





Fostering Campus Literacy Communities

through PLCs





TEA Texas Education Agency

Texas Reading Academies

Module 1: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow from and with one another. PLCs can operate at grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a pattern from multiple lenses. Within each module of the Texas Reading Academies, you will find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Introducing the Texas Reading Academies to your school community

Overview

In this PLC, teams will be integrating what they have learned from the modules into their professional learning and developing a plan for introducing the Texas Reading Academies to their school community. Participants in the PLC will review and determine a plan for answering questions like the following:

- How will you introduce the Texas Reading Academies to your school community?
- What are the different pathways and who is involved in each pathway on our campus?
- What are the purpose, mission, and vision of the Texas Reading Academies?
    - How does it relate to our campus vision?
    - How does it differ among pathways?

Materials/Resources

- Adaptive Action Cycle Handout
- Reading Academies Pathways One Pager
- Chart paper
- Markers

Introduction

You may say, *Reading Academies Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third-grade teachers and principals must attend a teacher literacy-achievement academy by the 2022-2023 school year. For simplification and to avoid confusion with other grant programs and past literacy-achievement academies, the Texas Education Agency is referring to this latest requirement as the HB 3 Reading Academies. We will explore the different pathways of the Texas Reading Academies to learn the different pathways available to experience the content and consider which pathways your colleagues will take part.*

Activity

Have the Reading Academy pathways handout at each table.

As table groups, they will discuss and explore the different pathways. You may say, *Now that you have had the opportunity to explore the different pathways as a table group, you will discuss what pathways your colleagues are experiencing and why the differentiated pathways are beneficial to PLC members.* Allow table groups to place themselves on the pathway they feel would be most beneficial.

Here are some aspects of the Reading Academies model and pathways that could be discussed in a small group, stations, or pairs.

1) **Purpose, Mission, Vision:** Utilizing the Adaptive-Action Cycle, discuss the purpose, mission, and vision of the Texas Reading Academies.

You may say, *We will begin with the "**what**." After exploring what the Reading Academies is and which pathway benefits you as an educator, let's look at the Reading Academies vision.*

PLC members will read and discuss the vision with their tables using the following prompts:

- I'm wondering . . .
- This reminds me of . . .
- I wonder about . . .

2) **The "What":** As a table group, you may say, *let's discuss **what** the Reading Academies vision means to you as an educator and how we can merge this with our campus vision and mission for literacy.*

PLC members will add their answers to the prompts on chart paper.

3) **"So What":** You may say, *Now that we have identified the pathways available and the vision of the Reading Academies and our campus, let's take into consideration "**so what.**" This means the "whys" and "hows." What campus-wide changes will occur in order to meet the vision of the Reading Academies and our campus as a team? Discuss the following with your team and jot your answers down on chart paper to track your thinking.*
   - ***So what** will this mean for our campus?*
   - ***So what** changes may occur on our campus?*
   - ***So what** changes may occur in your classroom?*

4) **"Now what":** You may say, *Finally, we will look at the "**Now what**." **Now what** conditions are we going to bring to our campus vision to implement a successful Reading Academies' experience? What support is needed in order to implement this into our campus? Discuss these ideas with your team. Take into consideration these questions as you determine the conditions you will set for our next, wise action. Then talk through the following questions and jot your notes down on chart paper.*
    - ***Now what** pathway may be the best for your learning?*
    - ***Now what** is needed to make the campus vision successful?*
    - ***Now what** is needed to make the Texas Reading Academies vision successful?*
    - ***Now what** do we need to be successful?*

These responses will serve as your action steps for sharing your plans with your team(s)/campus(es). After discussing, table groups will share their action steps with each other and then will have the opportunity to share with the whole group.

Closing

As you wrap up your professional learning time, consider your plans for the implementation of your reading academy roll-out on your campus. You may say, *how will the Reading Academies be brought into the classroom?*

Allow the team time to discuss and come up with a plan. Then you may say, *how will the Reading Academies be brought into your student's learning?*

Allow the team time to discuss how it will be implemented in the classroom. Close with this activity: have each person list one word on a notecard that describes your vision for fostering literacy using the Texas Reading Academies. The team members should share their responses with the whole group.

Utilizing the groups' one word on a notecard, as a campus or a PLC team, build a bulletin board in a space where it will be visible to the campus. This will be utilized as a reminder of your plan to make reading academies a reality on your campus.

PLC Opportunity 2: Developing our Campus Plan for implementing the Texas Reading Academies

Overview

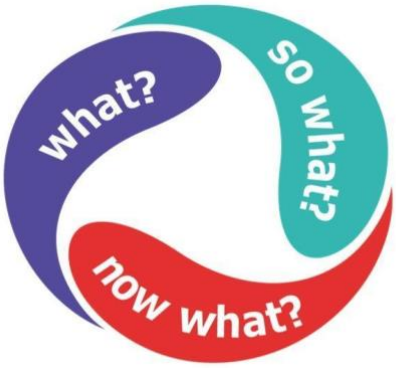
In this PLC opportunity, teachers will be able to develop a more intentional campus plan for implementing what they are learning from the reading academy modules. There is a component that should be implemented in classroom instruction, but also there are pieces that should be implemented as a whole campus for the learning to be truly successful and effective in helping students.

Materials/Resources

- Adaptive-Action Cycle handout
- Overview of the Texas Reading Academies handout
- Chart paper
- Markers

Introduction

Adaptive action planning has to do with a simple process of thinking about challenges, problems, conflicts, and learning opportunities in a circular and recursive module like the graphic below.



(Eoyang & Holladay 2013)

You may say, *Adaptive-action planning is an iterative planning process involving three questions:*

- *"What?"*
- *"So what?"*
- *"Now what?"*

Then you may say, *An iterative process really means that you are repeatedly moving in a new "iteration" of a process in order to rebuild, restore, improve or initiate change in a system. These questions help us to move through that process. Through exploring these questions, communities can spot and influence patterns to lead to improved literacy practices.* Then you may say, *to frame our understanding of evidence-based practices leading our instruction, we will use this cycle to examine our current practices and develop a plan for our journey through the Reading Academies.*

Then you may say, *After exploring the purpose, vision, and mission of the Texas Reading Academies, let's work together to make this learning experience meaningful and relevant for all of us. Let's use the Adaptive-Action Cycle to prepare our actions as we move forward in this journey.*

Activity

You may say, *First, let's begin with the "**what**." The Reading Academies will deepen our literacy and language knowledge, building content capacity across our campus. At your tables, think about **what** the Reading Academies will mean for our campus as we move through the year. Take a moment with your table to answer some of these prompts with your team members. These prompts will support you as you develop your "what." Give teams a chance to discuss the following to determine their "what."*

- *In general, I'm wondering . . .*
- *On the one hand, I notice . . . On the other hand, I notice . . .*
- *I was surprised by . . .*
- *I wonder about . . .*
- *This reminds me of . . .*

Then you may say, *Write down **what** the Reading Academies might do for our teachers, students, administrators, and campuses going forward through the year on your chart paper to keep track of your ideas.*

Next, you may say, *Now that you have named some changes that this initiative may bring, let's consider the "**so what.**" This is, perhaps, the most important step in this process. It encourages us to slow down and think about the "whys" and the "hows," of the implications, rather than to move too quickly to an action step. So, let's consider the implications of making system-wide changes that lead to improved literacy and language instruction and the implications of these changes. Take time to discuss in teams, and then use the questions below to write out your "**so what**" on your chart paper.*

- ***So what** might this mean for our students?*
- ***So what** might change about my own daily practices?*
- ***So what** does this mean for daily schedules?*
- ***So what** does this mean for our campus environment?*
- ***So what** are the implications if we act?*
- ***So what** are the implications if we don't act?*
- ***So what** feelings do you have about this?*

After they have discussed, you may say, *Write down your "**so what**" statement on your chart paper, expressing the implications of stepping into this journey as a teacher and learner in our literacy community.*

Then you may say, *Finally, we'll consider the "**now what**." **Now what** conditions do we need to set for a successful Reading Academies experience? What conditions will support us with amplifying our literacy instruction?* Give the team time to discuss. *As you consider your "**now what**," write the conditions you will need to set and who might be responsible for and support each condition onto your chart paper. Some conditions may reach across the campus, but it is likely that you will find each of you might set slightly different conditions based on your role, experience in literacy education, or classroom community.*

You may say, *Consider these questions as you determine the conditions you will set for our next, wise action:*

- ***Now what** might our planning process look like?*
- ***Now what** will our time requirements look like? How will we spread the Texas Reading Academies modules out across the year in a way that allows us to transfer to the classroom?*
- ***Now what** is expected of me as an individual?*
- ***Now what** is expected of me as a team member?*
- ***Now what** do I need to be successful?*
- ***Now what** else do you need to know? What are your new questions?*

Groups can share their action steps with each other or as a whole group. These questions will guide their conversations. Try to capture everything on chart paper, setting goals and labeling action steps as needed.

Closing

Ask PLC members to discuss the following questions:

- How might we continue to use the Adaptive-Action Cycle to support our growth in literacy instruction?
- Why is it important to consider the implications of the patterns that are emerging as we move through the Reading Academies?

Allow a few minutes for members to share their responses with the whole group. Consider posting actions in a visible place and setting up a time to revisit them and the conditions set to influence the patterns spotted.

Module 2: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow from and with one another PLCs can operate at grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a pattern from multiple lenses. Within each module of the Texas Reading Academies, you will find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Our Campus STR Vision

Overview

PLC members will take time to collaboratively create a mission and vision for their grade level, campus, and/or department. This PLC will allow members to establish a common purpose for reading instruction aligned to the science of teaching reading.

Materials/Resources

- Chart paper
- Markers
- Sticky notes or index cards (something to post them with: tape, push pins, etc.)

Introduction

You may say, *As our campus aligns with the literary practices of the science of teaching reading it is important to plan with the mission and vision of a literary campus. Let's plan our mission and vision as a literacy campus aligned with what we have learned about the science of teaching reading.*

- *WHY is our campus following the science of teaching reading?*
- *WHAT do we need or need to do to follow the science of teaching reading?*
- *HOW will we stay aligned?*

During this time together, we may discover our campus follows the science of teaching reading research in some areas—which we need to reinforce—and does not follow the science of teaching reading research in other areas— which we need to improve.

Activity

You may say, *To begin our activity we will begin by breaking into grade levels, departments, or campus. During these groups, you will begin to brainstorm and collaborate on what words or phrases describe the vision and mission as a literacy campus aligned with what we have learned about the science of teaching reading.*

You may use a chart like this to help with this process.

VISION	MISSION

As a group, brainstorm and discuss the vision and mission you share with your group based on the research you have learned in this module. Use the index cards or sticky notes to record your ideas. You will post and share them in a little bit.

Once each group has collaborated and had time to write down words or phrases on their index cards or sticky notes (no more than ten), have them come back and share with the group. As they share, have a large piece of chart paper (one for each group) where they will post their index cards/sticky notes. Once every group has shared, have every group walk around, pick one card from each chart paper that is most significant to them, and place it on a separate chart paper. The teams are creating a "new" list of the most significant ideas.

You may say, *Now that everyone has had time to share. We will walk around the room and take a closer look at everyone's words and phrases. Each group will choose one word or phrase from each created chart. Which one stands out the most to you? You will place this on the chart paper labeled "Vision and Mission."*

Note: It is important to allow the group to collaborate during this activity. Allowing PLC members to create the vision and mission of reading instruction gives them a sense of ownership and in turn, will result in commitment.

Closing

As discussions conclude, lead the group in writing a mission and vision using the words they chose. You may say, *Now let's focus on our vision—our goal for reading instruction, aligned with the science of teaching*

reading. Guide the members in writing a vision statement using their own words. Encourage them to talk with one another and share with the group. As a team, develop one vision statement to lead your work.

Next, use the same process to create a mission statement. You may say, *Now, let's focus on our mission—the approach we will take in reading instruction aligned with the science of teaching reading.* Guide the members in writing a mission statement using their own words. Encourage them to talk with one another and share with the group. As a team, develop one mission statement to lead your work.

You may display these statements throughout the school, in your PLC meeting room, teacher's lounge, and other places throughout your campus or department building.

PLC Opportunity 2: Open Conversations on the Science of Teaching Reading

Overview

PLC members will take time to have open discussions about how reading instruction is approached within their own classrooms, grade levels, PLC groups, campus, and/or district. This open discussion will invite members of the PLC to speak honestly about where they are as a teacher, as a grade level, or as a campus.

Materials/Resources

- Chart paper
- Markers
- Digital platform for sharing: like Padlet, Jamboard, social media, Today's Meet equivalent, etc.
- Handout if needed (see chart in the Activity section)

Introduction

You may say, *As we begin transforming our campus into a healthy literacy community with literacy practices grounded in the science of teaching reading, it is essential to understand where we are, what conditions we must set to get to where we need to be, and how we know when we are there. It can be challenging to take a deep look at where we are, currently. We may discover that some of our favorite routines are not supported by research and some of our practices do not have evidence that support their success. We must be prepared to enhance what we do have in place with evidence-based practices. Today, let's take time to have the critical conversations we need to examine where we are as a campus.*

Activity

You may say, *To begin, we will break into groups with representatives from each grade level or department. While in groups, let's discuss the following questions without judgment, bias, or any walls that may prevent our work from moving forward. I encourage you to speak your mind, share your thoughts, and put forth ideas freely, without concern for risk or judgment.*

Each group will collaborate to answer these questions using chart paper with a table or through a digital platform, as well. A sample table is illustrated on the following page.

QUESTION	MY OWN ANSWERS	OUR CAMPUS ANSWERS
After reading through and gaining an understanding of the Science of Teaching Reading Framework, how do you feel about where you are, as a teacher, implementing these competencies? How do you feel we, as a campus community, implement these competencies?		
What will be new for you or your campus as we begin to implement these competencies?		
What is something you or your campus does well that is grounded in the science of teaching reading? How can we use this strength to grow our campus?		
Which components of literacy do our students excel in learning? Is this excellence due to our teaching of these literacy components?		

Give groups or the team time to complete their chart. As groups complete their charts, share any insights gained about the campus as a whole. Allow time for group discussion around how this knowledge can support their journey to become stronger in the scientific teaching of reading.

Closing

As discussions conclude, bring everyone back together to complete the following statements together and individually. You may say, *Now that we've had some honest conversations about where we are, let's discuss what conditions we can set to get to where we want to be. Our discussions provided quite a bit of insight into patterns we may need to influence, allowing us to dampen patterns that create hurdles or foster aspirational patterns that help us reach our goals. Take a moment to share conditions that would help us move closer to a campus grounded in the science of teaching reading. Let's make commitments to implementing these conditions as a campus.*

After developing campus conditions and commitments, encourage staff members to develop their personal conditions and commitments that will support the campus commitments. Teachers can keep this with their planning materials to guide their instructional planning going forward. You may use the template below for campus and individual commitments. The team may consider setting a SMART goal if that is an easier way to keep track of their plans. To learn more about SMART goals, you may like to visit the Mindtools article, *SMART Goals: How to Make Your Goals Achievable*.

ENTITY	CONDITIONS	COMMITMENT
Campus		
Individual		

Module 3: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow from and with one another PLCs can operate at grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a pattern from multiple lenses. Within each module of the Texas Reading Academies, you will find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Building Literacy Communities across Content Areas and Grade Levels

Overview

PLC members will examine how they currently work to build a literacy community in their classroom and on their campus. After reading the article, they will plan practices to begin implementing to improve the literacy communities on their campus and empower families to build the bridge to literacy beyond the classroom communities.

Materials/Resources

- Literacy-Rich Environments (The Access Center 2007)
- Chart Paper
- Markers
- handouts of the chart in the Activity section as needed

Introduction

You may say, *As we work to build a strong literacy community on campus, it is important to evaluate where we are in creating a literacy-rich environment. Today we will take time to examine our practice towards building a strong literacy community on our campus and determine actions to improve it.*

Activity

PLC members will read the article, *Literacy-Rich Environments* (The Access Center 2007) to evaluate the impact the classroom and campus environment has on a literacy community. Then, in groups or as a team they will compare the recommendations from the article to the practices on their campus. You may say, *Let's take some time to read the article, Literacy-Rich Environments* (The Access Center 2007) *and complete a graph or table of how well our campus includes each of the listed practices.*

Below is an example of a chart you can create with your PLC group to examine the components listed in the article. You may choose to display it as an anchor chart or slide, or as a handout. Members can mark their own ranking with sticky notes, +/✓/- or any other method your team is familiar with working.

Campus Literacy Community
How Literacy-Rich is Our Environment?

COMPONENT OF LITERACY-RICH ENVIRONMENT	1 WE NEED A LOT OF WORK! (-)	2 WE ARE MAKING PROGRESS! (✓)	3 WE ARE DOING THIS ACROSS THE CAMPUS! (+)
Design and Layout			
Classroom Materials			
Teacher Role			

After reading and examining current components of a literacy-rich environment in the article, you may say, *As we move towards a strong literacy community, let's consider how we can improve our community on an individual level, a team/ department level, and a campus level.*

The PLC facilitator can divide the group up by various criteria (i.e. grade levels, content areas, departments). It may be beneficial to have content-area teachers work together to create aligned goals for building literacy communities within their specific content area.

As a PLC, work to build a list of conditions to take as individuals, as grade levels or departments, and as a campus to build a literacy-rich environment leading to a healthy literacy community. You may list the conditions on a chart similar to the one below and collect evidence of the conditions throughout the year. A sample chart is below.

WHAT CONDITIONS WILL WE SET?	WHO IS RESPONSIBLE?	WHAT EVIDENCE DO WE HAVE?

Closing

You may say, *Now that we have identified the conditions we can set to accomplish our goal of a literacy-rich environment that extends throughout the campus, let's monitor these conditions throughout the year to measure their effectiveness. Let's foster or create or update a space for us physically to track our progress towards our goals.*

As a PLC, dedicate a physical or virtual space (i.e., a bulletin board in the teacher's lounge, a shared document online, or a shared hashtag on social media) to share progress through photographs, observations, and other documentation. This will support the PLC as they make the changes needed to become a strong literacy community by building a literacy-rich environment.

PLC Opportunity 2: Empowering Family Communities

Overview

In this PLC, members will examine the literacy resources available to families that enhance their literacy. After reading the article, they will examine the resources currently available by grade level, recommendation, and how they are utilized. PLC members will identify the resources to empower family communities.

Materials/Resources

- Chart Paper
- Markers
- Supporting Your Child's Reading at Home (Institute of Education Sciences)

Introduction

You may say, *As we work to build a strong literacy community beyond the classroom and school, it is important to evaluate what resources and tools families have available at home to create a literacy-rich environment at home. Today, we will examine the resources available to families at home that enhance a strong literacy community that goes beyond the classroom and campus.*

Activity

You may say, *We will take some time to read the article, Supporting Your Child's Reading at Home(IES). As you review the recommendations, consider what resources you use to support these recommendations in the classroom. Also, consider what resources we can provide for families to utilize at home.*

As a group, complete a table organizing the recommendation, resources, and grade levels they are appropriate for. How can families utilize these resources to enhance their literacy skills at home?

Below is an example of a table your PLC group can complete to examine the resources available to families. This can be completed on chart paper, digitally or in any way that best suits your audience.

RESOURCE	GRADE LEVEL	RECOMMENDATION	NOTES

After examining current resources available to families at home that provide a literacy-rich environment, you may say, *As we move towards building a strong literacy community beyond the classroom and campus, let's consider how we can improve our community with our families.*

The PLC facilitator will split the PLC into small groups (if possible) to evaluate and align resources for building an at-home resource library. If possible, it may be beneficial to organize groups by grade levels, or grade ranges to support the alignment of resources. If the PLC is already small, they may work together as a whole group.

Closing

You may say, *Now that we have identified the resources available to families and how they can utilize them at home, we can set to accomplish our goal of a literacy-rich environment that extends beyond the classroom and campus.*

As a PLC, dedicating a space for families and teachers to share progress will support the PLC as they make improvements to build a literacy-rich environment beyond the classroom and campus. This may include a bulletin board in a visible place in the school building, a shared document online, or a shared hashtag on a social media platform.

Module 4: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow from and with one another. PLCs can operate at grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a pattern from multiple lenses. Within each module of the Texas Reading Academies, you will find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Our Campus Vision of RtI

Overview

In this PLC opportunity, members will examine the commitments aligned with a tiered support system. As a collective, they will develop conditions to support these commitments in the role they hold.

Materials/Resources

- Ensure the Successful Implementation of RtI in Professional Learning Communities (Many 2018)
- copy of articles as needed
- chart paper
- sticky notes

Introduction

You may say, *As we build our literacy community, we must remember the purpose and vision that guides our campus (or district). Through our purpose and vision, we are working to help all students grow and develop into lifelong learners. To support our endeavors, let's examine our vision of how we use tiered supports to support all students. We will read a short article about how we as a PLC can support the successful implementation of RtI. Then, we will work together to identify our roles and responsibilities in setting conditions for a successful implementation.*

Activity

PLC members will read through the article individually and, as a table group, complete only the middle column of the chart, identifying which of the four commitments or patterns they can directly support. These four commitments, or aspirational patterns, are included in the article:

1. "Ensure our most effective staff members are assigned to work with our most vulnerable students."
2. "Ensure students have access to interventions without missing direct instruction in core subjects."
3. "Ensure interventions are of sufficient frequency and duration to positively impact student learning."
4. "Ensure actionable data is the basis of identification, assignment and movement of students within our Pyramids of Interventions."

Encourage teachers to jot notes on their middle column of the following handout as they read.

My Role in Campus RtI

My role on our campus is	I am responsible for these aspirational patterns (list commitments)	Conditions I can set and support include
Grade-Level Teacher		
Electives Teacher		
Counselor		
Assistant Principal		
Principal		

After members read and complete the middle column, bring everyone back as a whole group to develop conditions to influence aspirational patterns for successful implementation. Remind PLC members that **when we take action, we are setting conditions to influence patterns. These conditions should dampen patterns that hinder progress, and promote aspirational patterns, leading to successful implementation.** You may say, *Each one of these commitments is an aspirational pattern we hope to see in a successful implementation of RtI or any tiered model of support. While we may not each be in control of each of these commitments or patterns, we can all contribute to planning conditions to influence these patterns.*

Lead PLC members through each pattern listed in the article to answer the following questions:

1. What role(s) on our campus can directly support this pattern?
2. What conditions can we set to influence this aspirational pattern?
3. What evidence will show that we are influencing this pattern?

Closing

You may say, *As you can see, it takes a village to support our kids! We each have a role in helping our students succeed. Continue to remember these patterns we are influencing and how you can provide support with one or more of the conditions needed to influence these patterns in your classroom and with your time. On a sticky note, write down conditions you will set as we plan for our next meeting. In our next meeting, let's check back with this to evaluate those conditions and their influence on your RtI practices.*

PLC Opportunity 2: Measuring Progress

Overview

In this PLC session, members will develop a variety of ways to measure progress in varied environments. The article includes guidelines for measuring progress in either a face-to face-environment or remote learning environment. PLC members will align and develop progress-monitoring tools to the guidelines provided in the article provided.

Materials/Resources

- Better Ways to Measure Student Progress (Campbell 2020)
- sticky notes

Introduction

- You may say, *Our recent changes to how we deliver instruction has provided everyone in education with an opportunity to grow in their teaching abilities. Along with this growth, it has provided all of us with a chance to evaluate our current practices and consider new ways to instruct and monitor progress. In this brief article, Better Ways to Measure Student Progress (Campbell 2020) let's consider some guidelines when considering the ways in which we monitor progress. Before we read, let's brainstorm all of the ways you monitor progress in your classroom.*

Activity

Sticky-note Brainstorming

PLC members will jot each of the ways they monitor progress on a sticky note. You may say, *Take two minutes to write down different ways to monitor progress in formal and informal opportunities. Write one on each sticky note to see how many you can think of in only two minutes.*

Allow members to brainstorm.

You may say, *Now that you've brainstormed all of your ideas, let's read the article and evaluate how each of these ways to monitor progress addresses these guidelines.*

Allow five minutes for PLC members to read the article, *Better Ways to Measure Student Progress* (Campbell 2020).

PLC members will connect the guidelines provided in the article to their own practice. After reading, you may say, *Now let's review the guidelines suggested in the article:*

1. *Provide students with multiple attempts at mastery.*
2. *Protect students' agency and promote a culture of choice within assessments.*
3. *Adopt a more holistic view of assessment to harness motivation.*

When reviewing our brainstorming activity, which progress monitoring activities are supported by one or more of these guidelines? Take a moment to sort your sticky notes by which guideline they support. Discuss with your table how each of these follows the guidelines. If they don't, is there an adjustment we can make to build student efficacy? Are there any assessments that do not support student efficacy and do not support student growth based on these suggestions? How should we address these practices?

Allow time for members to discuss within table groups, but also share with the whole group.

Closing

You may say, *To support our students, let's collect the brainstormed list of ways to monitor progress that follow these guidelines. Let's display these as preferred ways to monitor progress! We can continue to build on these as we practice supporting student growth.*

Post the collective list of beneficial ways to monitor progress somewhere for staff to see in the building or on a digital platform. Offer opportunities to grow the list or share examples of how they are used in the classroom.

Module 5: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow together and individually. These PLCs can operate on grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a common concern from multiple lenses. Within each module of the Texas Reading Academies, find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Reviewing Student Work to Determine Oral-Language Development

THIS PLC OPPORTUNITY COULD BE SPREAD ACROSS 2 PLC MEETINGS.

Overview

In this PLC opportunity, members will engage in a modified version of a student work protocol from a narrow time period, in order to better understand a student's progress in oral-language development. As teachers learned in *Module 5*, syntactic awareness is part of overall oral-language development. After teachers work with students on a syntactic-awareness activity, such as the "Expanding Sentence Kernels" strategy from the module, they will bring student work samples to the PLC in order to evaluate and determine students' progression in grammar, sentence structure, or syntax development.

Prior to this PLC: teachers would have chosen a particular activity (e.g., the sentence kernels strategy) that develops oral language, and a guiding question (one question only) to focus the student work and analysis. Then, they would have conducted the particular lesson to gather the student work, gathered the student work samples for this PLC, and organized and labeled the student work samples as needed. Teachers can find some guidance for the "Student Work Protocol Preparation" in the directions below.

Note: This is similar to the Vertical Slice Protocol, which has many variations and other names, but a basic version of this process is explained in the journal article, *Sampling a "Vertical Slice" of Student Work* by the Coalition of Essential Schools. It is also part of the book Protocols for Professional Learning, by Lois Brown Easton. The original Vertical Slice Protocol consists of "Part 1 - Planning" and "Part 2 - Analysis," and often occurs with a large group of teachers reviewing student work over a much longer period of time. However, a simplified version of this protocol as noted here will not only give teachers a simple framework for reviewing student work, but also give them some insight into what goals students can set in order to improve syntactic awareness and vocabulary. Likewise, teachers can set goals for improving instruction to support the student goals or improve oral-language development in their classrooms.

Materials/Resources

- Student Work Analysis Protocol (Modified) & Student "Slice" Preparation Agenda (see below)
- Suggested guiding questions for "Student 'Slice' Work" (see below)
- Student work samples from a recent "slice" of learning time in which they practiced a syntactic awareness activity, like "Expanding Sentence Kernels"
    - Work samples should include samples across student ability levels in a single class for lower grades, or samples across several sections and ability levels for upper grades
    - Work samples should represent a "slice" of time spent in class on the activity or learning, as well as a "slice" of students in various special populations and backgrounds (e.g., Special Education, multilingual learners or emergent bilinguals, various socioeconomic levels, genders, and various family structures and self-identifying features)
- Enough copies of the student samples for each teacher in the PLC/team
- Chart paper and markers for brainstorming/discussion as needed
- Timer on your phone or stopwatch to help keep time during the protocol

<u>Student Work Analysis Protocol (Modified) & Student "Slice" Preparation Agenda</u>

Step 1: Plan for the student work and upcoming PLC (completed in a prior team meeting or PLC)

1. Decide the purpose of this "slice" of student work and learning time.
2. Develop a guiding question that the "slice of learning" will answer.
    - Suggested Guiding Questions for Student "Slice" Work Collection
    - What tasks, activities, or products will show that students develop and apply specific knowledge and skills in challenging and meaningful ways?
    - What slices of student work/learning would demonstrate student strengths/needs in our instruction?
    - Which types of student work would build on students' self-expression or cultural identities?
    - What evidence in the student work slices would demonstrate that students are developing grit or problem-solving skills when they are challenged?
    - What essential skills or capabilities in reading, writing, and other subjects are being developed through the student work?
    - What specific component of oral language development is being addressed in this slice of student work and time? (i.e., syntactic awareness)
3. Develop a process for completing and collecting the student work.
4. Decide on a context for the "slice of work/learning", as well as if the work will be identified or anonymous.

5. Prepare your student "work slices", organize them, make copies for PLC members, label work samples as needed.
6. Note any questions that could be addressed in the PLC.

Step 2: Analyze the slices of work (during the PLC)

Process explained in the *Activity* below.

Introduction

In preparation for this PLC, you will want to provide a brief overview of the "Vertical Slice" sampling method. You may recommend the article *Sampling a "Vertical Slice" of Student Work* by the Coalition of Essential Schools, to provide a basic version of this process is explained in the journal article. Your PLC members may want to read over the process to better understand the purpose and to bring an appropriate sampling of work supporting the guiding question provided before the session.

You may say, *Let's look over the Student Work Analysis Protocol and make sure we understand the timing for our work today so that we can stay focused. Have a teacher note the transitions and how the process will work, using the suggested agenda with team-determined timings that fit the needs of your campus.* In this PLC, the facilitator might consider reviewing with the team the protocol plan again using either an anchor chart, digital slide, or handout of the above steps. After beginning the PLC with the introductory statements, the facilitator should set conditions for someone else to help keep time so that the group can stay focused and move through the protocol in the time allotted for your PLC.

Then you may say, *Previously we made a decision to examine student work at a future PLC after doing some specific lessons or work with students in oral-language development through syntactic-awareness practice. You may have completed an activity with students similar to the Expanding Sentence Kernels practice you learned about in the module. We know that sentence elaboration activities like this help students to practice syntax, grammar, and conventions to support both oral- and written-language development. You should have brought your student work samples with you today that address this guiding question:*
_____.

The guiding question may come from the suggested questions found in the protocol steps, or it may be a completely new question that addresses needs of the PLC. This question should be previously decided on and provided to members to focus their student work slice on oral language/syntactic awareness.

You may say, *Now that we have focused ourselves on our question, let's begin the process of examining this "slice" of student work in oral-language and syntactic awareness.*

Activity

Teachers will now pass out their copies of their student work samples. They may be identified or anonymous. Consider including basic information about the students if anonymous, such as grade level, date, etc.

You may say, *Let's take about 10 minutes and examine each of the student work samples from this slice of our lessons this past week. As you are looking at each sample, think about these questions and jot down any notes or questions you have as you review.*

- *What evidence in the student work samples seems to indicate that students are developing in syntactic awareness? How are the students progressing?*
- *What do you notice in the work samples that might suggest either gaps in the instruction or strengths of the instruction about this aspect of oral-language development?*
- *What trends, patterns, themes, similarities, or differences appear in/across the student work samples do you notice? Why do you think those patterns are present?*

Teachers will examine the work and make notes according to these questions as they analyze. To help with time, try to keep the work samples to a minimum per teacher (two to four samples). It will help you move through the protocol more quickly but still make the analysis meaningful.

After eight to ten minutes, you may say, *Okay, let's discuss some of the things we noticed across the "slice" of student work we have here.* Here are some suggested questions for the discussion. Perhaps select 2-3 to address in the time you have.

- What are your initial thoughts on how students are responding to the syntactic awareness/oral-language practice/task?
- What strengths in the instruction seemed to help students achieve the goals of the task?
- What gaps might exist in the instruction, or in students' backgrounds or schema, that might be preventing students from becoming more successful?
- What trends, patterns, or themes did you notice across all samples of student work?

Then, you may say, *After we have analyzed some of the smaller components of this "slice" of student work, do you feel we have addressed our guiding question we set out to answer with these student work "slices" and analysis? Where did we succeed in our instruction or analysis? Where did we fall short and how can we improve?*

Allow teachers time to reflect and share how they feel in response to the discussion questions. Then you may say, *Are there any other questions that arose for you in this process?* Allow teachers a moment or two to reflect and respond.

You may say, *This has been a great discussion. Let's share some "aha's" from this exercise. As we were looking at this "slice" of student work from a particular lesson, and we went back to our guiding question, what collective "answers" can we give to this guiding question? Let's jot down our conclusions on the chart paper. Have one of the teachers jot down your "answers" to the guiding question you chose on the chart paper.*

Then ask, *Are there any next steps we should add as goals for ourselves to help students progress more in this area of oral-language development?*

Jot down any next steps that came up in discussion as gaps in instruction or needs for more intervention, support, or specific instruction.

Closing

You may say, *As we wrap up today in these last few minutes, let's do some self-reflection. How many of you have participated in a protocol or process like this before (of analyzing student work samples)? How was this one different or similar? What did you learn from this process as a teacher and learner?*

Give teachers a moment or two to respond or discuss. Then you may say, *Is there anything we could do to improve this process of examining student work? Is there anything that would help you facilitate deeper learning for your students?* Take a moment or two to respond or discuss.

Close the PLC with some commentary such as, *We know that oral-language development is a process, and not every student is at the same growth point in the same lesson, working on the same skills or levels. We also know that syntactic-awareness work is critical to developing more effective oral and written responses as our students are learning to express themselves and read more widely. Looking at student work, whether we use an official "protocol" or not, helps us not only examine student growth, but also helps us examine our own growth as teachers and facilitators of learning. It is not the specific protocol that matters, but our willingness to learn from the patterns and trends we notice across these "slices" of student learning really helps us refine our practice as teachers.*

Remember at the end of PLC to properly dispose of any student-identifiable data or work samples in order to protect student privacy. However, you might consider leaving up some anonymous samples if you have a dedicated PLC room along with your "next steps" or goals to remind the group of their progress along their professional learning journeys through oral-language development and overall, through the Reading Academies. Additionally, remember that ensuring collaborative discussion and contribution to the work of the PLC is critical to helping teachers continue to have a growth mindset about ongoing evaluation of student progress in oral-language development.

PLC Opportunity 2: Academic Conversations and Routines to Develop Oral Language

THIS PLC OPPORTUNITY COULD BE SPREAD ACROSS 2 PLC MEETINGS.

Overview

In this PLC opportunity, members will develop routines and academic conversation stems using the Structured Student Talk resource from the *Module 5*. When students engage in structured conversations with clear opportunities to apply newly acquired vocabulary skills and knowledge, not only will their oral language develop, but so will their self-confidence in their own ability to communicate with their peers. Using the Structured Student Talk handout from *Module 5* will help you navigate the conversation today, when as a team, you develop both some routines for practicing structured student talk as well as developing some common stems for those conversations that will help students know what and how to communicate.

NOTE: It may also help teachers to get in the frame of mind of how students' struggle with or fear communication about more academic or technical concepts and vocabulary by viewing a video or two in which they can observe elementary-age students in context. You will find some videos in the resource page of the module, or you might use a more culturally relevant video like this snippet of "Fallonventions" from Late Night with Jimmy Fallon, a segment in which he has young children to present their latest inventions they have developed to solve their perceived "problems" in the world (watch from 0:00 - 3:20). You could alternatively encourage teachers to, appropriately and with permission, film students explaining a concept or skill to the class, or tell a story using some academic or technical vocabulary learned in class, for this exercise.

Materials/Resources

- A sample video from either the Jimmy Fallon video above or a sample video of current or past students in class (**The student should be presenting something that requires some kind of technical explanation or vocabulary, even if they struggle with the concepts and language, to either their peers, or the class -- not just to the teacher)**
- Handout: Structured Student Talk (located in Canvas Module 5) (printed individually or for each table)
- Chart paper and markers

Introduction

You may say, *In the module we learned about some strategies for helping students to practice oral language through structured conversations or talk. We reviewed a handout/chart like this, and now are going to develop some routines and conversation stems that will help students to be more successful in structured talk opportunities, especially when they are required to use technical or academic concepts or vocabulary. Our ELs and students with communication difficulties may struggle with these opportunities more in class, and being*

put on the spot to respond, present, or "teach the class" about something could be a terrifying and humiliating experience for them, possibly causing their confidence in themselves and their oral-language development to plateau or decrease, rather than improve.

Then you may say, *Let's watch a short video of a young student presenting and conversing about something academic to see if we can identify some routines and areas of need students have in structured conversations and talk.*

- Watch the video of your choice with the team.
- Engage in a very brief conversation about the task, activity, and technical language the student would need to have to be successful in this structured talk interaction.
- Take a couple of minutes to discuss.

You might ask some questions like these:

- What patterns did you notice in the student's oral language?
- What technical or academic vocabulary did he/she use or attempt to use?
- If you were her age, or put yourself in your students' same age "shoes": what would you do or say differently to make the communication and conversation even more effective and productive?

Then you may say, *What are some occasions where students in our classrooms need to have structured academic conversations with each other, or might need to present to the class about something they have learned or are learning? Let's make a list.* Use your chart paper to list some of these situations or events when this might occur.

You may say, *We know that in our TEKS, students at all grade levels are expected to be able to follow, reframe, or give oral instructions that "involve a series of related sequences of action." (TEKS 2017) We also know that students at every level are supposed to listen actively, ask relevant questions, and make pertinent comments. How do we naturally learn how to do those things as children, outside of school? Take some time to brainstorm and discuss this. Add to your chart paper if you desire.*

Activity

You may say, *Most research shows that students who are successful and progress through structured talk tend to have routines that include teacher or mentor modeling, peer rehearsal, and accountability. Let's brainstorm -- how have you in the past modeled or given opportunities to "rehearse" structured conversations among students or in a presentation scenario? What has worked? What didn't work? Brainstorm, discuss, add to the anchor chart if needed.*

You may say, *There is other research that states that for kids to be most successful in structured talk, they need to be grouped intelligently and with purpose, taught a routine in which to embed the exercise or practice, have opportunities to be held accountable to the expectations and process, and continue to "mix it up" so that across these opportunities to showcase structured talk, things are kept engaging and interesting for students. Have you seen any of these suggestions work well in your classroom? When? How?*

Allow a few minutes to think, and then discuss their reflections.

Then you may say, *Let's develop some routines and best practices for the components that make structured talk successful. Then proceed to these questions to discuss, brainstorm, and even include on your chart paper. You might use the Structured Student Talk handout to help you in this planning piece. This handout can be located in the Canvas course Module 5: Oral Language & Vocabulary.*

- *What are three or four routines we could use regularly as a team that allow for more structure and intention in how we group students (e.g., Think-Pair-Share, Talking Stick, Language Pattern Songs, and Structured Role Play)?*
- *What are the norms we can set or establish as a class (or with the input of students, depending on their developmental levels) that help us in these routines so that our expectations of student participation and response are clear and applicable? What if these were grade-level/subject-area norms we all used? What are some upcoming learning opportunities students will have that would require them to engage in a structured talk exercise to show what they have learned or would allow them to practice interacting with each other?*
- *How will you know what an effective and productive structured conversation using academic or content vocabulary looks like for students in your classes?*
- *What will you look for that align to STR, reading and writing TEKS, and the ELPS?*

Make a list of routines and norms you could use across your classrooms as a grade level or subject area. Add those to some chart paper that you can keep up in your PLC area or each time you meet. Add to that the qualities and skills that would demonstrate effective oral-language development and structured conversation based on the TEKS, ELPS, and any other pertinent standards for your group of students.

Then you may say, *Developing these routines and norms will give students clear expectations and various opportunities to practice what they are learning in class. But one additional strategy that might support this kind of work with students is to use some academic conversation or discussion stems. Let's look at a few resources and then develop some response or communication stems that will help our students grow in their oral-language confidence and proficiency.*

- *Consider the supports and question stems on the Teacher Toolkit website.*
- *Lead4ward also has some great response and question stem cards for peer discussions that are part of their instructional-strategies resources. Visit the Lead4ward website, and then select "instructional*

tools." There are thinking stem resources in both English and Spanish with cognates to support student engagement and confidence in making connections.

You may say, *What are some question stems or response stems we can agree on as a team, to use in our next structured student talk activity in this unit? Let's make a list of four or five stems that would help guide what kids should be saying as they are both presenting and listening to their peers present.* Take a few minutes and brainstorm the stems you could agree on as a team to practice in upcoming structured language tasks. Add them to your chart paper or create an anchor chart.

Extension of PLC if time allows:

You may say, *Now that we have established our goals, routines, expectations, and even academic conversation stems, let's do a brief modeling of this work in a Think-Pair-Share or Talking Stick exercise. Which would you prefer?* Let them decide.

Be prepared to model this work, or have talked to a teacher in advance who can either (a) tell a story using recently learned vocabulary, (b) explain how to do something in particular that is a routine task at home or in your family, or (c) present an idea for a new invention that would solve an annoying problem at home or in your family. Then have someone present, or you as the facilitator, model the communication using some of the structured conversation stems from handouts or your group list for explaining or telling.

Then you may say, *As "students" in class in which we just listened to someone talk about something using some of our new vocabulary, turn to your pair or trio for a Think-Pair-Share (or other activity) on what you heard. Then have them ask each other the questions below:*

- *One of you will be talking, and one of you will be listening this round.*
- *Can you take a minute or two and reteach your partner(s) what you just learned from _____? Take a minute to explain it and try to use the same or similar vocabulary or academic language the presenter has used.*
- *To the teacher who was listening, what academic vocabulary do you understand better now that you have had the opportunity to reteach it to your partner using your own words? Where could the speaker have improved? What were his/her strengths? Try using the conversation stems for responding or asking questions as you interact with your partner.*
- *If you do not understand something your partner is saying, please raise your hand or use an appropriate gesture for indicating you would like clarification or more explanation.*
- *What feedback can you give your partner about improving the way he or she communicates with you, either through presenting the ideas or through responding to them?*

Then you may say, *Let's share what you just experienced? Let's evaluate if we grouped wisely, taught a routine, incorporated some accountability, and made the activity engaging. Engage in some discussion, and jot notes on any ways you could improve setting conditions for success in your structured student talk in your classroom.*

Closing

As you wrap up, reflect on the following questions as a team through discussion or through writing and then sharing:

- *How can activities and routines like these help us build fluency in our students' oral and written language?*
- *How can activities and routines like these help us improve the flexibility our learners have, even when they do not have the adequate growth in oral language to support a high level of content or academic understanding of concepts?*
- *How can we use activities and routines like these to drive our students into deeper learning and deeper conversations about that learning or vocabulary without making them feel singled out, too vulnerable, or frightened of participating? Especially for our students with language and other speech, hearing, or learning needs?*
- *Are there any scaffolding strategies we need to put in place so that all students can access activities like these?*

As a PLC, consider setting a timeline for practicing your newly established routines, norms, and expectations for structured student talk. Consider setting goals for next steps, possibly evaluating student work or video samples of the activities, and coming back together to evaluate student progress, growth, or instructional support needed to help them develop further in their oral-language growth.

Module 6: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow from and with one another. PLCs can operate at grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a pattern from multiple lenses. Within each module of the Texas Reading Academies, you will find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Analyzing Student Phonological-Awareness Data

Overview

In this PLC opportunity, members will analyze and respond to some samples of student data from a phonological awareness screener and develop a plan that will inform instruction in phonological awareness development. This PLC will focus on analyzing and comparing the student data samples as a team and sharing collaboratively in a discussion the results and possible instructional strategies they might use in the classroom in response to the data. An open and honest discussion is key in providing the team the opportunity to improve their own understanding of identifying growth areas and helping students as they develop phonological skills on the phonological-awareness continuum.

Materials/Resources

- Each teacher should bring at least one student data sample from a phonological-awareness screener or assessment (Screeners might include: TX-KEA, mClass, TPRI/Lee, T-PASS, PASS, and PAST among others)
- Chart paper, markers
- Phonological-Awareness TEKS Matrix (found in Module 6)

Introduction

You may say, *We know that phonological awareness screeners and assessments help us to identify both student phonological awareness development as well as where targeted instruction might be needed to support growth in certain skill areas. We monitor progress to evaluate students' development, but we want to pause and make sure we are effectively analyzing the data to inform our instruction in a clear and targeted way. Here are some questions we need to think about as we analyze our student data:*

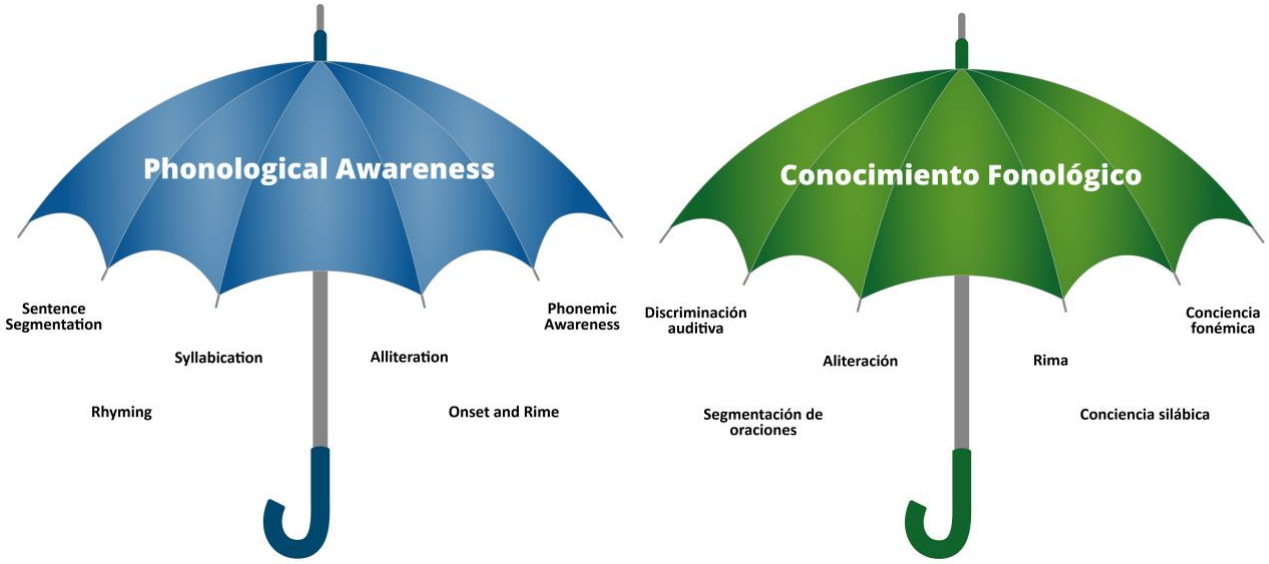
- What strengths does this data sample highlight for this student?
- What areas seem to still be developing for this student?
- What patterns or trends do you notice across this screening opportunity for this student?

- What targeted instructional experiences might be needed to help this student develop further along in their phonological awareness?

During this PLC, we may discover that we as a team or as individual teachers may need some support or greater learning in how to address both the students who are having difficulty with phonological tasks, and we may need guidance in how to support our student learners most effectively in this area of learning. Let's remember to have a growth mindset and be open to feedback and suggestions from our teammates, so that as a team we can continue to help each other grow in our instructional support of our students.

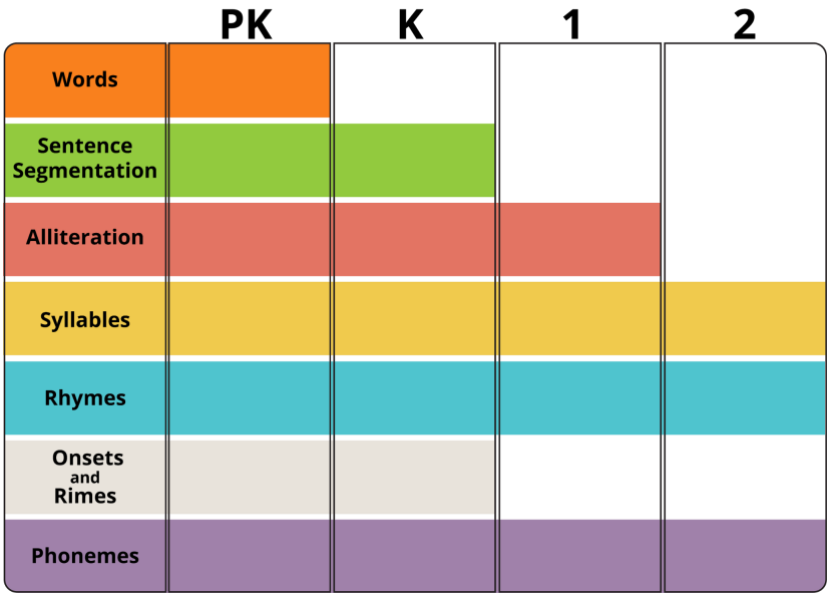
Activity

You will need to put chart paper up for each teacher, as well as an anchor chart with the phonological awareness continuum on it from *Module 6*. Here is an example of such an anchor chart.



You may say, *To begin our data analysis discussion, let's refresh our memory on the phonological awareness TEKS Matrix and how students' develop phonological awareness as they learn to read. You might review and discuss any parts of the Phonological Awareness TEKS that need review. You may also find this matrix in Module 6: Phonological Awareness.*

Phonological Awareness TEKS Matrix



Then you might say, *Now, let's each get out our notes on our student data sample from a recent phonological awareness screener or assessment. Each of us has a piece of chart paper on the wall where we can jot some notes down about our observations from the screening data. Label your chart paper with the following: "student A (B, C, etc.)," "grade level," "strengths," and "needs." As you look at your own notes, add some bullet points to your chart paper on these questions:*

- *What are the strengths this student exhibited during this screening opportunity?*
- *What areas does this student still need to develop based on the results of this screener?*
- *Where do they fall on the phonological awareness continuum?*
- *How will I support this student in this area to achieve mastery/success? (ex. additional syll practice in small group/daily)*

Be sure to include a spot for your next wise action on your chart. This will provide a visual reminder to include this reflective piece later as we share our observations. You will not complete your next wise action immediately, but as we move through the activity. We tend to let some things go if we runout of time, but having this visual reminder lets us know we are not finished.

See a sample of a blank and completed chart below.

SAMPLE BLANK CHART

Student: Grade Level: Strengths: Needs: PA continuum: (Where are they still developing?) Next Wise Action:

SAMPLE COMPLETED CHART

Student: A Grade Level: 1st Strengths: • blending phonemes with short vowels • deleting syllables Needs: • manipulating phonemes • isolating initial sounds PA Continuum: Phoneme Level (Where are they still developing?) Next Wise Action: I will build in repeated opportunities for isolating and manipulating phonemes during our small group instructional time.

Each PLC member makes notes on their own chart paper of the observations made from their screener. Under "needs," teachers should label where they believe the student falls on the continuum (they may write "rhyming," "syllabication," etc. as it applies). Once everyone has finished, each member shares his/her findings with the group in discussion, or teachers could do a quiet gallery walk and view each other's charts/notes.

Then you may say, *Once we have shared our findings, let's think about how we could plan targeted instruction to develop each student's phonological awareness. Let's discuss one or more of these questions:*

- *What would be the next wise action that will help address the developing needs of these students?*
- *What would be an appropriate goal that will help address the developing needs of these same students?*
- *What targeted instruction might these students each need to have improved phonological awareness or move further in the continuum?*

Your team will take turns giving each other feedback or simply engage in a team discussion. Encourage team members to provide ideas for instructional strategies, supports or activities that may support the students as

discuss. As the team comes up with ideas for progress, each teacher can make notes on the ideas from the discussion with the team, developing a next wise action for the student.

Then you may say, *Now we each have had time to share about our students and their individual needs, but as a team, we can also address the collective phonological awareness needs of our students. Let's now discuss these two questions:*

- Did any of our students have special difficulties that may have caused them to have difficulty with some of the progression on the continuum? What accommodations or scaffolding strategies would support the specific difficulties of our students with language, hearing, speaking, or other special learning needs?
- If we were to group these students by their phonological development needs, what strategic instructional experiences would support them together as a group?

As a group, discuss these questions, brainstorm solutions and strategies, and have teachers add these ideas down in their notes or on their chart paper.

Closing

As discussions conclude, lead the group in coming to a consensus about the importance of analyzing and responding to student phonological awareness data and continuing to help students develop across the continuum. You may say, *Even though our students have unique individual needs as they develop in their phonological awareness, we need to remember that we are a team and we can work together to develop strategic instructional supports and experiences that benefit all of our students as we notice patterns in their development and growth. We need to also remember that our multilingual students may need to draw on their primary or native language experiences to help them navigate phonological awareness in English as they are learning to read, speak and write in English (all of these components play into PA). We need to bring into our instructional strategies as many cross-linguistic experiences as we can to help them make connections and improve their learning outcomes.* Then you may say, *What are your final takeaways from this data analysis experience? Is there anything else you need to learn more about in order to serve your students better in this area of literacy development?*

After completing the discussion or asking teachers if they have anything to add, make sure to dispose of the chart paper so that no student data is left out or identifiable. Making sure the discussion has been collaborative and everyone has had a chance to share and brainstorm is critical to helping teachers continue to have a growth mindset about ongoing evaluation of student development in phonological awareness.

PLC Opportunity 2: Phonological Awareness Routines

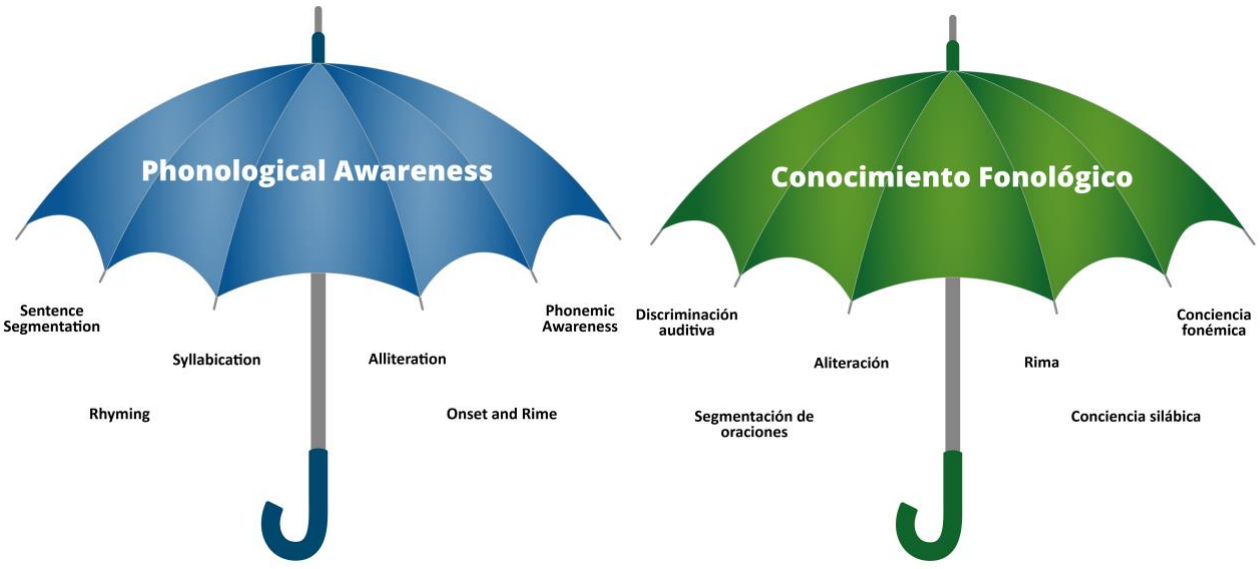
Overview

In this PLC opportunity, teachers will collaboratively plan instructional practices that develop students' phonological awareness skills through ongoing practice opportunities after children have been explicitly taught the skills. One important thing to remember is this: children do not need to master one level of the phonological awareness continuum before moving to the next, and children move through the continuum at different rates. Having a variety of routines in which to practice phonological awareness will support all learners at all levels as a large group, beyond what you are able to accomplish in small group instruction.

Materials/Resources

- Phonological Awareness Umbrella Anchor Chart (sample below)
- Chart paper, markers
- A space large enough to move freely in a group with students
- Video: Syllable Segmentation (Texas Reading Academies 2020)
- Video: Syllable Level Phonological Awareness Lesson (Institute of Education Sciences 2020)
- Video: Phonemic Awareness Routine (Bently 2017)
- Scaffolded Practice Walkthrough Tool (provided inside the Canvas course, free from the Meadows Center)

Before the session, you will need to put one piece of chart paper up on the wall for the group and title it "Classroom Routines Brainstorm" or a similar title. Also, put up the anchor chart with the phonological awareness continuum on it from Module 6 (umbrella image). Here is an example of such an anchor chart.



Introduction

You may say, *To implement small groups in a smoothly run classroom, teachers must explicitly teach expectations and routines and provide many opportunities for children to practice the routines. This applies to phonological awareness development; establishing and encouraging students' growth through ongoing practice of phonological awareness skills in various classroom routines will help students to develop skills along the continuum in a way that also supports academic growth, classroom management, small-group work, and time management.*

Activity

You may say, *To begin our discussion today, let's refresh our memory on the phonological awareness continuum and how students' progress through it as they learn to read and write.*

Review and discuss the phonological awareness umbrella and the components within. You may also review the Phonological TEKS Matrix to discuss when different skills are introduced.

Then you may say, *Many of us may have tried to implement some routines that develop phonological awareness in small groups as a best practice for teaching reading and based on what you have learned from the Science of Teaching Reading. However, we can continue to support students as they develop skills along the phonological awareness continuum by implementing some routines we can practice as a large group or whole class in various situations of our everyday movement around the school or learning. Let's brainstorm some ideas about student movement and school building routines/regular practices in order to identify moments where we can embed phonological awareness throughout our day with students.*

On the chart paper, add ideas from your discussion about these questions. You may say, *To guide our discussions, let consider these questions.*

- *What are some examples of times when we need students' collectively to pay attention and be organized as a group in the classroom?*
- *What are some examples of times when we need students' collectively to pay attention and be organized as a group around the school?*
- *Why is it important to have regular routines in our speech and behaviors during these times?*
- *How does having such routines help our students and our movement around the classroom or school?*

The PLC team should share ideas and note them on the chart paper or digital bulletin board (See example below). You might remind them about transitions in the classroom, waiting times prior to bathroom trips or lunch times, and other key transitional times where students as a class may be poised to listen to the teacher for instruction.

You may say, *After identifying some key points throughout the day where we might embed a group activity or routine, let's review part of a video just to refresh our memories about the type of routines that support phonological awareness development. This video applies to small-group targeted instruction, but it is a routine*.

Share one of the suggested videos, or a similar video of you or one of your teachers practicing a similar routine with a small or large group. You may show just a short portion of the video, demonstrating a routine.

- Video: Syllable Segmentation (Texas Reading Academies 2020)
- Video: Syllable Level Phonological Awareness Lesson (Institute of Education Sciences 2020)
- Video: Phonemic Awareness Routine (Bently 2017)

After viewing a snippet of the video, get out or access the Meadows Center Scaffolded Practice Walkthrough Tool . Then you may say, *Let's consider these questions when reflecting on the video with the walkthrough tool:*

- Where on the phonological awareness continuum was the teacher working with the student(s)?
- What routines have they implemented?
- What was the student(s) response to the routine? Were they successful or not? Why or why not?
- Glance briefly at the Scaffolded Practice Walkthrough Tool together. Which of these criteria did you notice the teacher doing well or embedding in the routine?
- Why are these components on the walkthrough tool so important to student growth and success?

You may say, *What are some ways you have taught different parts of the phonological awareness continuum individually with students or in small groups? What are some of the games, routines, practices, or strategies that keep learning fun and engaging for them regarding alliteration, onset and rime, etc.? Let's each share a few ideas.* Let each teacher share an idea, or several, until you have a good variety of ideas. Feel free to add your ideas to your chart paper brainstorm as you discuss.

Then you may say, *We have shared a lot of great ideas about not only how we are teaching or supporting phonological awareness development in our classrooms, but also, we have identified areas where we could transfer these small group or individual routines to a large group or whole-class routine. While the complexity and engagement level of the routine may vary by grade level, let's now come to a consensus as a team about some routines we could develop as a grade level or subject area to support phonological awareness development. Here are a few reminders of routines that support phonological awareness development along the continuum: clapping in segments or syllables, rhyming games, etc.* There are also several ideas from the article, *Phonological and Phonemic Awareness* from Reading Rockets, if you need additional support.

Allow time for PLC members to share ideas for different routines to use in different environments.

Then you may ask the questions below and use the sample charts for brainstorming digitally or as a handout or anchor chart.

- *Based on the times we identified earlier as great times for a whole-class routine or activity, what transitions or routines around school seem to be the best time for a phonological awareness activity or routine?*

TIME OF DAY	TYPE OF PHONOLOGICAL AWARENESS ROUTINE	PURPOSE
Waiting to be released to classrooms (before school)		
Bathroom break		
Waiting for PE/Art/Music		
Waiting for Lunch		
Lining up for library		
Lining up for dismissal		

- Based on the times we identified earlier as great times for a whole-class routine or activity, what transitions or routines during the day in your classroom seem to be the best time for a phonological awareness activity or routine?

TIME OF DAY	PHONOLOGICAL AWARENESS ROUTINE THAT FITS THIS TRANSITION	PURPOSE
Morning Meeting		
Lining up to exit class		
Dismissal to next class		
Exit tickets		

- *What routines could we agree on as a group that we would like to practice with our students and what activities/strategies could we regularly practice?*
- *What instructional components could we regularly integrate or embed into those routines? (Example: reviewing weekly academic content, sight words, weekly focus letters/blends or vocabulary, unit focus language, etc.)*
- *If we were to synthesize our ideas into a short list of high-leverage (the skills or strategies that give us the most leverage for learning) or high-frequency phonological awareness routines, what would be on that list? Why? Possible examples are included in handout, Two Minute Transitions.*

As a group, discuss these questions, brainstorm solutions and strategies, and have teachers add these ideas to their notes or on their chart paper. Consider labeling it as your "High-Frequency/High-Leverage Phonological Awareness Routines" list for your grade level or subject area team, as applies.

A suggestion for differentiation or scaffolding as you wrap up: depending on the experience level or openness to sharing in your group, consider practicing the routines as a group interactively, spread out and moving, as if you were a class, that you determined as your consensus of phonological awareness routines. Additionally, you may invite PLC members to create a video bank of quick examples to return to for good ideas. Less experienced teachers may not have had the practice or mentoring in which veteran teachers would have had over the years. Likewise, veteran teachers may not be comfortable admitting that they need more support in

this area. These short video clips may also serve to demonstrate the phonological awareness task for students. Students then become the expert helpers with their peers. Keep the climate of the PLC light and encouraging during this time so that the activities are not only fun but empowering to the teaching team.

Closing

As discussions conclude, lead the group in coming to a consensus about the importance of developing not only routines that help with transitions and various movement activities in the classroom and around the school, but also about how embedding phonological awareness development into those routines leverages powerful learning and development with students who are learning to read.

You may say, *Even though our students have unique individual needs as they develop in their phonological awareness, we need to remember that we are a team and we can work together to develop strategic instructional supports and experiences that benefit all of our students. Because students develop at different rates and not necessarily in the same order or flow along the continuum, working on phonological awareness strategies as they are embedded in whole-class routines help all students at all levels and give them the opportunity to watch and learn from each other. Several of these whole class routines not only promote a feeling of safety and consistency for students that is critical to their development, but also help our multilingual students and students with learning difficulties to engage in whole class activities that are both engaging and connected to their learning community. When those students are only learning these routines in a targeted small group or through individualized instruction, they may lose a sense of community and connection to their peers.*

Remind PLC members about the *Scaffolded Practice Walkthrough Tool* and look at it again as a group. You may say, *We often use a tool like this as we observe each other or want to give teachers feedback about their practice in the classroom, but as a team, we can also use this tool to "check" our practice in these routines we have decided to implement as a group with our students. Let's double check our "high leverage" list of routines we decided upon and see if we can ensure these criteria on the walkthrough tool are something we can commit to doing as we embed these routines throughout our day with students.* Have a brief discussion about the criteria again, comparing them to your list, and noting any potential for gaps, missteps, or challenges. Encourage teachers to think about opportunities for meeting the criteria as they practice these new routines, and even set specific goals if that helps your team refine their practice and make aspects of the routines more specific.

Then you may say, *What are your final takeaways from this discussion and practice of routines? Is there anything else you need to learn more about in order to serve your students better in this area of reading and writing development?*

After completing the discussion or asking teachers if they have anything to add, consider making school-wide, grade-level, or subject-specific anchor charts or signage to provide reminders about your commitment to

embedded phonological awareness learning and developing routines that work for both your students and your campus. Consider the possibility of integrating these routines into community-building routines or activities as a larger campus, so that younger and older learners are connected in their development as growing readers and writers.

Module 7: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow from and with one another. PLCs can operate at grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a pattern from multiple lenses. Within each module of the Texas Reading Academies, you will find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Content-Area Connections

Overview

In this PLC opportunity, PLC members will collaborate to develop instructional routines that teachers can implement in the content areas to develop print awareness, alphabet knowledge, and syllable knowledge.

Materials/Resources

- Chart papers, markers
- Any alphabet book (possible examples listed below)
    - Animalphabet by Julia Donaldson
    - Alphabreaths: The ABCs of Mindful Breathing by Christopher Willard and Daniel Rechtschaffen
    - Once Upon an Alphabet: Short Stories for All the Letters by Oliver Jeffers
- TEA Resources:
    - Vertical alignment ELAR/SLAR TEKS
    - Vertical math, science, and social studies TEKS (PK-2)

Before the session begins, put up blank charts with the following titles:

- Print Awareness in Math
- Print Awareness in Science
- Print Awareness in Social Studies
- Alphabet Knowledge in Math
- Alphabet Knowledge in Science
- Alphabet Knowledge in Social Studies
- Syllable Knowledge in Math
- Syllable Knowledge in Science
- Syllable Knowledge in Social Studies

Introduction

You will welcome the members and begin the session with a read aloud of any alphabet book (examples provided in Materials/Resources). You may also choose to read an alphabet book related to content-area topics to model how the author uses alphabetizing to write an informational text. Through this read aloud, the PLC members will experience the use of alphabetizing to organize ideas. After the read aloud, provide members with time to discuss how the author used alphabet knowledge components to organize the text.

After the read aloud and discussion, you may say, *This pre-reading skills session was written to encourage teachers and students to become language and print detectives who investigate alphabet knowledge, syllable knowledge, print awareness, and handwriting through engaging instruction and purposeful experiences.* Provide the PLC members an opportunity to share ideas of using alphabet books to build content knowledge through reading and writing.

Activity

Break the PLC members up into nine mixed-grade level groups. If the PLC group is small, this can be done collaboratively in partners, working through each chart. Explain to the groups that they will spend two minutes at each anchor chart, brainstorming activities that teachers can implement in content-area classes to develop alphabet knowledge, syllable knowledge, and print awareness.

Send each group to a poster and allow them two minutes to collaborate and brainstorm content-area activities that provide ongoing practice to develop print awareness, alphabet knowledge, or other pre-reading skills. After the two minutes, groups will rotate to the next anchor chart to add their own ideas (See example posters). This allows multiple grade levels, multiple content areas and multiple departments to consider each component from their lens, while also seeing examples from other perspectives.

Anchor Chart Title	Example Content-Area Activities
Alphabet Knowledge in Math	• Sort shapes by their features, such as curved, straight, and angles. Make the connection to letter formation by having students sort letters by their features. • Address handwriting through writing numbers. • Find the monetary value of your name. • Graph the letters in the students' names. • Sort letters by mathematical features: angles, lines, etc.
Alphabet Knowledge in Science	• Find letter shapes in nature. • Alphabetize the last names of scientists. • Sort scientists by the first letter of their last name. • Sort objects, artifacts, and pictures relevant to your targeted content (e.g., kinds of animals) by the first letter.
Alphabet Knowledge in Social Studies	• Find letters in environmental print around the community. For example, environmental print is everywhere and can be noted during field trips, walks, stores, etc. • Alphabetize the jobs of community helpers to create a "contact list" or "phone book." • Alphabetize the states or continents.

After all groups have been to all of the anchor charts, provide five minutes for a gallery walk. Encourage members to record any new ideas or make note of any questions about activities they'd like to include in their own classroom.

Closing

Bring all of the PLC members together, and have them reflect on the following questions:

- *How can you reinforce alphabet knowledge, syllable knowledge, and print awareness in the content areas?*
- *What activity are you most excited to implement?*

You may choose to have members share their reflection, or to write an action they want to take to implement opportunities to reinforce pre-reading skills in their own classroom.

PLC Opportunity 2: Analyze, Plan, and Implement a Lesson

Overview

In this PLC opportunity, PLC members will have the opportunity to analyze, plan, and practice implementing a lesson that supports alphabet and syllable knowledge development.

Materials/Resources

- Chart paper, markers
- Gradual Release of Responsibility Instruction Checklist
- Explicit Lesson Plan Template
- Vertical alignment TEKS document
- Corrective Feedback document
- Print Awareness Lesson
- Syllable Knowledge Lesson SLAR

Introduction

You may say, *As we have learned throughout our journey, pre-literacy skills are not isolated to the early childhood grades, nor are they isolated to the language arts classroom. In much of our learning, we have expanded our lens of how to build in opportunities for practicing pre-literacy skills across content and across grade levels. Today, we will analyze and develop a lesson addressing a pre-literacy skill. I encourage you to consider what you've learned prior to today and how you can support pre-literacy skills for students in your classroom, regardless of the content area or grade level.*

Activity

Grouping: Group PLC members across grade levels in vertical groups, if possible.

PLC members will get two sticky notes. On one sticky note, have them write a word or phrase to describe explicit instruction. On the other sticky note, have them write a word or phrase to describe systematic instruction. Give them two minutes to share their sticky notes with group members. Allow for a few PLC members to share some patterns across the responses in their groups.

Analyze a Lesson

After the members have shared the patterns they identified, have them analyze the lesson provided or lessons provided in your own curriculum. The PLC members will analyze and annotate the lesson using the Gradual Release of Responsibility Instruction Checklist. You may say, *Let's look at a lesson that addresses some of the pre-literacy skills our students need. In grade-level groups, we will examine a lesson to see where it hits the mark, and how we can improve it or tailor it to the needs of our students. As you read through the lesson, use*

the Gradual Release of Responsibility Instruction Checklist to analyze how well this lesson explicitly teaches the skills. You may ask yourself these questions as you examine the lesson.

- *How does this lesson align with the TEKS?*
- *What literacy skills are taught?*
- *What additional components can we add to support the needs of our students?*

After ten minutes, have a few PLC members share what they found as they were analyzing their lessons.

Lesson Development

You may say, *Now that we have seen an exemplar and made note of where we could tailor it to the needs of our students, let's work together to develop a lesson plan for this skill that will align well with our TEKS and what our students need.*

PLC members will develop a lesson plan that includes:

- alignment with the TEKS to explicitly teach;
- an outline of skills from less complex to more complex;
- script the lesson with the partner; and
- address possible misunderstandings with suggestions for corrective and affirmative feedback.

Encourage collaboration to build an explicit lesson that addresses each component above, using the Explicit Lesson Template.

Lesson Implementation

After the groups have developed their lessons, the PLC members will pair up with a member from another group to practice implementing the lessons. Each partner will take turns implementing part or the entire lesson. The partners will analyze her partners' lesson using the Gradual Release of Responsibility Instruction Checklist and provide affirming and corrective feedback. You may use the handout: Corrective Feedback to support your practice.

Closing

After sharing their lessons, give the PLC members 90 seconds for a quickwrite. You may say, After seeing, planning, and practicing an explicit lesson in pre-reading skills, let's take 90 seconds to reflect on how incorporating pre-reading skills into our lessons, regardless of content, will benefit all of our students. Take a sticky note and get ready to reflect.

Lift a Line

As members finish their quickwrite, encourage each member to pick one word or phrase from their sticky notes to share with the group. The PLC members will get in a circle, and each member will share the word or phrase from their reflection.

M8: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow together and individually. These PLCs can operate on grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a common concern from multiple lenses. Within each module of the Texas Reading Academies, find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Establishing Routines for Flash/Sight Words and Heart Words (Decodable and Non-decodable Words)

Overview

In this module, teachers have learned about and hopefully practiced some routines that help them to implement strategies for students working with decodable or high frequency words, as well as non-decodable words. Both decoding and encoding are interdependent and students should not be practicing one without strengthening or actively practicing the other. By developing dependable and effective strategies for decoding and encoding, students will be more confident and skilled in moving between both high-frequency and irregular words.

Prior to this PLC: Teachers will need a high-frequency or curriculum-focused list of vocabulary words that are both easily learned and decodable, as well as non-decodable words that require memorization and other techniques to learn. This list should be specific to grade level and/or class group, but teachers could work with a universal list as a PLC to learn the strategies and new routines that can be transferred or translated to any age level or group of students.

Materials/Resources

- Anchor chart of high frequency or unit-specific decodable words (pre-selected)
- Anchor chart of high frequency or unit-specific non-decodable words (pre-selected)
- Anchor chart for "heart" and "flash" reading strategy for language study
    - Reading Rockets on Teaching Flash and Heart Words
- Chart paper and markers
- sticky notes
- Sample list of grade-level specific sight and irregular words used in that unit or current phonics/reading instruction **see Activity section**
- High-frequency and irregular word list from campus/district scope and sequence.

Introduction

Teachers will recall the definitions for decoding, encoding, and the stages of spelling and reading development from the corresponding modules. Teachers also explored several activities related to learning about high frequency, fully decodable sight words, partially decodable words, and non-decodable, irregular words. In some of the modules, teachers even learned about the Dolch and Fry lists related to these types of words for young readers. If your PLC needs a review of the types of high-frequency words, you may remind them of the sort completed in the Canvas course.

Regular (Fully Decodable)	Partially Decodable	Irregular (Not Decodable)
his	they	of
did	said	eye
in	Been	who

As students are navigating high-frequency or sight words, which are sometimes referred to as "flash" words; because students see them so frequently and they are easily decodable, students can learn them "in a flash." The irregular or less decodable words are sometimes referred to as "heart" words, because students will have to learn them "by heart" or using other strategies. It is important that teams on campuses across a grade level or shared student group use similar strategies for flash and heart word work to promote consistency across instruction and to help students build on strengths between classes or years of school. In this PLC exercise, you will develop some similar strategies and routines to align your decodable and irregular word work with your phonics and phonological awareness instruction.

There are some great resources inside the module and here on these websites to support your work in this PLC and teachers ongoing learning about this kind of word study instruction.

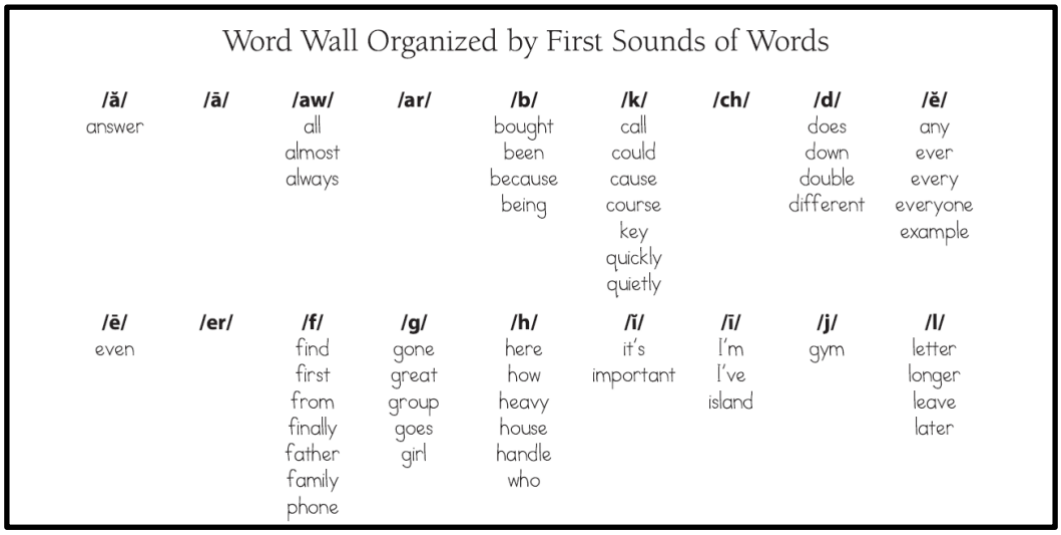
- Reading Rockets on Teaching Flash and Heart Words
- Institute of Education Sciences, PLC Facilitator's Guide for K-3 Reading Instruction

Review any of the above information with teachers as needed. If everything above is fresh and current for teachers, you can launch straight into the Activity section of the PLC.

Activity

You may say, *As we were navigating the module, we worked through several tasks, activities, and strategies related to "flash" (high-frequency, easily decodable, sight) words and "heart" (irregular, partially decodable or non-decodable) words. It will support our students even more effectively if we develop some routines and common strategies, we want to tailor to our students to support this important word work.*

Encourage teachers to then pull out, look up, or use an anchor chart (pre-prepared for PLC) that has a sample list of both high-frequency sight or "flash" words and non-decodable, irregular "heart" words related to the current unit of study or current phonics/reading instruction. Here is a third-grade example that would be good to turn into an anchor chart prior to the PLC to have on hand.



Word Wall Organized by First Sounds of Words

/ă/	/ā/	/aw/	/ar/	/b/	/k/	/ch/	/d/	/ĕ/
answer		all almost always		bought been because being	call could cause course key quickly quietly		does down double different	any ever every everyone example

/ē/	/er/	/f/	/g/	/h/	/ĭ/	/ī/	/j/	/l/
even		find first from finally father family phone	gone great group goes girl	here how heavy house handle who	it's important	I'm I've island	gym	letter longer leave later

Step 1: (Whole Group)

This is not a comprehensive list but includes many sample "flash" and "heart" words that could guide the work in this PLC if your teachers teach third grade. As a starter, using your sample high-frequency list or this one, divide up the words into "flash" and "heart" words by indicating as such with an icon or symbol (♡ HEART or ⚡LIGHTNING FLASH).

You may say, *Let's categorize the words on our high-frequency list into the "flash" or sight words that are easily decodable, versus the irregular, less decodable "heart" words that kids need more support to learn. We can code them as a group using these icons (above - perhaps do the first one together as a sample).*

This could even be done in pairs and combined depending on the length of your list. You could work on a list that pertains to just this week or unit of instruction, or you could do an entire semester or quarter if your team is feeling more ambitious.

In this next section of the PLC, if the team is large enough, split into pairs or trios. If it is a small group, you could complete this next portion in steps, or spread across a second PLC.

Step 2: (Small Groups)

You may say, *Next, let's organize our high-frequency flash and irregular heart words to align with upcoming phonics or reading instruction across the next several days or weeks. We can cluster them on anchor charts and label them according to the lessons or instruction they will match. Consider continuing the icon labeling so you know which words are heart and which are flash (HEART or LIGHTNING FLASH).* Allow 5-10 minutes (or more as needed) for teachers to cluster the words. Teachers can separate the categorizing and clustering of the flash and heart words by phonics or reading lesson into separate steps if that is needed or teachers need more time.

Step 3: (Whole Group)

As a team, discuss the following questions about your categorizing and planning work with your sample word lists. You may say, *Now, let's think about our instruction and upcoming lessons. Let's work through a few brainstorming questions as a group before we develop a formal plan:*

- What models, strategies, or routines are we currently using to teach high-frequency sight words?
- With those, what seem be the trends in where students at this grade level continue to struggle? What seem to be their strengths with sight or flash word work?
- Are there any models, strategies, or routines from your Canvas module you would like to incorporate or try to support our vocabulary and reading instruction better with these kinds of words?

Take time to brainstorm those, including ideas on chart paper as you arrive at consensus. Consider encouraging your team to develop 3-4 similar or same strategies or routines that you can use across the grade level or student groups. Continue discussing the questions above based on the newly developed strategies and routines.

Then you may say, *Are there any other resources, learning, or models you are curious about related specifically to irregular or heart word work with students? Many of our students sometimes need more support with these words than with sight or more decodable words.*

Give teachers a chance to share and add those ideas to your chart paper.

Also, you may say, *As we move forward with our phonics and reading instruction, how can we align our irregular or heart words more with the phonics or phonological awareness instruction to support the "memorizing" and association of those words with their similar sounding counterparts?* Discuss as needed.

Closing

As you draw your PLC to a close, encourage your teachers to develop a plan for the next few lessons and to try some of your agreed-upon strategies, routines, or models. You may say, *Let's try to use some of these strategies over the next few weeks or lessons, and let's revisit our students' progress on heart and sight words with these new routines as they are more aligned to our phonics and reading instruction. As we wrap up, what are your final questions, thoughts, or concerns about these upcoming lessons? What materials or resources will help you feel more supported or confident in your approach?*

Take time to discuss with teachers as needed and take note of the support they request. Make sure also to develop a timeline for your next PLC to follow up on the routine or strategy implementation and what you will bring to support your discussion and learning at that time.

PLC Opportunity 2: Checking Student Progress and Growth Regarding Vocabulary or Word Study Development

Overview

In this PLC, teachers will review how students have progressed in their growth regarding word study and vocabulary development. Reflection is a crucial component in teacher growth, and the majority of this PLC will focus on discussion and reflection on student and teacher growth rather than being more activity-based. For the purposes of this PLC, your team could focus on a variety of topics from Module 8, which could include:

- Decoding and Encoding
- Syllable Types
- Syllable Division
- Spelling Generalizations
- Word Study
- Scaffolding

Your team could also connect this PLC to PLC Opportunity 1 in this module, which focuses on High Frequency/Decodable/Flash and Irregular/Non-decodable/Heart Words work and study.

Prior to this PLC: Your teachers should have decided on a topic above that they would like to analyze progress on and have taught 3-4 or more lessons on that topic using the agreed-upon routines or strategies learned from the module or previous PLCs. Then, teachers will need to have gathered both some student work samples and a sample anchor chart, visual or handout of the strategies or routines they used in instruction, and they also should have gathered their thoughts about their progress and performance as well as the lesson facilitator. It also might be helpful to give the questions from the Activity section (Lesson/Routine Reflection Questions) to each team member prior to the PLC with the advice to keep their summary of all responses to about 5 minutes or less.

Materials/Resources

- Anchor charts or brainstorming charts/handouts from previous PLC on the agreed-upon topic and strategies/routines
- If connecting to this module's last PLC opportunity, your high-frequency flash/heart word work as a team (categorizing, clustering, aligning with phonics or reading instruction as well as your plan for using it in upcoming lessons and the related timeline)
- Samples of student work/progress and teacher-selected anchor charts or visuals from class using the specific strategies or routines for the word work
- Chart paper, markers, sticky notes, pens

- Journal or digital writing space for reflection

Introduction

You may say, In the module we learned about some strategies for helping students to practice their decoding, encoding, and word study skills. In a previous PLC, we agreed on the following aspect of Module 8 to work on with our students instructionally, and hopefully you brought some artifacts, student work, visuals from instruction, and other resources to share with the team today so we can continue to refine our practice and help our students grow.

Then, take the necessary time to review previous anchor or brainstorming charts, organize handouts or student work as needed, and get journals or digital writing space ready for reflecting today.

You may say, to get our thoughts in the right place, let's reflect on what we have learned in Module 8. Write in your journal or digital writing space for a couple of minutes about the following questions. Consider taking the questions one at a time and facilitate the writing.

- Which of the topics in the module do you feel like are your strengths in word study? Which of the topics in the module are areas of ongoing growth for you?
- What routines or strategies with students have you really focused on to improve your practice? How has it gone? How do you know it's working?

Then you may say, *Share your thoughts with a partner and highlight one thing that you are proud of in your learning so far in this module or in the reading academy.* Give teachers in pairs or small groups time to discuss. Then say, *Now share your thoughts with a partner on what new routines or updated strategies seem to be helping kids the most with word study to align with your new learning and instructional focuses.* Give teachers time for additional discussion.

After teachers finish discussing, ask them to make connections across their learning. You may say, *What do you notice you and your peers have in common in your learning journey, or what do you notice your students are sharing in the way of growth or progress?* Take a few minutes for additional discussion about that.

Activity

Have each teacher take turns sharing the lesson(s) they taught on the specific topic, using the agreed-upon or previously planned strategies or routines, as well as their student work, artifacts, or any other related visuals. Each teacher should share the following information and reflection as they share their work with their peers.

Lesson/Routine Reflection Questions

1. What lesson did you teach regarding decoding, encoding, and word study, and what instructional strategies, routines, materials, or resources did you use to facilitate student learning?
2. Did the lesson, mini-lesson, or strategy/routine go as planned? If not, describe any adjustments you made and why/how you made them.
3. How did your students respond to this instruction (new strategy, approach, routine, etc.)? Did it require any scaffolding or differentiation? If so, what/how did you scaffold or differentiate?
4. How did you measure student learning or progress towards your goals?
5. How do the visuals and artifacts you have brought today demonstrate your experience with this lesson?
6. Is there anything you would do differently next time? Why/why not?

You may say, *Let's take turns sharing with the team what our experience was in the classroom with this lesson/routine/strategy, and what/how our student work and visuals support that to help us walk through the lesson with you. Let's try to keep our sharing to about 5 minutes each since you were given the questions in advance to prepare your thoughts a bit. You will address each question, but you do not have to give in-depth explanations; feel free to keep it to more of a summary of the answers to each question with a minute or two remaining to explain your visuals and any student artifacts that you brought.*

Consider setting a timer for 5 minutes so that you respect the team's time for PLC. Take turns sharing with the facilitator just giving a question prompt when needed.

Once everyone has shared, take some time to reflect on the following as a whole group in discussion, or with writing in your journals/digital space, and then sharing back. You may say, *Let's now engage in some final reflections about our experiences and student progress overall. Let's chat about (or write about) some/all of the following questions as we move towards closing our reflection time.* Take time to address at least 2-3 of the questions if you do not have time for all of them.

1. *How do we know if our instructional strategies were effective? What growth did we expect to see, and what progress, if any, did the students make?*
2. *What are some trends you noticed across the shared experiences in the lessons?*
3. *What are some tensions you noticed across the shared experiences in the lessons?*

4. *What should we do about the trends or tensions? Are they part of a productive struggle for us or for students, or do we need to make adjustments to meet the needs of our students better?*

Closing

You may or may not finish all of the discussion questions as you reflect on all of this great work among your team members, and with your students. If you feel this PLC should be stretched into two meetings, then feel free to break this PLC opportunity in half. As you wrap up, have teachers note some bullet points in their journal/digital writing space about the following two ideas. You may say, *As we close today, let's do one final reflection on our practice. Make notes on any thoughts you have on the following just in bullet point form and be prepared to share some highlights with the team.*

- *If some of our students are not growing in the way we had expected, what is our plan for adjustments, reteaching, intervention, additional support, or more effective differentiation?*
- *If some of our students are ahead of our pace and skills development, and are growing faster than we expected, what is our plan for enrichment, support, extension, or innovation and application or creation as we move forward in our word study growth?*
- *After this discussion, what do you really feel you need in the way or resources and/or training to either get you where you need to be, or to help you get where your students need you to be, in order to be most effective in facilitating word study that sticks?*

Take a few minutes to add thoughts as a group, and then have each team member share one thing they commit to working on moving forward, either individually or as a team. Encourage teachers on the team to reach out to colleagues if they feel stuck, need more confidence, or are struggling with the student growth piece, and to feel comfortable sharing that growth need in the PLC team. Remind teachers that authentic and empathic response and discussion is critical in professional learning communities and teams, positive or negative. Also remind teachers that reflecting on one's teaching practices is the best way to set goals and grow towards them, especially when we can admit failure, express a need for help or support, or connect with similar goals and tensions as colleagues.

Module 9: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow together and individually. These PLCs can operate on grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a common concern from multiple lenses. Within each module of the Texas Reading Academies, find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Accuracy, Rate, and Prosody

In this PLC, members will dive deeper into the components of fluency, including accuracy, rate and prosody. After learners examine lessons and activities to promote each component, they will develop their own lesson based on their own TEKS and the Explicit and Systematic Lesson Checklist.

Materials/Resources

- Gradual Release of Responsibility of Instruction Checklist
- Accuracy Lesson
- Best Practices for Promoting Accuracy
- Reading Rate Lesson
- Handout: More Fluency Activities
- Assessment Resource: Monitoring Fluency
- Handout: Measuring Fluency
- Handout: Best Practices for Improving Rate Reading Rate Activities
- Handout: Poems for Two Voices
- Handout: Partner Reading Procedures
- Handout: Reading Prosody Activities
- Explicit Lesson Plan Template

Before you begin this session, you will need to set up three tables with room to review the materials for each fluency component station. One table will be for accuracy, another for rate, and a final one for prosody.

Station 1: Accuracy

Accuracy Lesson

Best Practices for Promoting Accuracy

Handout: Measuring Fluency

Set up the following activity for PLC members.

Oh, No! Game

Materials:
1 paper bag for every 4-5 learners
Cut out fluency phrase strips (2 lists per paper bag)
Oh no! Strips (10 strips per bag)
Staple or tape the directions onto the paper bags.
Time: 8 minutes

Directions:
In groups of 4 or 5, take turns passing the bag around a circle. Each learner takes out one strip of paper to read. If the learner reads the phrase without any errors, they can keep the phrase strip on the table in front of them.

If there are any errors while reading, the learner must put the phrase strip back into the bag.

If the learner pulls out an "Oh, no!" strip, he/she will put **ALL** of their collected phrase strips back (including the "Oh, no!" strip) into the bag and keep playing. At the end of the 8 minutes, the person with the most phrase strips is declared the winner.

Station 2: Rate

Reading Rate Lesson

Handout: Best Practices for Improving Rate Reading Rate Activities

Set up the following activity for PLC members.

Speed Drills

Based on a recently taught phonics skill, develop a list of word parts, words, phrases, and sentences that include repeated practice of the phonics skill. Challenge students to read as many word parts, words, phrases, or sentences as they can in one minute.

An example, for practice with trigraphs (TEKS 1.2. B. ii) may be:

etch	utch	atch	itch	otch
catch	ditch	fetch	pitch	match
sketch	clutch	snatch	stretch	switch
hitch	latch	match	notch	watch
blotch	stitch	crutch	scotch	dispatch

catch the ball	into the ditch	match the cards
stretch your fingers	sketch a picture	
carve a notch	turn the latch	turn on the switch
stitch the cloth	paint a blotch	watch the movie

He will pitch the ball so the other players can catch it.
She had to clutch her dollar bill so her brother wouldn't snatch it away from her.
Watch carefully so you'll be able to play in the next tennis match.

Speed Drills can also be used to practice high-frequency words, irregular words, phrases, and sentences. Discuss the meaning of any words the students may not know.
Adapted from:
Moats, L., & Tolman, C. A. (2019). LETRS 3rd Edition, Dallas, TX: Voyager Sopris Learning.

Station 3: Prosody

Handout: Poems for Two Voices
Handout: Partner Reading Procedures
Handout: Reading Prosody Activities

Set up the following activity for PLC members.

Echo Reading and Reverse Echo Reading

1. Choose one person to take the role of teacher. The "teacher" will read one line at a time of *At the Sea-Side* while the rest of the group echoes the words after each line.
2. For the reverse-echo reading, roles will switch. Now the group will read each line and the "teacher" will echo back.
3. Do the same with *Will There Really be a Morning?*

At the Sea-Side

By Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

Will There Really be a Morning?

By Emily Dickenson

Will there really be a morning?
Is there such a thing as day?
Could I see it from the mountains
If I were as tall as they?
Has it feet like water lilies?
Has it feathers like a bird?
Is it brought from famous countries
Of which I have never heard?
Oh, some scholar! Oh, some sailor!
Oh, some wise man from the skies!
Please to tell a little pilgrim
Where the place called morning lies!

Introduction

In this PLC opportunity, members will rotate through three stations to explore the different skills that work together to create a successful, fluent reader, accuracy, rate, and prosody. Members will spend approximately 15-20 minutes (including transition time) at each of these stations. Prior to the session, hang three blank charts with the following titles: accuracy, rate, and prosody. Each station will be set up prior to the session to allow for smooth transitions throughout the PLC.

Activity

Fluency Stations

You may say, *For our next session, we will explore suggested instructional practices for developing each indicator of fluency: accuracy, rate, and prosody. While they all work together to build fluency, each component requires its own explicit and systematic approach to instruction.*

Provide PLC members two to three minutes to discuss how they implement fluency instruction and data collection. You may say, *Before we begin our exploration, let's consider the following questions:*

- *How do you collect data on accuracy, rate, and prosody?*
- *How do you use the informal and formal assessment data collected to drive fluency instruction?*

Take a moment to discuss your thoughts on these questions before we examine. Provide time for the PLC members to think and discuss how they assess and collect data on fluency.

At the conclusion of the discussion, allow a few PLC members to share some patterns that emerged across their group. PLC members will now go through three fluency stations. You may say, *As we dive deeper into fluency instruction and assessment, we will rotate through stations, looking at lessons, ongoing practice examples, and assessment opportunities. As we examine these instructional practices, please keep in mind the features of explicit and systematic instruction, found on the handout, Gradual Release of Responsibility Model. We have discussed these features in many of our previous sessions. Many of the activities at the centers today could be used interchangeably in all three of the stations. For example, any activity that improves accuracy will also improve rate.*

Provide time for PLC members to rotate through each station, exploring the printed materials for each. Encourage members to try the activity displayed at the station.

Lesson Development & Practice

After completing the station rotations, invite members back to their seats. You may say, *Now that we've seen some good examples of different lessons or activities to support the components of fluency, let's take time to develop and practice a lesson using the materials you've seen and gathered in our stations.*

As you create your lesson, use the Gradual Release of Responsibility Model to plan with the I do, we do, you do protocol in mind. Be sure to explicitly state what your students are learning, include opportunities to practice, and intentionally plan corrective and affirmative feedback. You may use your Explicit Lesson Plan Template to plan your lesson.

As PLC members finish planning their lesson, you may say, *Now that you have planned a lesson, find a partner. With your partner exchange lessons. Review each other's lesson for the features of effective instruction mentioned earlier. Make any adjustments to the plan as needed. Then take turns practicing the implementation of the lesson. Provide feedback for each other as you practice. Make notes on your plan to improve it as you go.*

Closing

After members have had sufficient time to plan and practice their lessons with a partner, bring everyone back together. You may say, *Today we not only explored new activities to promote fluency, we also took time to write lessons, get feedback on the lessons and improve them. This intentional planning and reflecting is an important piece of effective instruction that we typically do not make time for. As you can see, explicit fluency instruction is not easy to plan explicit instruction for, but to effectively meet the needs of your students, this type of instruction is powerful. When we approach a challenging skill, take that time to plan out explicit lessons. Take the time to review those lessons with a colleague. Take the time to practice it aloud and receive feedback. These opportunities will improve your teaching and support the learning in your classroom.*

PLC Opportunity 2: Using Fluency Data to Inform Instruction

In this PLC opportunity, PLC members will practice making instructional decisions using data from fluency monitoring tools to adjust instruction. This PLC opportunity may take more than one session depending on the length and depth of your discussions. If your team needs more time to work through some of the content and questions, please consider expanding this to an additional PLC.

Materials/Resources

- Fluency Video: ORF Assessment

Print one of each of the following for every PLC member.

- 2017 Compiled ORF Norms (Reading Rockets)
- "Check Out a Book" ORF Assessment Practice Pages
- Measuring Reading Accuracy and Reading Fluency Levels
- Setting Fluency Goals
- Prosody Assessment Summary Form
- Prosody Rubric

Introduction

You may say, *Oral reading fluency is a complex skill, reliant on multiple factors including decoding skills, prosody, and vocabulary development. When planning instruction, it is important to use assessments to determine which students need more fluency instruction and to identify specific areas of weakness.*

Oral Reading Fluency (ORF) assessments begin in the middle of first grade when students are beginning to read connected texts. From that point forward, fluency assessments are recommended at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) through grade six. If teachers are providing fluency intervention, biweekly or monthly progress monitoring for fluency is recommended.

Activity

ORF Assessment Practice Video: Focus on Accuracy and Rate (first watch) (2 minutes)

You may say, *We are going to watch a video twice. This is a video of a second grader reading a passage for one minute. The first time we watch it, you will focus only on accuracy and rate. Note her reading behaviors on your copy of the oral-reading-fluency passage, "Check Out a Book" in your handouts. As you watch, consider which behaviors may be counted as an error and which may not be counted as an error.*

The chart below may be projected, recreated on chart paper, or provided for each table as a reminder of what behaviors should be marked as an error and which should not.

COUNTED AS AN ERROR	NOT COUNTED AS AN ERROR
• Mispronunciation (mispronouncing a word) • Substitution (saying a different word) • Reversal (reversing the order of the words) • Hesitation (hesitating or struggling with a word for more than three seconds; provide the word for the student) • Omission (leaving a word out) • Insertion (adding a word)	• Repetition (repeating a word or phrase) • Self-correction (self-correcting error within three seconds)

Please take a few minutes at your table to talk about specific marks you can use or have used to note these reading behaviors.

Some of your PLC members might be new teachers or may not teach or assess reading. As they are talking at their tables, make sure each group has someone who is knowledgeable about administering ORF assessments and can share ideas on marking reading behaviors.

You may say, *When we have finished the video, and you have marked the student's reading behaviors, we will use the errors chart* (above) *to count her errors. Finally, we will complete the Accuracy Score and Fluency Score box using the information given.*

View the ORF Assessment video as a whole group.

<u>Review Student-Reading Behaviors (Accuracy and Rate)</u>

You may say, *Take a moment to collaborate and discuss the errors you marked. You may also use the slide to remind you which errors to count. Emphasize that while there may be differences in how the behaviors are shown in the marks, this is fine.*

Ask PLC members to consider these questions:

- *Did you count "libary" as an error? Why or why not?*
- *Were there patterns in the student's reading behaviors?*

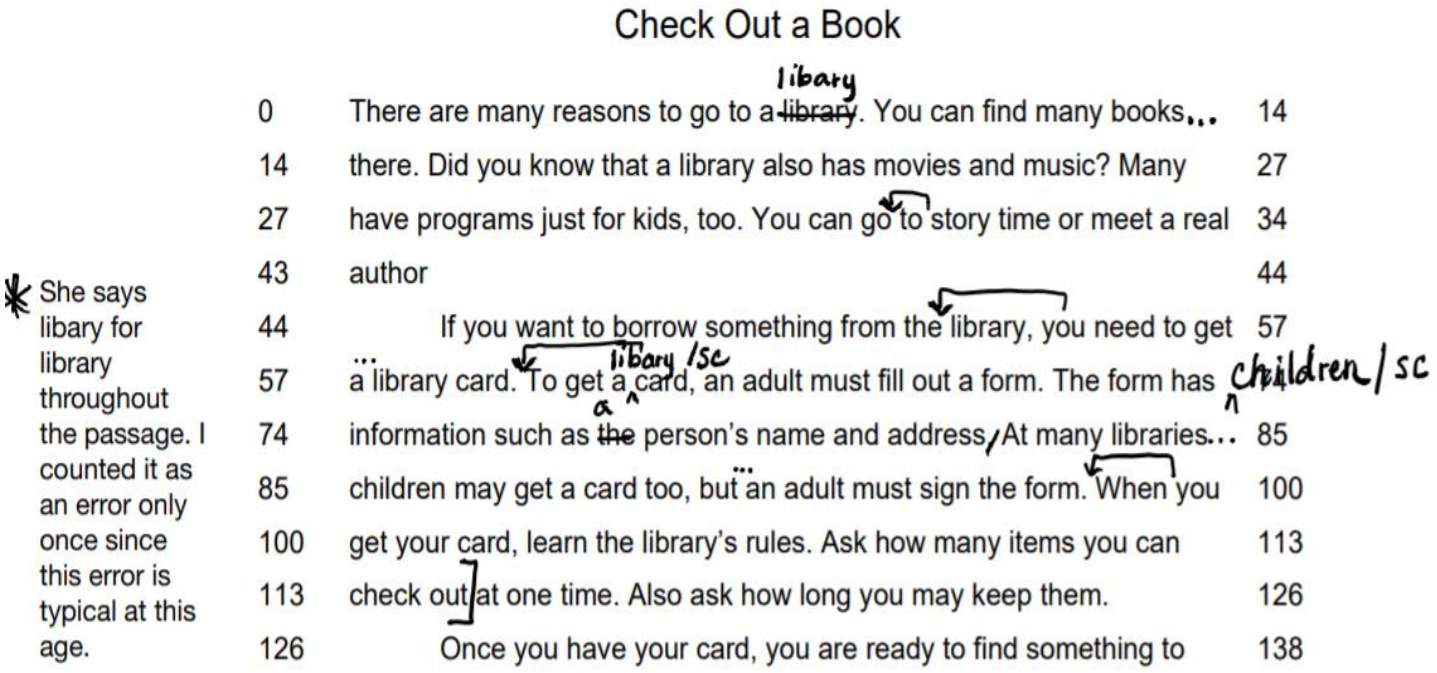
- *What questions do you have about this student's accuracy or rate of reading?*
- *How could these reading behaviors impact your instruction with this student?*

Examine a Completed ORF

In the example ORF assessment, the word *library* is marked as an error only one time even though the child pronounces it "libary" every time she reads the word. This provides a record of what the child actually says, but it does not allow her mispronunciation to skew her results. Many children (and some adults as well) say library without the first *r*. Members may disagree with calling it an error at all or disagree with not marking all of the other instances of library being mispronounced. Caution: mispronunciation can sometimes be due to dialect, accents, bilingualism, second language learning and/or speech. In such cases, such minute details do not make this an error. Maybe an example like Mark for Matt, or hippo for hippopotamus, or runned for ran, or gived for gave. Remind members that there are multiple purposes for taking an ORF assessment, and as you discuss these purposes in the next few minutes, you could ask the members how their results would be different if every instance of library were marked as errors. In this way, they can make their own decisions based on the analysis of the reading behaviors.

You may say, *Let's take a moment to review this teacher's completed ORF assessment. What do you notice? Does this match your own review of her reading. Are there any differences? Take a moment to discuss your thoughts and compare your assessment to this one.*

Display the example of a completed ORF assessment for PLC members to see. You may also choose to print it and provide the example for your team to discuss.



Check Out a Book

	0	There are many reasons to go to a ~~library~~. You can find many books...	14
	14	there. Did you know that a library also has movies and music? Many	27
	27	have programs just for kids, too. You can go to story time or meet a real	34
	43	author	44
She says libary for library throughout the passage. I counted it as an error only once since this error is typical at this age.	44	If you want to borrow something from the library, you need to get	57
	57	a library card. To get a card, an adult must fill out a form. The form has	74
	74	information such as ~~the~~ person's name and address. At many libraries...	85
	85	children may get a card too, but an adult must sign the form. When you	100
	100	get your card, learn the library's rules. Ask how many items you can	113
	113	check out at one time. Also ask how long you may keep them.	126
	126	Once you have your card, you are ready to find something to	138

Measure Accuracy and Rate

You may say, *By finding a student's accuracy percentage, you can determine the difficulty level of this text for this student. Determining your students' independent, instructional, and frustration levels helps you tailor your lessons and materials to optimize scaffolding for your students to reach higher levels of text.*

For support, locate the Measuring Reading Accuracy and Reading Fluency Levels. Using this handout, let's determine what level of difficulty this text was for this student.

Walk PLC members through the process of calculating the accuracy of reading based on the video example.

Readers who score in the 95 percent to 100 percent range, or the independent level, can read the text or a text of similar difficulty without assistance. Those who score in the 90 percent to 94 percent range can read the text with support. Readers who score below 90 percent will find the text and other texts of similar difficulty challenging to read, even with assistance. What level of difficulty was this text for this student? Why was the text difficult? What made the text difficult for this student? How familiar was the student with the topic the text was about? Did I (the teacher) give enough background information to the student to help them understand what they were reading about? Measuring accuracy is tricky if the child has nothing to link to the topic/text, giving inaccurate information.

Determine the Reading Rate

You may say, *When you are determining the reading rate and have stopped the assessment at one minute, you can subtract the number of errors from the total number of words read to find the number of correct words per minute. In our video example, the student read 113 words correctly per minute.*

When you are marking errors for a longer passage (for longer than one minute), use the second formula to determine the words correct per minute. In assessing fluency, be sure to listen to how the reading sounds. Fluency includes knowing how to phrase words, intonation, punctuation (commas, questions, exclamations and periods), and natural breaks in the text, not just word calling and reading fast words.

Display the following for your learners to support their understanding.

One Minute Reading

(Video Example)

115	-	2	=	113
Total # of Words	-	Number of Errors	=	Words Correct per Minute

Extended Reading

(When the reading is not stopped at one minute)

_____	X	60	÷	_____	=	_____
Words Correct	X	60 Seconds	÷	Seconds to read	=	Words correct per min.

Compare Percentiles

Determine what percentile the student falls within Hasbrook and Tindal's 2017 compiled norms.

You may say, *Now that we know this student's correct words per minute, we can compare it to Hasbrook and Tindal's 2017 compiled norms.*

Consider the following:

- *How did this second grader compare to other second graders during a winter assessment?*

- *It is recommended that a score falling within ten words above or below the fiftieth percentile is to be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year.*

After taking time to discuss the above questions, you may then say, *What if this had been a beginning-of-year assessment? What if this was an end-of-year assessment? Let's take a moment to discuss your thoughts on these questions as a team.*

Set ORF Accuracy and Rate Goals

You may say, *You can use fluency-assessment scores to set short-term fluency goals for students. Short-term goals help students see their weekly progress. Think about it! What makes people who play video games so eager to keep playing to win? They know exactly what their goal is, and they get immediate feedback about how close they are to achieving that goal. This combination of knowing exactly what the goal is and getting immediate feedback is very motivating! However, let me share another caution: Fluency-assessment scores are not the end-goal. We want students to enjoy reading (understand what they are reading) and to sound like readers. So, the data we get from the fluency assessments is to help us (teachers) understand the kinds of supports we need to put in place from listening to the child read, and if the child is understanding what they are reading. If so, children enjoy more challenging texts and will improve as they exercise their reading muscles; if not, what kind of opportunities are we providing to help the child improve? Are we providing opportunities to improve reading through engaging texts, or more test prep passages?*

Ask teachers on the team if they have additional thoughts to share in response. Then you may say, *By setting a specific, individual reading-fluency goal and providing regular opportunities to practice and assess their progress, readers understand why practicing and rereading a text is important. They become motivated to look for even small, incremental improvements each day that will eventually lead them to meet their fluency goal.*

Give teachers a chance to reflect if needed, and then you may say, *Locate the Setting Fluency Goals handout. It helps us calculate how much growth is needed to reach a goal over a given period of time or if a goal is attainable. While examining both the Setting Fluency Goals handout and Hasbrook and Tindal Norms Chart, consider this scenario: Let's say the spring ORF assessment is three months or twelve weeks away.*

If she was at the 75th percentile at middle of year, what would her growth goal be to maintain the 75th percentile? Is this goal attainable? What would her growth goal be to reach the 90th percentile by spring? Is this goal attainable and how do we help or what conditions do we set for the student to reach that goal?

Give teachers a chance to reflect with each other or jot thoughts down on sticky notes in response to the questions and share back as time allows.

ORF Assessment Practice Video (Focus on Prosody):

You may say, *Now we will watch the video a second time so we can focus on prosody. Refer to the Prosody Assessment Summary Form in your journal as you listen to this second grader read the passage again. You may want to make comments on the form to help you remember her reading behaviors. When the video is done, you will use your notes on the Prosody Assessment Summary form and the Prosody Rubric to score the child's reading prosody.*

Using both the Prosody Assessment Form and Fluency Rubric for this activity provides PLC members with multiple tools to use in the classroom.

View the ORF Assessment video, focusing this time on the prosody.

Review Student Reading Behaviors (Prosody):

Take this time to review their own completed Fluency Rubric with PLC members. They can compare their reading-behavior-rubric scores with other members at their tables.

You may say, *Take a moment to score the prosody of this student. Then, with your table groups, discuss what you observed and share your score. Are there any differences in prosody scores? Does it matter if one teacher's score is slightly different from another teacher's score? What is the purpose of doing these assessments with our students?* (planning for instruction)

Set Prosody Goals

You may say*, Just as we evaluated goals for accuracy and rate, we need to be able to set goals for prosody. Using a prosody rubric can support you in making goals for developing prosody. Take a moment to consider these questions as you think of how to develop prosody skills with this student.*

- *What prosody skill needs improvement?*
- *What specific steps can improve the prosody skill?*
- *Is this amount of growth attainable and relevant to the student's fluency needs?*
- *What amount of time and in what setting will this goal be addressed?*

Make Instructional Decisions

You may say, *The ORF assessment is a multipurpose tool and may be used*

- *as a screener to quickly assess which students are reading on grade level and which need additional testing to determine the reading skills that need reteaching* (three major checkpoints per school year);
- *as a progress-monitoring tool to determine whether students' reading skills are improving over time; and*

- *as a source of information for making instructional decisions about interventions, small-group skills-based instruction, practice activities for centers, and whole-group modeling and fluency instruction.*

Use Student Errors to Adjust Instruction

You may say, *You can use fluency-assessment results to make instructional decisions by analyzing the student's results on the ORF scoring sheet to determine which skills may need to be retaught.*

A close analysis of the pattern of errors on a student's one-minute fluency assessment, or on a timed reading of an instructional-level text, can point to a few specific phonics skills that may need reteaching. For example, if a child mispronounces four words with /ar/ and /or/ sounds, you can reteach these r-controlled vowel sounds in a variety of one-syllable and two-syllable words.

If you have not already, circle any areas of concern on the Oral Reading Fluency Error Analysis found on the "Check Out a Book" ORF Assessment Practice Pages.

Closing

You may say, *I would like for us to consider what information we are able to use from our example ORF assessment to make instructional decisions. Please discuss the questions on the slide in your group. As we close the session, we will share ways to use this ORF assessment to make instructional decisions. Consider these questions:*

1. *What specific reading skill(s) would you address with this child?*
2. *What instructional decisions would you make about interventions, small-group skills-based instruction, practice activities for centers, and whole-group modeling and fluency instruction based on this ORF assessment?*
3. *What instructional practices from our earlier session might support this student with her fluency goal?*

These are possible answers for question #2:

- Small-group-skills instruction targets prosody and reading rate.
- Prosody Implement phrase-cued reading, echo reading, choral reading, and explicit modeling paired with opportunities to practice oral reading with informative feedback.
- Reading rate Implement targeted oral-reading-fluency practice with connected text at her instructional reading level.
- In order for reading level to continue to increase/improve, more frequent assessing should be done.
- Model, then teach the student how to monitor her own oral reading fluency using an oral-reading-fluency graph.

- Suggestions for workstations, partner, or independent practice are oral-reading-fluency practice with connected text at her independent reading level; reading and performing Reader's Theater scripts; and practice reading text smoothly with phrase strips, favorite lines from books, or famous quotes.

Module 10: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow together and individually. These PLCs can operate on grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a common concern from multiple lenses. Within each module of the Texas Reading Academies, find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Analyzing Text Complexity for a Read-Aloud

Overview

You have learned about the importance of analyzing text complexity in order to offer a diverse array of increasingly complex texts, providing choices that are appropriate to students' growing proficiency. In this PLC opportunity, teachers will practice analyzing texts for their complexity and fit within specific lessons.

Prior to this PLC: It will be beneficial to have selected an upcoming lesson or group of lessons in which your team would like to use a particular complex text they anticipate students may find challenging. Plan to use this text as a read-aloud activity in class to reinforce skills or concepts you are currently working on with your students. If your team is struggling with ideas for texts, perhaps use lists provided from your instructional materials adoption, or work with your librarian.

Materials/Resources

- Previously selected complex text for the grade level or subject, each person with their own copy
- Copy of informational and literary text rubrics from *Module 10: Comprehension*
- Chart paper and markers as needed, or individual scratch paper for team notes
- Sample selected text list (needs link or visual embedded in the "overview")
- 4-square graphic organizer (chart, handout, etc. -- in the Activity section)

Introduction

You may say, *We know that introducing students to complex texts or using complex texts in the classroom is critical to supporting reading comprehension growth and progress. We also know that when we are analyzing a text for a read aloud and really looking at its complexity and how to support our students when we are reading it, we need to look at the qualitative, quantitative, and reader/task features that impact the learning associated with that text.*

Then you may say, *What is the book/core text your team has chosen to analyze for use in an upcoming lesson as a read-aloud?* Teachers will discuss, share, etc. You may say, *Just in case you have not had a chance to read this text, or might have read it some time ago, let's re-read this text together to refresh our memories of it. Who would like to do the read-aloud for our PLC?* Encourage one person to read it aloud to the group as this is a Read-Aloud activity. Remind whoever volunteers that it is just a cold, straight read-aloud of the text cover to cover, without the need to ask questions or facilitate discussion as you would in a classroom setting.

Activity

You may say, *OK, now that we have finished re-reading _____(your text), let's begin to analyze the text for its complexity. Let's add our ideas to the chart paper as we work through the questions.*

1. *What quantitative features do we know or can we determine about this text?*

Make time as a group to either discern... discern that from the material in real time, or possibly use the internet or your resources. Common Sense Media and Scholastic Book Wizard are great places to find this information if you are having difficulties.

2. *What qualitative features can we connect to our current unit that this text offers or demonstrates for us?*

Look for figurative language, author's purpose and craft related concepts, text structures, graphic elements, etc. Add ideas of anything that lends itself to your greater goals in this unit or lesson on your chart paper.

3. *What background knowledge, experience, or schema might be important for students to be able to access this text?*

Think about the things you learned about prior knowledge activation and its importance to textual accessibility to all readers. Make sure in your discussion to take into account the background knowledge or experience needed for bilingual or multilingual learners, students with disabilities or other reading challenges, students from various family and economic situations, and important cultural and social differences among your students. You may need to start a second chart with "important background knowledge or experiences" needed prior to reading this text with your students.

Remind members that colleagues may need different knowledge activation activities than others simply because students are different from class to class and grade to grade.

4. *What do you notice about the academic language in the text? Are there any vocabulary words that may need pre-teaching, extra support, inclusion in a word wall, or other supports that help students with complex academic or above-grade level vocabulary?*

Brainstorm, and add to your list, or make an additional chart called "Vocabulary Support."

5. *How might our/your students interact with this text as you are doing the read-aloud or in any activities or tasks after completing the reading?*

Use the graphic organizer you from Module 10, or a simple four-square type graphic organizer to sketch out on your big chart or your own paper. Something similar to this for tracking your thinking as you analyze:

Connections to the Text I Can Make (personal, to other texts, to the world around us, etc.)	**"Wow" Words I Need to Learn** (student-identified words that will increase his/her vocabulary)
Cool "Moves" This Author Makes (patterns, text features, text structures, graphic features)	**Text Evidence that Has to Do With _____** (whatever your skills focus is, look for those items and have students identify text evidence that is an example or supports that

6. *What questions does this text raise for you as a reader/listener? Put yourself in your students' shoes.*

List the questions it raises. Maybe discuss how these can inform the "tasks" you do with the read-aloud, on your graphic organizer, etc.

After discussing these questions and brainstorming ideas on your chart paper, you may say, *Now that we have picked apart all of the things we need to think about as teachers when we use a complex text, let's also make sure we are being objective. Sometimes when we put ourselves in our students' shoes and try to see the text or learning through their eyes, we may oversimplify things or possibly not explore aspects that are more complex, since we care about our students and their needs and struggles as growing readers. Honor all student contributions of how students connect to the texts. This can reveal to us new understandings and different perspectives. Let's get out our complex text rubric that fits our selected text, and let's look over both the criteria for complexity and the different areas we should analyze about a text.*

Use the rubric that fits the text, literary or informational. Give teachers a few minutes to review the rubric, and then ask:

- *Is there anything on the rubric that you feel like you need to analyze further or have questions about?*
- *Where does this book seem to fall in the complexity level as you look across the different elements to be analyzed? Why do you think that?*
- *Is this text still appropriate for our group and our task?*

- *As you finish discussing these points, you might also add the "ratings" you came to consensus about to your chart paper.*

Closing

As you wrap up, you may say, *Even though we have spent the majority of our time analyzing the complexity of our text, we have also developed some activities and ideas that would support the instruction you provide to accompany your read-aloud of this text. We have to remember that the teacher's role in facilitating discussion and learning around a complex text is critical to its accessibility. As we close, let's brainstorm some teacher strategies that will help us remember to support our students' accessibility to this text in a read-aloud format.*

You may say, *What other teacher strategies or scripted questions could we develop that will help us in our read-aloud experience to facilitate text accessibility and comprehension for our students so they stay engaged? Let's add these ideas and lines of questioning to our chart.*

Your group/campus may be using a materials adoption that has some of this completed. For example, something like Fountas and Pinnell will have cards with questioning tasks, and strategies for promoting comprehension of more complex texts when you complete a read-aloud literacy event with students. However, for the purposes of this PLC, your team can brainstorm questions that are specific to your student population.

Close your PLC by saying, *Let's plan a future PLC in which we can talk about how these read-alouds and lessons went with this text, especially since we are using the same one. When is a good time to collaborate on what worked/what didn't work in a future PLC? Develop a plan to meet again and not only analyze how the lesson went, but also how you can refine your practice for evaluating text complexity.*

It is critical in a PLC experience like this that teachers are open and honest about working collaboratively to analyze complex texts and support student reading comprehension as a team. Teachers may want to use the ideas you have developed in this PLC; consider snapping a picture of the chart paper and sending it to your team as a follow up so everyone is on the same page for this upcoming lesson.

PLC Opportunity 2: Guiding Students in Developing Their Own Questions to Improve Reading Comprehension

Overview

In this PLC opportunity, teachers will be able to develop a lesson plan for helping students to develop their own questioning in response to a shared reading or read-aloud. This could also be applied to self-selected reading. Strand 2 of the new TEKS focuses on metacognitive processes that help students navigate both comprehension and deeper understandings and connections with complex and other texts.

Prior to this session, familiarize yourself with the ELAR/SLAR TEKS Vertical Alignment document for grades K-12 posted on TEA's website. Examine Strand 2, Comprehension skills, specifically focus on metacognition and thinking. You will notice that K-5 use the same wording, but provide scaffolding in some of the lower grades.

These TEKS contain the same expectations across grade levels, but increase in complexity and rigor. Regardless of grade level, generating questions is an important skill before, during and after reading a text to deepen understanding and learn information from the text.

It might be helpful to review this with teachers or create an anchor chart with these student expectations that teachers could use in class, prior to this PLC.

Materials/Resources

- Copy of TEKS for Strands 2 and 3 (see link above if needed)
- Chart paper/markers
- Copy of read aloud or shared reading text option for a future class or lesson
- Paper for taking notes and pen
- Access to any Ezra Jack Keats book, or his online video read-alouds to use a mentor or model text for the group (suggested: *The Snowy Day* or *Louie*)
- YouTube video of *The Snowy Day* if needed

Introduction

You may say, *After students listen to or read a text, you can ask questions to informally assess their comprehension. It is important to note that powerful questioning can occur orally, through collaborative groups, and partner discussions. Observing student responses and communication skills can support assessment and your overall knowledge of student progress in comprehension, oral language, and vocabulary*

knowledge. Three different question types that can be used to monitor student comprehension after reading include literal, inferential, and evaluative.

If you or your team need a refresher on these question types, review the questions below.

Literal—This type of question is directly stated in the text and requires the reader to locate and recall.

Example: Who are the main characters?

Inferential—This type of question is only indicated in the text, or indirectly stated and requires the reader to integrate and interpret ideas not explicitly stated.

Example: Based on the clues, _____ most likely felt _____ at the end of the story. Why?

Evaluative—This type of question requires the reader to analyze the text and form a response based on her or his own opinion. It also requires the reader to synthesize details and information across sources and evaluate them.

Example: How did the author convey the theme? How does the main message of the text apply to your life?

Activity

You may say, *Let's practice this to make sure we know how to write these kinds of questions for ourselves. Let's read together one of the Ezra Jack Keats' books. Why don't we look at The Snowy Day? Find the read-aloud online, and just let it play for a few minutes or the entire piece, but you only need it to play just enough to get some of the action and a little of the characters.*

Then you may say, *When we are reading, we often need to make sure we understand what we are reading, seeing, comprehending, as the text unfolds. What are some literal questions we could ask about this text, of what we know so far? Consider adding your sample questions to your notes or on chart paper for the group.*

You may say, *When we are reading, we also make lots of decisions or draw conclusions based on the background knowledge we each have, as well as what we see clearly presented in or suggested by the text. What inferential questions can we develop based on our reading so far of The Snowy Day? What do we directly know, and what does the author seem to be indirectly revealing to us? Jot any questions down and discuss as needed to flesh out your ideas.*

You may say, *Once we have been exposed to a new author or mentor text, we can also evaluate the craft and decisions the author makes in how he or she tells her story or reveals his or her information. What are some evaluative questions we can ask about the author's craft or style, text structures, graphic or print features, etc. of this text? And in a text like this with illustrations, what evaluative questions can we ask about how the*

artwork supports the comprehension of the text? You might even revisit the illustrations and develop questions there.

Then you may say, *What we are doing is modeling and practicing the process we could mimic with our students to help them not only generate questions about their reading, but also to think about what a text is spurring in their thinking as they listen or read.*

- *What worked for you as we went through this process that you think would work for your students? (strategies, procedures, instructions, timings, etc.)*
- *What didn't work for you and how might that be challenging for your students in this process?*
- *What would you keep/change about this process as you facilitate this kind of comprehension activity with your students in a future lesson?*

At this time, PLC members can get out a book or text they would like to use in a future lesson as a whole class read-aloud, or a shared reading activity or literacy event. Ask them how they would scaffold and script their instructional moves as they facilitate questioning as a form of comprehension development. Give them time to read their selection, sketch out some ideas of how a lesson might progress, and encourage them to script the questions they would ask to facilitate the students developing their own questions about the shared or indicated text. Teachers could choose to address this lesson as a before, during, or after reading activity, just as the TEKS specify for generating questions. Consider setting a timer to give them time to develop their lesson. Encourage members to work in pairs if they typically collaborate during planning.

Closing

You may say, *After working on your own texts and lesson plans, what are some ideas you had for how to scaffold students asking their own questions in the classroom in response to a text they have read? How will you help students understand how to ask these three types of questions? And how will you scaffold the academic language of the question types for younger learners or learners with less English proficiency?* Give the group time to discuss and share.

Then you may say, *As we wrap up, think about the ways you can use this kind of comprehension strategy moving forward. When will be it the most effective? With which texts? Should these be shared or individual learning experiences for students?* Make time to brainstorm and plan some scaffolds and strategies as a team for students who might struggle with this activity due to reading level differences, language differences, or other learning differences.

As you close, encourage teachers to add final questions about using strategies like this to a board or wall where you might list "future PLC topics" and you could revisit this strategy, even discussing how it has worked and not worked in the classroom. Remember to emphasize that so many of the Strand 2 thinking skills should

not be studied in isolation, and that several of them are not only high-leverage skills for reading comprehension, but many of them might be clustered in one learning activity or lesson because they fit so well together or rely on each other for successful comprehension. We are focusing on generating questions as it can be a strategy for comprehension as well as formative assessment.

Module 11: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow together and individually. These PLCs can operate on grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a common concern from multiple lenses. Within each module of the Texas Reading Academies, find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Setting Norms to Build Confident and Authentic Writing Communities

Overview

While PLC members have navigated how to set up literacy communities in their classrooms, setting up a writing community that works for all students and involves the teachings from the Reading Academies might be a new experience for some teachers. Many times writing communities have a workshop feel or structure, that is balanced with the science of teaching reading which impacts word study and writing. In this PLC, your team will focus on setting norms for the writing community that might be a little different from other learning times and instructional experiences as a literacy community.

Materials/Resources

- Table copies of facilitator-selected articles that align with the productive-norm needs of the PLC
- Highlighters if needed
- Chart paper and markers
- Sticky notes
- A journal for writing or similar digital writing space
- Goldberg excerpt and Writing Beliefs video (see Activity section)

Prior to this PLC: It will help if your teachers have navigated at least a couple of the chapters of Module 11 in order to have the "writing community discussion" present in the teacher's mindsets and planning. If you have a very short time for PLC, you may also consider either selecting one of the articles to work with or several, but sending them to teachers in advance to read to save more time for interaction and discussion during the PLC.

Introduction

Using the articles provided as a springboard, teachers in this PLC will brainstorm productive norms for writing time or a writing community that will help students focus on the community building in a way that also includes the teacher. Norms may vary from teacher to teacher, and ultimately, having students help us set or develop norms can be an extremely powerful experience. The ultimate goal of this PLC is for teachers to walk away with a list of sample norms they could use to develop powerful, empathetic, authentic writing communities in their classrooms.

Activity

You may say, *Today we are going to learn more specifically about writing norms, and what "rules" we should have as communities of writers in a PLC, as well as in our own classrooms with our students. First, let's watch this short video to orient our minds about our beliefs about writing.*

Show video clip: North Star of Texas Writing Project - "What Are Your Beliefs About Writing?"

You may say, *Take a few minutes to write down what you believe about writing in general, not just for students, but also for you. You might consider the ideas below when thinking about your beliefs. You may consider*

- *your past experiences as a student with writing;*
- *your past experiences with writing in general;*
- *the basic rules of writing you like and don't like;*
- *your philosophy of what creates the best environment or conditions to encourage writing or positive feelings about writing;*
- *what would help you fear or dislike writing less, if that applies; and*
- *your favorite inspirations for writing.*

Give teachers a few minutes to write -- consider setting a timer to keep yourselves on track. Once time is up, you may say, *Let's each share one belief about writing and collect them on chart paper for our team. Let's come up with what WE believe about writing as a team. Take a few minutes to share, collect, and come to consensus on five or six beliefs about writing that you believe as teachers and writers yourselves.*

Next, you may say, *Let's look at some words from Natalie Goldberg's Wild Mind on the "rules," or rather, the removal of rules, for writing. Take a few minutes to read over the "rules," either as a group or silently. Then you may say, Natalie Goldberg says in her other book on writing, Writing Down the Bones, that we should write about the "awake speech in our minds." How does this translate to student writers, the "awake speech in [their] minds"? Discuss thoughts on this momentarily. Consider adding to your belief chart or other chart paper to track your discussion.*

Then you may say, *As we looked at Goldberg's rules for writing, or rather a response to rules for writing that are more norms or agreements than rules, which of those would work for our student writing group? Let's use her list of "rules" and come up with some norms for writing that work for our students. (Some of the Goldberg rules may not be as relatable for younger writers.)* Give teachers a minute or two to write down rules that work for your students, and then discuss and create a master "recommended norms" list to use across each grade level during writing time.

Closing

As you close, you may say, *While some of the norms and beliefs we talked about today may not pertain as closely to our students, we have really tried to adapt our brainstorming and consensus to ultimately meet the needs of our students. This is really important in building community during writing instruction, because seeing ourselves as writers ALONGSIDE our students, and participating in much of that writing instruction and creativity also helps build the community of writers in our classrooms, us included. Looking at Goldberg's "rules" is not necessarily about what writing practices are best for our younger writers; however, having norms that work for writing that allow students to have less "rules" and write more openly about what they care for or are thinking about. Without students worrying about making mistakes, having norms like these and incorporating them into your writing work not only builds writing confidence, but also builds a strong writing community with shared values, empathy, and authenticity.*

Consider reminding teachers that the best and most effective norms are developed with student insight and collaboration, so that the norms are determined by the community. This exercise should help you facilitate conversation and more ideas regarding what younger students might overlook or not realize yet is so important to writing in your community.

Close with a plan for how they will set new or revise their norms for writing based on their learning from this PLC and the module.

PLC Opportunity 2: Facilitating Student Writing Growth through Writing Conferences and Reviewing Student Work

Overview

In this PLC, teachers will review student writing samples and make plans for using writing conferences in the classroom to help students grow, progress, or make adjustments in their writing skills. While in the module, teachers learned about both examining student written work to evaluate needs and progress, and they also learned about the importance of having effective conferences with students about their writing, their successes, and their struggles or needs for more support. After this PLC, teachers will have a clear plan of how to initiate and manage writing conferences during regular classroom instructional time.

Prior to this PLC: Teachers should have had students complete an important performance task or assessment that involves medium- to longer-length writing. It should be at least as long as a "short answer" type of response for this grade level, but for some grades it may be helpful for it to be a longer piece. The piece should have been revised in class, including opportunities for feedback from their peers, but not have had major teacher interventions and support to finalize. It would also be helpful to have samples that represent a low, medium and highly successful writing student.

Materials/Resources

- Student work samples (or copies of samples) of longer-length writing, appropriate to the grade level, of a particular performance task or assessment
- Highlighters or sticky notes for annotating or marking up the text
- Chart paper and markers as needed
- Journal or digital writing space
- "5-Minute Writing Conferences" article from Edutopia (see Activity section)

Introduction

You may say, *You learned about writing conferences in the module, but you may have also learned about them somewhere else. From your learning, what do you believe are the aspects of a good writing conference, and how do people manage them?* Have teachers write down a few ideas in their journal or digital writing space. Then, take a couple of minutes to have teachers share back.

Then you may say, *Today in our PLC, we are going to look at a few student writing samples, make decisions about student progress, and develop a plan for writing conferences in our classrooms in the next few weeks, to practice making it a more integral part of our instruction.*

Activity

You may say, *Let's first think about the overall benefits from writing conferences. Look at this article by Jori Krulder from Edutopia.org, about writing conferences*. Divide into pairs and skim, or jigsaw the paragraphs. Then ask teachers, *What seem to be some of the biggest benefits to holding writing conferences with students?* Record ideas or just discuss.

Then, ask teachers to get out their student writing samples. You may say, *Let's look at our student writing samples. Get out your own, and read over your samples, looking for trends in misconceptions or writing errors, as well as strengths and areas of improvement. If the focus becomes capitalization and punctuation, how can you keep the conversation on writing and the depth of writing rather than mechanics?* Give them a few minutes to analyze the samples, looking for those items. Encourage teachers to highlight or add sticky notes to areas of greatest concern as well as strengths.

Discuss the trends you discover. Encourage teachers to revisit the "what, so what, now what" cycle or reflection on student work to determine progress. You may say, *As you are looking at your samples, jot down in your notes WHAT you notice, SO WHAT you did or want to do about it, and NOW WHAT will change in instruction moving forward to meet those needs.* Give teachers a few minutes to also complete this task.

Then, ask teachers to look with you at the article, Writing Conferences from Reading Rockets on establishing, navigating, and managing writing conferences within your elementary writing community. As a team, review what this article says are the reasons to have writing conferences, and what it recommends for how to develop and initiate writing conferences in a blended learning environment, the beginning of the day procedures for conferring, and using conferences through the workshop model. You may say, *As you read this article, or we jigsaw these sections and report back, let's look for effective takeaways about the following questions:*

- *What should a writing conference look and proceed like?*
- *What writing conference models fit which learning environments?*
- *How does this fits into differentiated and scaffolded instruction?*
- *Why do writing conferences work and are so valuable to the writing community?*

Closing

After discussing these questions as a team, or writing about them in their journal, ask your teachers to develop a plan for having writing conferences at least with the students whose work samples they have analyzed, with a plan for how to have writing conferences across the classroom. You may say, *now that you have more information about what writing conferences look like, why students need them, and why they typically work very well for students, let's develop a plan for a brief writing conference with each of the owners of the work samples to help them grow in their progress as writers. What questions will you ask? Why will you*

ask them? After discussing as a team, you may develop a common plan for writing conferences across your grade level. Come up with a timeline and upcoming PLC to discuss how the conferences went.

Module 12: Fostering Campus Literacy Communities through PLCs

Professional Learning Communities provide colleagues opportunities to learn and grow together and individually. These PLCs can operate on grade-level, campus, and district scales. Within each of these scales, community members bring various backgrounds and experiences, offering the chance to examine a common concern from multiple lenses. Within each module of the Texas Reading Academies, find PLC opportunities to support communities in different content areas, each fostering the development of a healthy literacy community.

PLC Opportunity 1: Putting It All Together -- Reviewing and Reflecting on Our Campus/Grade Level Data

Overview

Teachers and administrators will have learned in the previous modules and in Module 12 about the importance of integrating aspects of the Science of Teaching Reading (STR) as they "put everything together" and begin planning lessons, environments, and goals or targets for helping students on their literacy development journey. What teachers and campuses may have learned in the past about "balanced literacy" should not be isolated, and so many aspects of the workshop approach from that professional learning are still valuable as teachers develop a more strategic, targeted, and intentional approach to how they support student progress in both reading, writing, and communicating.

To develop healthy literacy communities, PLC members in the classroom, grade levels, subject areas, and campuses as a whole need to come together to plan and set goals that positively impact student achievement, help close achievement gaps, differentiate fully and supportively for all levels and capacities of learners, and truly enrich the overall literacy and metacognition of all students.

In this PLC, teachers will be able to look at data to drive decisions about how learning might look different for your students across various levels and areas of learning as you integrate what you have learned from STR and from these academies.

Materials/Resources

- Chart paper, markers
- Chart of common components found in STR and Balanced Literacy programs (see sample below)
- Sample of data from a recent assessment, formal or informal, that would allow for some analysis and discussion about aspects of literacy

- A sample handout or anchor chart is similar to the “Making the Shift to the STR” in Module 12, but simpler - as below
- sticky notes

Literacy Events/Practices in Both Balanced Literacy AND the Science of Teaching Reading
Phonics
Phonological Awareness
Oral Language
Fluency
Comprehension
Writing
Assessment

Introduction

Prior to this PLC, direct teachers to select, administer and collect data from some type of formal or informal assessment that assesses one or more areas on the literacy continuum. It would be ideal if the data collected demonstrated some kind of growth points that could be compared. Suggested areas for assessment might be fluency growth, oral language development, comprehension growth, or writing growth. Consider pulling data for the grade level or class, or a special population needing more support, rather than specific students.

Remind teachers as you meet today, your focus is to plan for future lessons or campus initiatives with your decisions, and to be as focused on a growth mindset as possible as you are processing what you have learned across the reading academy modules.

Activity

You may say, *As we begin our PLC, let’s talk about a few takeaways from Module 12 that were some of the exciting things you are going to try out in future lessons with students.*

- *What were your biggest “aha’s” throughout the reading academy learning cycle? Why do you think they struck you that way?*
- *What do you plan to do about those “aha’s” or moments of learning or inspiration?*
- *What areas do you still find you struggle with shifting to or adjusting your instruction around moving forward? Why?*

Take some time to discuss, allow teachers to share openly about their learning and their struggles, and make sure everyone has a chance to share something.

Then you may say, *This has been a great conversation. Thank you for sharing about your learning. Let's transition to looking at our data we brought to the PLC. It should be data for your entire class, or the grade level, or even for our campus, helping us analyze more than one area of the literacy continuum.*

- *What aspects of the literacy continuum does your data set cover?*
- *How did your assessment evaluate progress on that aspect of the literacy continuum?*
- *What trends or patterns do you notice?*
- *What strategies, instructional adjustments, challenges, or even obstacles may have caused those patterns or trends, positively or negatively?*
- *What has impacted student growth if you see it? Why?*
- *What may still be getting in the way of student growth? Why?*

Brainstorm and discuss these different lenses of analysis with teachers. You might have teachers write their reflections of the data on sticky notes, and possibly categorize the sticky notes into common areas or your own patterns or trends in your reflections. Take a few minutes to discuss the commonalities found in your collective reflections.

You may say, *Now that we have analyzed the data through a close-up lens, let's take a step back and look at the big picture. Based on the patterns in our reflections on the data, what seem to be the top two most prominent aspects of the literacy continuum we could focus on and set some goals around as a grade level, subject area or campus? What do we think our students need the most support in moving forward?*

Allow conversation to coalesce around those particular features of the literacy continuum you have identified.

You may say, *What needs come to your mind right away as you are transitioning to use the Science of Teaching Reading more effectively in these two areas? Let's list any concerns or supports that you know will be an area of need for our team. Also, are there any other assessments or things we could add to this assessment to get more of the data we were hoping to find, if we didn't find it exactly*

In your handouts or on our anchor charts, mark any pending issues the PLC team feels are the top priority areas where additional support is needed moving forward, along with any immediate needs that arose from the discussions.

Closing

In future PLC meetings, you may choose to address additional components of the literacy continuum. You may say to the team as you close, *As we continue to grow, we will set some goals and targets for these areas we have selected today. Be thinking about these two questions as we approach that PLC, so that our discussion will be rich and we can establish some quality strategies for supporting our students' literacy growth.*

- What do you think will be the biggest challenge in implementing STR-focused instruction and classroom environments at our school/in our grade level?
- What support do you anticipate needing to ensure your classrooms and instructional practices are both aligned to the STR but expand from your existing understandings of balanced literacy?

Next Steps to Foster a Healthy Literacy Community:

Teachers should reflect on these final two questions and the two aspects of the literacy continuum as well as any ideas they had for how to develop a campus or grade level initiative surrounding student growth in these areas.