> <ul style="list-style-type: none"> - PLC places students into groups based on their needs. <p><u>Instructional Observations:</u></p> <ul style="list-style-type: none"> - Students engage in goal setting. - Students revise their work based on feedback.
Feedback	<p>(PLC):</p> <ul style="list-style-type: none"> - Determine feedback that will be given to students. <p><u>During instruction, teachers will:</u></p> <ul style="list-style-type: none"> - Reference success criteria when providing feedback to students. - Provide students with specific, actionable feedback that will move them up the progression. 	<p>Peers use the success criteria to provide feedback.</p> <p>Students are engaged in metacognition, reflecting on their own learning using the success criteria.</p> <p><u>Students can answer these questions:</u></p> <ul style="list-style-type: none"> - <i>What evidence do I have to determine if I have reached my goal?</i> - <i>What feedback have I received and how have I used it?</i> 	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> - Provide teachers with feedback on the PLC process. - Encourage a culture of high expectations, collaboration, and continuous improvement. - Assist teachers in providing appropriate feedback. <p><u>PLC Look Fors:</u></p> <ul style="list-style-type: none"> - Feedback developed is timely, specific, understandable and actionable. <p><u>Instructional Observations:</u></p> <ul style="list-style-type: none"> - Feedback is used to make real time instructional changes in teaching, check misconceptions and fill gaps in learning. - Teacher uses success criteria to provide feedback. - Teacher elicits feedback from students about their current thinking to inform lesson planning and assessment. - Learner thinking is monitored via student feedback. - Students seek and provide task and knowledge specific feedback. - Time is built into lesson for students to reflect on feedback.
Plan Learning/ Instructional Modifications	<p>(PLC):</p> <ul style="list-style-type: none"> - Access the curriculum for ideas to support 	<p>Students take ownership of their learning by creating a plan for improvement.</p>	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> - Access the curriculum for ideas to support

	<p>intervention and enrichment.</p> <ul style="list-style-type: none"> - Determine differentiated learning experiences that will move all students forward on the learning progression. - Plan for responsive instruction according to identified needs. <p><u>During instruction, teachers will:</u></p> <ul style="list-style-type: none"> - Reflect on best learning experiences/strategies to use to address student needs. 	<p>Students revise work.</p> <p><u>Students can answer these questions:</u></p> <ul style="list-style-type: none"> - <i>What am I going to do to learn this?</i> - <i>When will I do this?</i> - <i>Who can help me?</i> - <i>What tools will help me?</i> - <i>What can I do to show that I have learned this?</i> 	<p>intervention and enrichment.</p> <ul style="list-style-type: none"> - Create school wide systems of intervention- utilize responsive instruction. - Systems must be a directive, not an invitation. <p><u>PLC Look Fors:</u></p> <ul style="list-style-type: none"> - PLC collaborates to plan learning experiences for various groups of students based on their gaps. <p><u>Instructional Observations:</u></p> <ul style="list-style-type: none"> - Students take responsibility for the pace of the lesson. - Students use academic language to talk/write about their learning. - Students revise their work. - Students connect effort and achievement.
Scaffold New Learning	<p>(PLC):</p> <ul style="list-style-type: none"> - N/A <p><u>During instruction, teachers will:</u></p> <ul style="list-style-type: none"> - Modify/Scaffold instruction to move students up the progression. - Utilize responsive instruction to differentiate the learning experiences according to identified student needs. 	<p>Students are responsive in the process of scaffolding, using feedback and their own learning strategies in collaboration with the teacher's instruction.</p> <p><u>Students can answer these questions:</u></p> <ul style="list-style-type: none"> - <i>Has what I have been doing to reach my goal been working?</i> - <i>Are there any changes I need to make that might help me reach my goal?</i> 	<p><u>Action(s):</u></p> <ul style="list-style-type: none"> - Responsive Instruction actions - Help teachers reflect on where they are at in the formative assessment process; what are their strengths; what do they need to work on; and how can they close the gap. <p><u>PLC Look Fors:</u></p> <ul style="list-style-type: none"> - N/A <p><u>Instructional Observations:</u></p> <ul style="list-style-type: none"> - Learning is aligned to the progression, but differentiated according to student needs. - Teachers prompt student learning with appropriately leveled questions. - Students monitor their learning. They ask questions and work independently on increasingly complex tasks.

Learning Progressions are the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. The term is most commonly used in reference to learning standards—concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their education. Students are able to utilize this tool to self and peer assess in order to provide reflect and provide feedback on their progress in order to become owners of their learning. Teachers are able to assess and provide feedback to students on their learning as well as determine next steps for enrichment or intervention in order to move students toward growth. A sample

learning progression is shown below.

Learning Progression	"Developing"	"Progressing"	"Proficient"	"Advanced"
Crafting Narrative Text	Write an imaginative story that: <ul style="list-style-type: none"> • sustains reader interest • includes well-paced action • includes an engaging story line • creates a specific believable setting through the use of sensory details • develops interesting characters • uses a range of literary strategies and devices 	Write an engaging story with: <ul style="list-style-type: none"> • a well-developed conflict and resolution, • interesting and believable characters, and • a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot 	Write an engaging story with: <ul style="list-style-type: none"> • a well-developed conflict and resolution, • interesting and believable characters, • a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and • sensory details that define the mood or tone 	Write an engaging story with: <ul style="list-style-type: none"> • a well-developed conflict and resolution, • complex and non-stereotypical characters, • a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and • sensory details that define the mood or tone

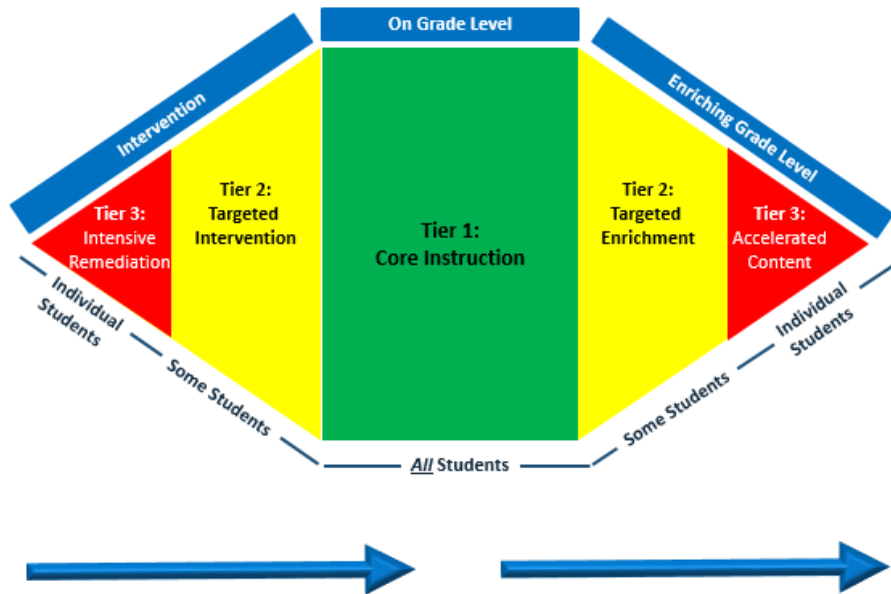
Rubrics and Checklists are tools utilized by students to provide specific success criteria and allow teachers and *students* to collect information in order to make decisions about what *students* know and are able to do in relation to the learning intention and success criteria. A sample checklist is shown below.

Inference	I need you to teach me!	I can do this with a partner.	I learned this!
Did I...			
Think about what the text says and my background knowledge about that idea or situation?			
Use what the text says and my background knowledge to make an inference?			
Use text evidence to support my inference?			
Explain how my inference helped me to understand the text better?			
Infer to notice a funny part?			
Infer the relationships between characters?			
Infer about the theme of a story?			
Infer to understand why a story problem is so challenging?			
Infer the overarching themes in a collection of texts?			
Infer the larger message(s) beyond the facts?			
Infer about the meaning of graphic features?			
Infer information about new topics or situations I haven't encountered in my life?			

INTERVENTION AND ENRICHMENT MODELS

Equitable and Viable Curriculum

The revised curriculum components support student-centered, differentiated instruction and promote student ownership of their learning. The new Curriculum components provide a balanced assessment approach including pre-assessment topics, common formative assessments, rubrics, and student checklists aligned to learning progressions. Clear learning intentions and success criteria engage students as owners of their own learning who can communicate and interact with content as critical thinkers and self-motivated learners.



Tiered Instructional Model Outline

The tiered instructional model is outlined below and describes who is targeted for each tier, what content is to be covered, and the model for intervention and enrichment. Interventions and enrichments should be provided during the school day.

Tier	Who & What	What – Instructional Practices	Model	When /Where
1	<p>All students</p> <p>Grade level content from the curriculum</p>	Core instruction aligned to the instructional model, includes differentiation	<p>Provided by the classroom teacher</p> <p>Instructional arrangement determined to support content acquisition (whole group, small group, 1:1)</p>	During the assigned instructional class

2	Identified Students Grade level content from the curriculum	Small Group, targeted instruction for students who need additional exposure to grade level content before mastery	Provided by the classroom teacher or interventionist Small Group 5 – 8 students	During the assigned instructional/intervention class Could include a modified master schedule or classroom arrangement
3	Identified Students Remedial content	Individualized/ smaller group intensive instruction/intervention	May be provided by the classroom teacher or interventionist Small Groups 1 – 3 students	During the school day <u>Requires master schedule adjustments:</u> Push in model preferred Pull out model as an option

The push in model is used to maximize ongoing content instruction and can be utilized in a variety of ways:

1. Utilize interventionist/specialist for small group or one-on-one in class support
2. Flexible grouping – share students among grade level teachers for re-teaching
3. Teacher pulls small groups during last 15 minutes of class period for targeted instruction

Tier I Instructional Practices

In Tier I, **ALL students** have **access** to essential grade level academic and behavior standards through high quality differentiated classroom instruction by the classroom teacher. **Access** refers to all students receiving differentiated instruction through the instructional model, monitoring progress through formative assessments, and utilizing actionable feedback to take ownership of their learning. Components of Tier I instruction include:

- A focus on relationship building and establishment of a risk-free environment.
- Well-designed lessons following the instructional model
- Individual and collaborative teacher teams identify and post learning intentions and success criteria as outlined in their FBISD curriculum documents with which students interact.
- Highly engaging lessons that motivate and engage all students.
- Additional time for re-engagement is given to individual students as needed.
- Rigorous lessons at various cognitive levels.
- Each component of reading and writing workshop in the elementary curriculum has additional supports embedded for English learners.
- Phonics for the primary grades following authentic Spanish literacy to support English learners.
- Sheltered instruction strategies used with English language learners to support learning and literacy skills of beginner and intermediate English learners at the secondary level.
- Individual SPED and ELL accommodations are made to support student needs.
- Lesson delivery in a variety of instructional formats including utilizing the Balanced Literacy instructional model.
- Use of a variety of conceptual representations and learning styles to reach all students.
- Connecting learning to the Profile of a Graduate and 21st century skills.

- Various methods of grouping to meet individual student needs.
- Blended learning models are used to engage students as well as lead students to research and produce their own products.
- Opportunities to show mastery and engage in instruction through small group purposeful talk.
- Multiple quick formative assessments are used throughout lessons.
- Data from formative assessments and multiple forms of classroom data (such as diagnostic assessments, anecdotal records, curriculum-based assessments, Learning Assessments, etc.) are used to guide instruction.

Tier II Instructional Practices for Intervention

In Tier II, targeted students receive additional support to access or enrich grade level academic and behavior standards. Various forms of data determine this targeted instruction. Support refers to the additional scaffolds and time on task we offer to targeted students within our instructional model to set them up for success. Tier II students will still receive Tier I instruction. Enriching grade level standards involves offering more complex, challenging situations for students to apply their learning. Students may be asked to apply or transfer ideas, concepts, or skills into more abstract or novel contexts to think about the implications.

Students who are performing at Tier II levels will receive strategic instruction as follows:

- Students who do not master essential standards that are introduced during Tier I instruction receive Tier II intervention support until reaching mastery of those standards.
- Formative and common assessments are used to identify students in need of Tier II intervention support.
- Classroom teacher generally provides Tier II intervention through small group instruction or push in models, but collaborative teacher teams or math interventionists may also work together to provide Tier II interventions.
- Parents should be notified that their child is receiving supplemental intervention, along with ways in which they can assist at home.

Tier III Instructional Practices for Intervention

In Tier 3, targeted students receive **intensive support** to master foundational skills or to **enrich** grade level academic or behavior standards. Just like Tier II, instruction for Tier III is determined through data. These students need support to master skills that are outside the grade level content. Intensive support may be offered outside of the classroom at other times during the day, but the student may still be in the classroom for Tier I instruction and will continue to receive Tier I instruction and support. Other times, the student may receive Tier III supports in the classroom, and the teacher will offer instruction around foundational skills or enrichment.

Students who are performing at Tier II levels will receive strategic instruction as follows:

- Tier III is designed to be at least 6 weeks in length.
- Intensive interventions for students who are not responding to Tier I and II interventions and/or have performed significantly low on universal screeners and assessments
- One-to-one and small group interventions
- Frequent, targeted and systematic
- Usually provided by a specialist as determined by School Support Team
- Parents should be notified that their child is receiving intense intervention, along with ways in which they can assist at home.
- School Support Team should meet every 4 – 5 weeks to analyze intervention effectiveness and determine next steps.

Tiered Instruction in the ELA Classroom

The Elementary Language Arts and Reading (EELA) instructional model provides multiple opportunities for tiered instruction within in the classroom. The elementary master schedule also has a built-in staggered intervention time for each grade level for additional tier 2 & 3 interventions. Tier 3 interventions typically take place during the scheduled intervention time and are administered by a Literacy Intervention Teacher (LIT) using the Fountas & Pinnell Leveled Literacy Intervention (LLI).

Fountas & Pinnell's Leveled Literacy Intervention (LLI) is a reading intervention framework that provides daily, intensive, small-group instruction that supplements tier 1 reading instruction. LLI helps struggling readers increase their reading fluency and comprehension by using engaging leveled books and strategically designed lessons.

During LLI lessons, students:

- read authentic, high quality texts at their instructional and independent levels;
- write about reading;
- engage in word work and explicit phonics instruction;
- participate in rich discussions that develop their critical thinking skills within, about, and beyond the texts they read. (Source: <http://www.fountasandpinnell.com/lli/>)

The Secondary Language Arts and Reading (SELA) instructional model allows teachers to tier their instruction. All students have access to tier 1 instruction and material during the Opening Structure and Mini-lesson. When the teacher moves into the Work Time, they then have the opportunity to differentiate instruction according to the needs of the students. The Work Time provides opportunities for small group instruction, one-on-one instruction, conferring, and/or independent practice at the level of the student.

Many tier 3 students are also enrolled in a Literacy class that reinforces the tier 1 curriculum but also focuses on foundational skills. In addition, some secondary campuses have alternative schedules that run 2-3 times a week to allow extra time for teachers to provide intervention for tier 2 & 3 students within the school day.

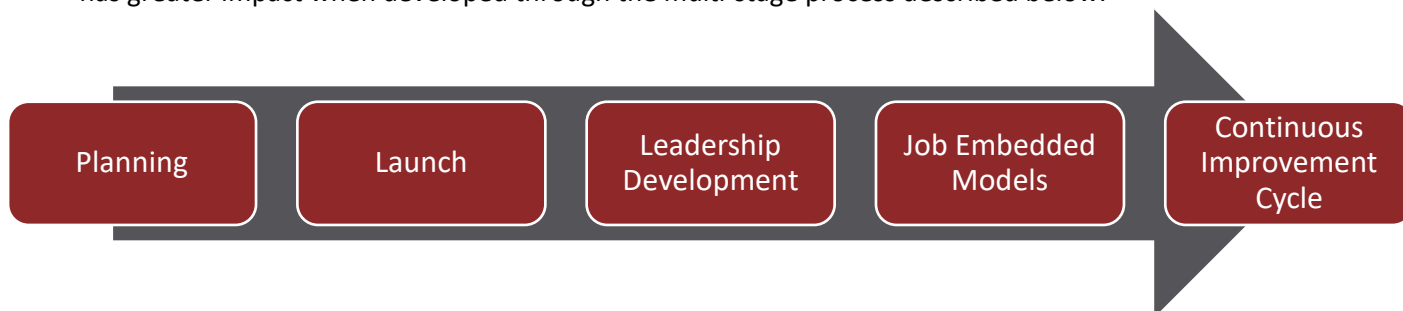
The charts below are sample options for varying the components of the secondary workshop structure in order to address the needs of the student in regards to intervention and enrichment. The decision to adjust the model should be based on the content taught, the needs of the students, and the time allotted to instruction (blocked ELA classes). When planning, teachers should anticipate opportunities for extension and enrichment as well as possible misconceptions so they are prepared to address them.

In Model 1, two major concepts are taught. Each has its own workshop cycle, with time allotted to connect the two cycles. In Model 2, the mini-lesson and work time are "chunked" to allow for multiple cycles of explicit instruction or modeling followed by small group work time. Ideally, each chunk of mini-lesson/work time would move students closer to independent practice.

PROFESSIONAL LEARNING PLAN

Professional Learning Implementation Stages

Professional learning is key to building capacity in teachers, teacher leaders, and campus leaders to learn and apply literacy instructional practices and strategies in classrooms across FBISD. Professional learning has greater impact when developed through the multi-stage process described below.



Implementation Stage	Definition/Purpose	Timeline
Planning	The purpose of the planning stage is to engage in data analysis, identify goals and student outcomes to drive the development of the professional learning plan.	11 months prior to launch an instructional priority
Launch	The purpose of the launch is to deliver a series of initial learning experiences with identified stakeholders to communicate common messaging specific to instructional priorities.	Between three months to one year depending on the instructional priority
Leadership Development <i>Goal: build capacity at all levels of the organization to support implementation</i>	Central Office/Campus Administrators engage in ongoing professional learning to support and lead the implementation of the instructional priority.	Ongoing throughout implementation
	Teacher leaders engage in ongoing professional learning to support campus implementation and create lab classroom environments to model instructional practices.	
	Campus support leaders engage in ongoing professional learning to promote common messaging and utilize campus structures to build capacity in teachers.	
Job Embedded Supports <i>Goal: to provide ongoing, differentiated professional learning for teachers</i>	Blended Learning – provides flexibility to reinforce, sustain, or extend learning	Ongoing throughout implementation
	Peer Observation – topic based guided observations to promote teacher reflective practice	
	Instructional Coaching – campus based coaching cycle that includes support for planning, observations/modeling, and reflection	

	Professional Learning Community Protocols – protocols designed to facilitate learning, planning instruction, and data review	
Continuous improvement cycle	The process of evaluation is to formatively monitor, gather evidence of the fidelity of implementation, provide continuous feedback, and adjust support to refine practice.	Ongoing throughout implementation

TERMINOLOGY

The table below provides the literacy-specific terminology used within this document, as well as, a description that explains the use of the term in Fort Bend ISD.

Term	Description
Balanced Literacy	a comprehensive framework that integrates and acknowledges the reciprocal nature of reading, writing, listening, speaking, and foundational skill development
Reading workshop	an organized set of language and literacy experiences (typically, a mini-lesson, independent reading, conferring, and sharing) designed to help students become more effective readers
Writing workshop	a structure that allows the teachers to support writers through an interrelated combination of writing experiences that provide appropriate, intensive, targeted instruction to the whole group, small groups, and individuals
Phonics/word study	comprised of nine word-solving systems including early literacy concepts, phonological awareness, letter knowledge, letter-sound relationships, spelling patterns, high frequency words, word meaning and vocabulary, and word-solving actions