

Hector P. Garcia Dual Language Academy
Reading Focus Plan
2017-2018

Objective: Align reading instruction, resources, and professional development K-5 to improve student achievement.

Curriculum Alignment: The district TEKS Resource System will serve as the primary curriculum alignment document for reading. In order to support integrated teaching of ELAR/SLAR TEKS, District Roadmaps will be used as a focused guide weekly. Teachers must follow District Instructional Framework for Reading Workshop and Word Study to support reading development. HPG will utilize Balance Literacy as a delivery model for all grade levels.

Campus Responsibilities: Leadership team will deploy campus specific strategies that will support reading and make it a campus priority.

- Analyze and discuss STAAR 2017 reading results
- Non-negotiable school wide reading initiative
- Incorporate reading journals on a daily basis
- Professional Development - Sylvia Bonscher on Shared Reading (5 day sequence), Debbie Diller on Literacy stations, continuation of Reading Strategies in weekly PLC meetings.
- Instructional support within the classroom
- Phonics and Phonemic awareness in K-2 reading classrooms
- Continue the use of LLI (Leveled Literacy Interventions) through RTI
- Daily Guided Reading with fidelity
- Implement Target Reading as a spiral review daily
- Goal Setting Plans - all grade levels will develop common goal setting grade level plans for both students and teachers.

Persons Responsible:

- Campus principal
- Assistant principal
- Instructional coaches
- Literacy coach
- Librarian
- SPED/FA teacher
- Teachers
- Instructional Paras
- ACE Coordinator
- EEIP Interventionist

Process:

- Analyze and discuss STAAR 2017 reading results
- Lesson plans reading focus (vocabulary and activities, question stems, Do Now/Exit Tickets, student engagement, academic reflective writing, differentiation instructional methods/strategies, formative assessments and technology incorporated)

- Reading focus through walkthroughs (Framework components, evidence of student goal setting, daily spiral review, vocabulary, journal reflections, daily reading integration, Foundations, Esperanza, WELLS)
- Higher Order Thinking Strategies (HOTS)
- Reading level data boards (K-5)
- Cross Curricular Integration
- Provide enrichment for students who “get it” with the Librarian two days a week.
- Implement D.E.A.R time for K-2 and Independent Reading Stations with reflective Writing for grades 3 -5.

Professional Development:

- Campus and District trainings
- Instructional Framework
- Leveled Literacy Intervention
- Foundations (Word Study)
- Esperanza (Word Study)
- WELLS
- Guided Reading (Struggling Readers)
- Shared Reading (5 Day Sequence model, Time for Kids nonfiction resources)
- Literacy Stations
- Vocabulary (Nifty Thrifty Fifty for grades 3 - 5)
- Reading Strategies
- Differentiation
- Formative Assessment

Evidence:

- Lesson plans
- Walkthroughs
- Anchor charts
- Foldables
- Independent Reading
- Guided Reading
- Shared Reading
- Target Reading
- Reading journals
- Formative and Summative Assessments
- Reading logs
- Campus-wide Reading vocabulary
- Reading level data board evidence (K-5)
- Teacher Survey

Resources:

- Journeys (K-5 [English](#))
- Senderos (K-5 [Spanish](#))
- District Roadmaps ([English](#) and [Spanish](#))
- TEKS Resource System ([English](#) and [Spanish](#))
- Motivational Reading (2-5 [English](#) and [Spanish](#))

- Lucy Calkins ([English](#))
- Comprehension ToolKit ([English](#))
- Kamico ([English](#) and [Spanish](#))
- Kamico interactive games K-5 ([English](#) and [Spanish](#))
- STAAR Reading Flash/Task Cards ([English](#))
- STAAR Connection ([English](#) and [Spanish](#))
- Literacy library ([English](#) and [Spanish](#))
- Leveled Literacy Intervention ([English](#))
- DRA/EDL ([English](#) and [Spanish](#))
- TPRI/TejasLEE Intervention activity guide ([English](#) and [Spanish](#))
- FCRR Activities ([English](#))
- Time for Kids Kits([English](#) and [Spanish](#))
- Countdown Toward STAAR (3-5) ([English](#) and [Spanish](#) for 3rd only)
- Reading Strategies Books ([English](#))

Technology:

- ThinkCentral ([English](#))
- Learning A-Z ([English](#) and partial [Spanish](#))
- Raz Kids ([English](#) and partial [Spanish](#))
- Vocabulary A-Z ([English](#))
- Google Classroom
- TPRI/TejasLEE ([English](#) and [Spanish](#))
- Compass Learning ([English](#))
- Renaissance STAR Reading/ Early Literacy ([English](#) and [Spanish](#))
- AR360 ([English](#) and [Spanish](#))
- AR ([English](#) and [Spanish](#))
- Study Island ([English](#) and [Spanish](#))
- Imagine Learning ([English](#) and [Spanish](#))
- Flocabulary ([English](#))
- Target Reading ([English](#))

Assessment:

- District Benchmarks
- District CBA / CBA 2.0
- Unit test
- Informal and Formal
- Renaissance
- Imagine Learning
- Tango RX - TPRI/TejasLEE (K-2)
- DRA/EDL
- ERSA (Early Reading Skills Assessment)

