



HOW ARE YOU PREPARING FOR THE **REVISED TEKS** FOR ENGLISH LANGUAGE ARTS AND READING?

In order for students to master the revised TEKS for English Language Arts and Reading, including navigating challenging text and vocabulary, effectively communicating and collaborating, and deciphering multiple genres, teachers must learn and employ the most effective methods of instruction. Effective professional development is key to not only familiarizing teachers with the new learning expectations, but also refining pedagogy to have a direct and lasting impact on student learning.

Schoolwide, Inc. will work with you to **design a customized professional development support program** around the pending implementation of the revised TEKS that best meets the individual needs of your teachers, specialists, and administrators.



SCHOOLWIDE



Professional Development Formats Include:

Workshops

Workshops are meant to build teacher schema, expertise, and confidence as they learn more about the new TEKS and best practices in literacy instruction. Workshop sessions are engaging and interactive and include a selection of valuable resources and practical information that participants can use to immediately impact instruction. Workshops may be single- or multi-day experiences, at either the school or district level.

On-Site Coaching and Modeling

These demonstration sessions provide hands-on personal support and take place in classrooms, where consultants model lessons, student conferences, and small-group instruction. Teachers actively participate in this process by taking notes and reflecting on what they have observed and learned. They then use this data to inform and differentiate instruction to better meet the needs of their students.

In addition, teachers are encouraged to teach lessons or meet with small groups while Schoolwide's consultants coach or co-teach and provide feedback about instructional moves and best practices.

Administrator Professional Development and Walkthroughs

Administrators will learn how to use a critical lens when observing the different instructional models that live inside workshop teaching and align to the new TEKS. Additionally, through facilitated walkthroughs, administrators will learn how to create a school-wide culture reflecting different classroom environments and supports that complement their literacy instruction. Administrators will be provided with a variety of tools that align to the latest expectations included in the updated TEKS (checklists, rubrics, and observation tools), giving specific information about what to look for and ways to support teachers in establishing classroom environments that are conducive to developing thoughtful readers, writers, listeners, speakers, and researchers. Goal-setting and next steps will be discussed at the culmination of these sessions and/or walkthroughs.

WORKSHOPS

1

Unpacking the New TEKS

Through collaborative conversations, teachers will come to collective clarity on what their students need to know and be able to do. This analysis focuses on facilitating high levels of learning for all students and promotes clear and consistent expectations and deep understanding of what students need to know.

The content of this workshop includes an introduction to the following topics:

- Breaking apart the standards and developing a common understanding and language
- Determining the depth of knowledge required by the standard
- Adapting standards into student-friendly learning targets
- Pulling the academic vocabulary from the standard
- Vertical and horizontal alignment
- Instruction: How will the standards be taught?
- Evidence: What does student mastery look like?

2

Effective Literacy Practices: Instructional Models That Support TEKS

This workshop delves into research-based best practices in literacy instruction, which focus on teaching methods that have the greatest impact on student learning. Teachers will examine daily structures and routines that provide clear expectations, demonstrate critical and reflective thinking, engage students in collaborative conversations, allow time for authentic reading and writing experiences, and present ongoing feedback in order to develop self-directed learners.

The content of this workshop includes an introduction to the following topics:

- Understanding the Gradual Release of Responsibility model
- Components of reading and writing workshop
- Creating a literacy-rich environment: rituals, routines, and tools
- Lesson structures: Interactive Read-Alouds and Mini-Lessons (Think-Alouds)
- Ongoing formative assessment (conferring)

WORKSHOPS CONT.

3 Multi-Genre Approach

What kinds of reading and writing will students do once they leave the education system? What kinds of reading and writing do you experience in your daily life? Exposing students to the depth and breadth of the material they will be expected to understand and create will enable them to comprehend what and why we read and write in and out of school. Providing firsthand experiences with diverse texts through listening, speaking, reading, writing, and thinking will empower students to be self-directed learners who see themselves as readers and writers.

The content of this workshop includes an introduction to the following topics:

- Groups of texts: genres and sub-genres
- Understanding the characteristics and purposes of a range of texts (literary, informational, and argumentative)
- Genre-specific features, language, and structures
- How studying genre impacts readers and writers
- Identifying mentor texts and teaching points
- Planning a genre study for reading workshop

4 Inquiry and Research

Content literacy encompasses the skills and strategies necessary to acquire content knowledge through the exploration of a variety of texts. We teach students not to memorize disconnected facts but to gather relevant information, sort through this information, and discuss their own and others' perspectives—in other words, to deeply comprehend and synthesize the content. For students to construct meaning and derive usefulness from what they learn, they must be able to retain important information, understand topics and concepts deeply, and actively apply knowledge (Perkins, 1992).

The content of this workshop includes an introduction to the following topics:

- Multi-genre approach: selecting a variety of authentic texts to build content understanding
- Concept/vocabulary development
- Strategies for meeting the challenges of reading and comprehending complex texts
- Essential questions for close reading
- Analyzing and interpreting multiple sources
- Taking notes: gathering and responding to relevant information
- Synthesizing: sorting and summarizing
- Composing, publishing, and presenting findings in various modes (written, verbal, digital, and multimodal)

5 Author's Purpose and Craft: Reading Like a Writer

"In order for students to grow in their ability to craft a particular genre, they need to be immersed in opportunities to read, write, discuss, and look closely at the genre" (What Research Says about Writing, NCTE, 2006). Contemplating why authors write and analyzing how they write using authentic texts will positively impact student writing. In a writing community, students share and learn techniques from each other and from beloved authors.

The content of this workshop includes an introduction to the following topics:

- Texts that teach: selecting mentor texts
- What moves authors to write?
- Unpacking author's craft: text structure, word choice/literary language, and conventions
- Understanding why authors make the choices they do
- Author's voice
- Analyzing student writing: a spotlight on purpose and craft

6 Writing Process: Teachers as Writers

Writing is recursive, fluid, and an often messy process. There are common stages that writers go through as they compose multiple texts for various purposes. During this workshop, teachers will learn specific strategies to move through the writing process successfully and in turn be equipped to demonstrate this work through their own writing. Teachers walk away with a better understanding of how writing is a process and a positive experience to share with their students.

The content of this workshop includes an introduction to the following topics:

- Creating a writing environment
- Considering the genre, purpose, and audience of mentor texts
- Generating ideas (brainstorming, freewriting, responding to mentor texts, mapping, and more)
- Drafting: organization/structure and clarity
- Revision: rereading, reflecting, re-seeing (adding, deleting, rearranging, and improving writing)
- Editing: making it clear (conventions of writing: punctuation, capitalization, spelling, grammar, and usage)
- Publishing: presenting pieces to an audience
- Assessing student writing (student self-assessment, rubrics, checklists, etc.)

**CONTACT YOUR
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TODAY FOR MORE
INFORMATION!**

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