



Willis Independent School District RLA Instructional Framework



READING LANGUAGE ARTS VISION

Our vision is for every student to be a confident and successful reader, writer, listener, speaker, and thinker now and in the future.



RLA BELIEFS STATEMENTS

1. Foundational Skills

We believe every student requires systematic and intentional instruction in foundational reading skills because learning to read is an essential skill that must be explicitly taught.

2. Text Complexity

We believe every student should have daily access to grade-level or above culturally diverse, complex texts with academic language that build the literacy skills of every student to ensure academic success across all content areas through the use of high-quality instructional materials (HQIM).

3. Knowledge Coherence

We believe engaging every student in grade-level, content-based, complex texts will systematically build knowledge and vocabulary critical for developing comprehension and stronger readers across all content areas.

4. Text-Based Responses

We believe every student will use appropriate text evidence when responding to literary and informational texts to demonstrate their understanding, apply critical literacy skills, and justify their thinking.

RLA BELIEF STATEMENT #1

We believe every student requires systematic and intentional instruction in foundational reading skills because learning to read is an essential skill that must be explicitly taught.

STUDENT

Students will:
Engage in daily practice and application with grade level appropriate foundational skills

TEACHER

Teachers will:
Internalize and implement the HQIM of foundational reading skills with fidelity
Progress monitor and support each student in mastering each foundational reading skill that has been taught
Inform parents of which foundational reading skills their students have mastered and which ones they have not

LEADER

Leaders will:
Provide support for teachers with implementing HQIM with fidelity by observation, feedback and coaching.
Ensure that teachers have sufficient time built in to progress monitor and plan to respond to data
Ensure that teachers have systems in place to inform families regarding student mastery of foundational reading skills

FAMILIES

Families will:
Support the foundational reading skills according to HQIM

RLA BELIEF STATEMENT #2

We believe every student should have daily access to grade-level or above culturally diverse, complex texts with academic language that build the literacy skills of every student to ensure academic success across all content areas through the use of high-quality instructional materials (HQIM).

STUDENT

Students will:
Read, engage, and persevere with appropriate grade level, complex texts across all contents daily

TEACHER

Teachers will:
Use grade-level complex text to base their lessons around and identify instructional implications
Center instruction around the text and the skills needed to comprehend it

LEADER

Leaders will:
Ensure teachers have access to the HQIM and sufficient planning time
Observe instruction and look for evidence that grade-level complex texts were accessed by all students
Ensure that families have access to resources used in the classroom

FAMILIES

Families will:
Ensure that students are reading at home
Support students with conversations and discussions about what they are reading

RLA BELIEF STATEMENT #3

We believe engaging every student in grade-level, content-based, complex texts will systematically build knowledge and vocabulary critical for developing comprehension and stronger readers across all content areas.

STUDENT

Students will:
Read a variety of complex, content rich text to build knowledge and make connections across content areas
Relevant academic and content specific vocabulary while reading, writing, and speaking

TEACHER

Teachers will:
Utilize the HQIM to identify misconceptions, create exemplary responses, ensure the learning is scaffolded, and to connect learning across content by reading, writing, and speaking
Identify and plan key vocabulary within each text and facilitate student usage of vocabulary across content areas
Intentionally plan opportunities for student discourse in every lesson.
Model expert thinking, monitor student discourse, and provide feedback

LEADER

Leaders will:
Monitor teacher implementation of the HQIM and ensure the use of complex texts
Provide sufficient time for planning and lesson internalization
Support teachers in their collaborative team meetings

FAMILIES

Families will:
Ensure that students are reading at home
Support students with conversations and discussions about what they are reading

RLA BELIEF STATEMENT #4

We believe every student will use appropriate text evidence when responding to literary and informational texts to demonstrate their understanding, apply critical literacy skills, and justify their thinking.

STUDENT

Students will:
Respond with evidence from the text in written and oral formats
Use mistakes as learning opportunities to improve their understanding

TEACHER

Teachers will:
Internalize the HQIM and plan intentional questioning and appropriate feedback
Determine appropriate text evidence and create exemplar responses
Model expert thinking of using text evidence when responding to texts in written and oral formats

LEADER

Leaders will:
Monitor teacher implementation of the HQIM and ensure the use of text evidence in written and oral formats
Provide sufficient time for planning and lesson internalization
Support teachers in their collaborative team meetings

FAMILIES

Families will:
Ensure that students are reading and writing at home
Support students with conversations and discussions about what they are reading