

BALANCED LITERACY UPDATES

March 2, 2021
Board Meeting





Unpack the Learning

PLC Process Question #1:
What do we want
students to learn?

Know Your Students
Build relationships;
analyze historical data;
consider student
interests, readiness,
strengths and needs.

Determine Evidence of Learning

PLC Process Question #2:
How will we know students
are learning?

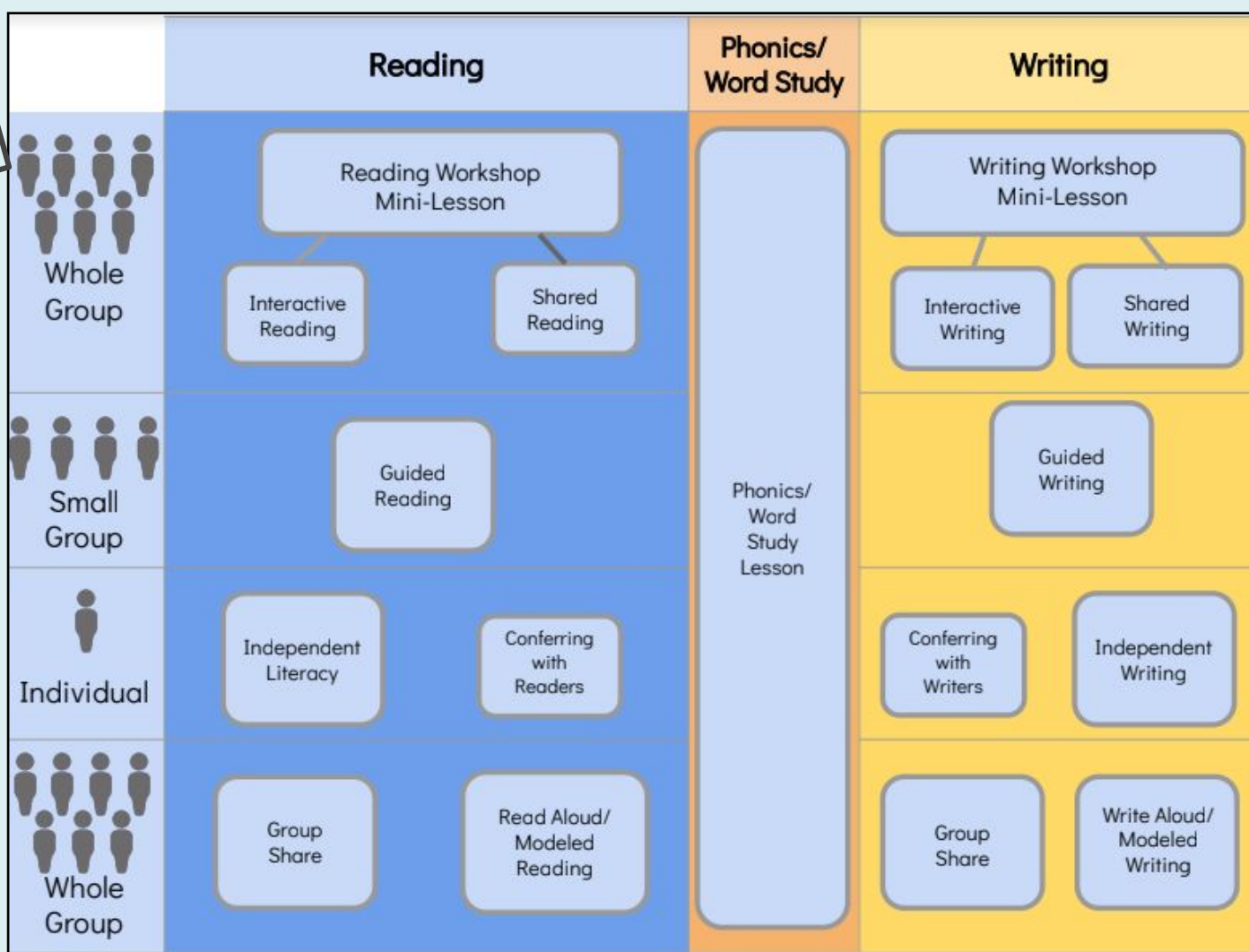
Reflect on the Learning
PLC Process Question #5:
How will we increase our
instructional
competence?

Design the Learning

PLC Process Question #3:
How will we respond when students do
not learn?

PLC Process Question #4:
How will we enrich and extend the
learning for students who are proficient?

PISD BALANCED LITERACY MODEL



GOALS:

1. Understand and Implement the NEW Reading/Language Arts TEKS
2. Understand and Implement the PISD Balanced Literacy Model
3. Understand and Implement a reliable and valid reading assessment system to influence instructional efficacy and student reading achievement
4. Implement Reading Workshop texts and Writing Workshop lessons into PISD Unit Plans/Lessons

The background of the slide features a close-up photograph of fire safety equipment. A yellow fire helmet is prominent in the upper right, with a red fire hose coiled around it. Below the yellow helmet, a green fire helmet is partially visible. The background is a blurred red, likely from a fire truck or fire station wall.

**PROJECT
LITERACY
AUGUST 2019**



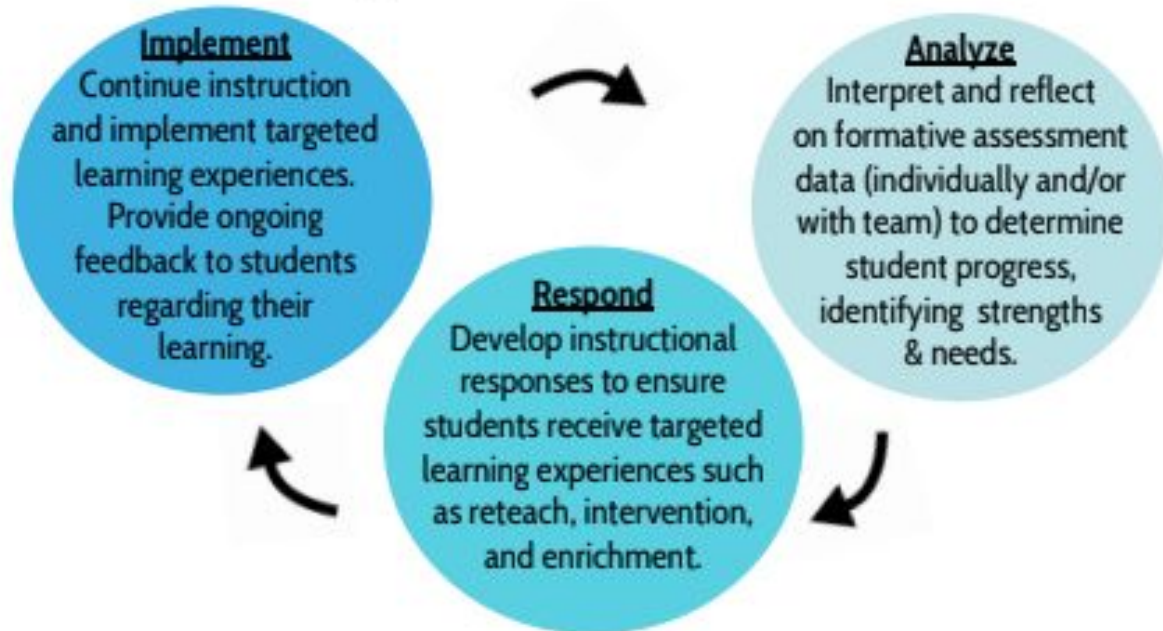
Teaching & Learning Cycle

Deliver Classroom Instruction

Use the assessment and instructional plans developed by the collaborative team to design and deliver classroom instruction.

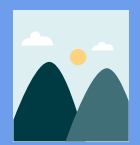
High Expectations for All Students

Consistent Routines and Procedures



Safe and Collaborative Classroom Culture

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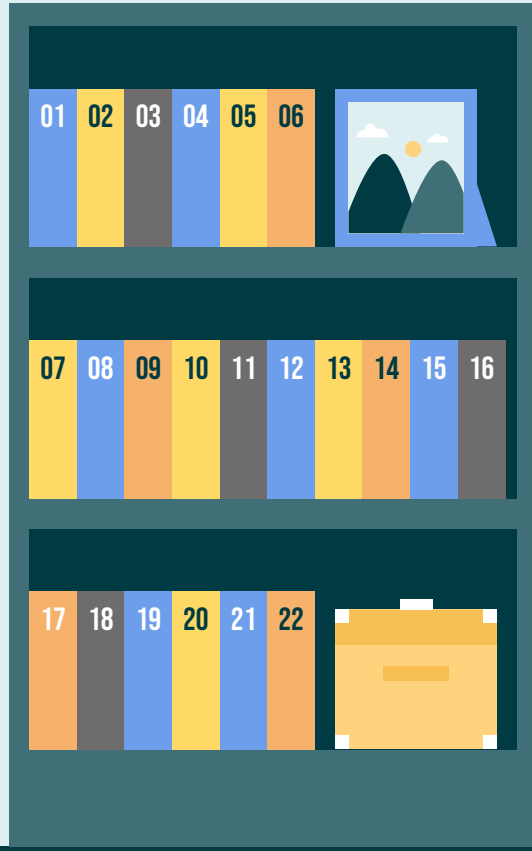
GOALS: HMH INTEGRATION

1

Explicit, systematic
foundational skills
instruction, K-5

2

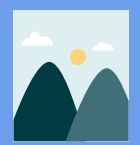
Reading and Writing
Workshop lessons into
PISD Unit Plans



LITERACY RESOURCES

- HMH Into Reading/Arriba la lectura
 - Foundational Skills
 - Reading Workshop
 - Writing Workshop
- Literacy Footprints Guided Reading/Writing Systems
- Literacy Footprints Digital Reader

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ONGOING PROFESSIONAL LEARNING

- Navigating Literacy
- Power Hours
- Balanced Literacy 2020
- HMM Into Reading/Arriba la lectura
- Virtual Reading Records
- Virtual Guided Reading
- Literacy Footprints - Digital Reader

¿Quieres aprender cómo atrapar un cristal de nieve? Primero, encuentra un cartón oscuro y una lupa. Entonces, pon el cartón afuera para que se congele el cartón. Después deja que caiga cristales de nieve en el cartón. Cuidado que no caigan muchos en el cartón. Finalmente, observa ~~se~~ los cristales de nieve con tu lupa. ¡Mucha suerte! Ahora es tu turno de atrapar cristales de nieve.

	Primero, encuentra un cartón oscuro del tamaño de un libro y una lupa.
	Entonces, pon el cartón afuera para que se congele el cartón.
	Después, deja que caiga se cristales de nieve. Pero no muchos, muevete donde no caiga mucho.
	Finalmente, agarra una lupa y observalas.

bl	fr	pl	tr	
blanco	frio	planeta	trabajo	br
blusa	fresa	plana	trato	br
	fresco	planta	triste	br
	fruta	plano	trampol	br
		pluma	trampol	br
black		plata		
blue				





Make Inferences

I think infer means ...

learning
something
new.

using
clues.

solving
something.

figuring
it out.

Using clues
from text

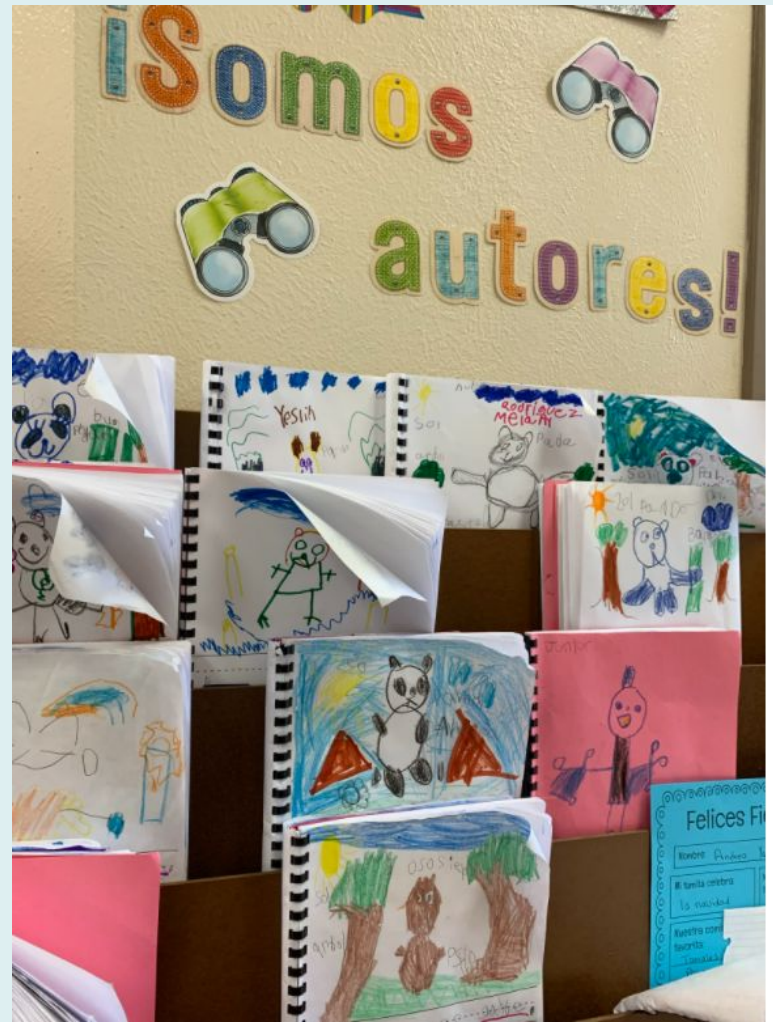
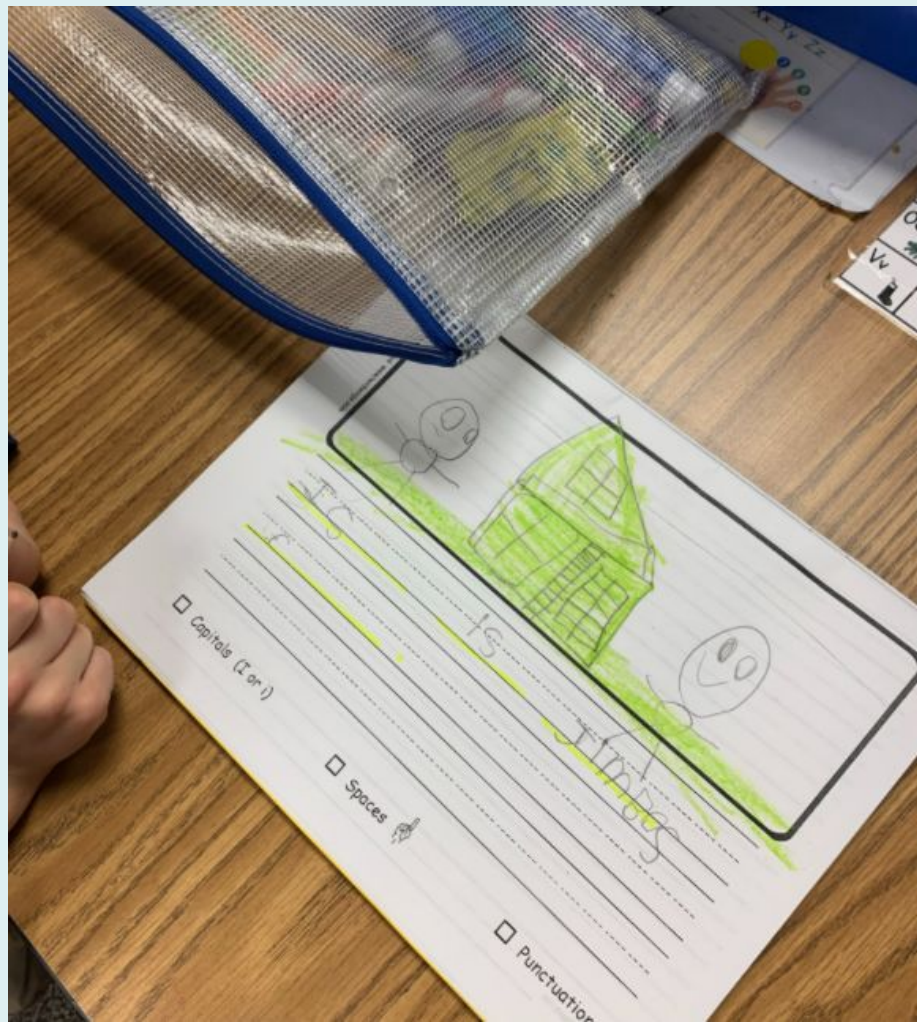


what I know
(background
knowledge)

- wear helmet when riding bike
- frown = upset, sad, hurt
- bike fell
- rub knee if hurts
- hole - rip

figure out something the
author does not tell you.

- I infer the boy fell off his bike because he is sitting on the ground.
- I infer the boy is hurt because he is frowning and holding his knee.





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GOALS

1

Continued review/realignment of TEKS, resources, and assessment practices to promote student growth and achievement

2

Implement new early literacy screener

3

Understand and align instructional practices with revised STAAR state assessment

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READING ACADEMY

- Reading Academy Year 1
 - 12 campuses
 - 9 out of 12 modules completed
 - Led by our 2 Cohort Facilitators

12 Campuses			
Cohort 1	Cohort 2	Cohort 3	Cohort 4
Aldridge Haun Centennial	Gulledge Harrington Andrews	Hedgcoxe Hughston Hunt	McCall Saigling Wyatt

PARTICIPANT FEEDBACK

Reading Academy has benefited me by increasing my knowledge of foundational reading skills. I have always taught the students who were struggling but could read. The knowledge I am gaining is helping me to really pinpoint things to work on with them to fill gaps and help them move forward.

I like the collaboration aspect. I work with my teammates to complete the reading academy. I also like learning new strategies to help students read and write better.

The biggest benefit of Reading Academy for me has been seeing how different the learning experience can be depending on the student. I have had my eyes opened to the numerous ways that students can learn!

I have learned so many new things and I have been applying this knowledge in my classroom. I absolutely enjoyed Module 6 and learned a lot from it. I just started Module 7 and am already started to integrate alphabetic order into the lessons. The reading academy is one of the best trainings I have ever had. I wish there was a Book copy of it so that I can highlight and put tabs on all the amazing lessons and resources in it.

READING ACADEMY

- Reading Academy Year 2
 - 18 campuses

Summer 2021-2022					
18 Campuses					
Cohort 5	Cohort 6	Cohort 7	Cohort 8	Cohort 9	Cohort 10
Bethany Beverly Brinker	Barksdale Hightower	Carlisle Davis & Deaf Ed Rasor Bird SPC	Mathews Skaggs Stinson	Barron Hickey Mendenhall	Thomas Sigler Weatherford

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**“DO THE BEST YOU CAN UNTIL
YOU KNOW BETTER. THEN WHEN
YOU KNOW BETTER, DO BETTER.**

—Maya Angelou