Literacy
Literacy and English/Language Arts
HISD Literacy Journey

Elementary
- Phonics Instruction
- Read Alouds
- Small Group Guided Reading
- Independent Reading
- Writing Instruction

Middle School
- Read Alouds
- Small Group Instruction
- Independent Reading
- Writing Instruction

High School
- Reading
- Writing
- Discourse

College and Career
Elementary Literacy

All students will be proficient readers and writers

Focus, Simplify and Stabilize around:

- Phonics Instruction
- Read Alouds
- Comprehension Instruction
- Guided Reading
- Independent Reading
- Writer’s Workshop
Focus on creating active readers who are able to make sense of challenging text in all content areas. Students use reading strategies and engage in academic conversations.

Independent reading is in daily instruction.

Explicitly using domain specific reading processes to build comprehension.

Students examine and evaluate multiple models before they are expected to create a product.
Authentic & Purposeful: Reading, Writing, and Vocabulary Development

Grammar is always taught in context.

Teachers model the writing process.

Systematic vocabulary development should occur daily, in context, and include multiple exposures to key terms in various contexts.

Word retention is reinforced using methods such as vocabulary notebooks, word walls, and graphic organizers.

Vocabulary development focuses on systematic word study, including roots and affixes.
Academic Conversations

Daily opportunities for students to have conversations that develop critical thinking skills, help to construct meaning, and build academic language.

All grade level and subject courses must ensure:

- Conversations develop students' thinking, listening, and speaking skills.
- The use of appropriate vocabulary and sentence structure.
- All students are accountable in academic discussions.
The Guided Reading Leveled Bookroom offers over 5,460 inspiring books, across an enormous variety of text types, themes, genres, topics and content areas.

The Leveled Bookroom provides a diverse collection of leveled text to differentiate small group instruction.
Independent Reading: Dynamic Personalized Classroom Libraries

The Dynamic Personalized Libraries will be developed to uniquely match a reader’s ability to high quality text. Leveraging the student’s Lexile level, a classroom library helps address each student’s reading ability with sufficient range for growth throughout the school year and build stamina.
“Read Aloud” Libraries

The Read Aloud library supports facilitated Read-Alouds for students to think critically about literature, articulate and support ideas about books, and build comprehension of fiction and non-fiction text.

Using this approach models fluency, intonation, and comprehension skills.
Secondary Literacy: Middle and High School
On-the-Job Text Requirements

9th Grade reading: Lexile 1050

6th Grade reading: Lexile 925

- Retail Sales Clerk
- Construction
- Manual Labor
- Fast-Food Manager
- Receptionist
- Video Game Designer
- Car Mechanic
- Teacher
- Nurse
- Lawyer

Lexile Levels:
- 700
- 900
- 1000
- 1100
- 1200
- 1300-1500
Top Jobs Desired by HISD Students According to Achieve 3000 Survey
Measuring Tool: Universal Screener Renaissance 360

Teachers Tier Students By:

- At/Above
- On Watch
- Intervention
- Urgent Intervention

Parent Report for Matthew Bosley

School: Oakwood Elementary School
Teacher: Mrs. M. Adams
Class: Grade 4 (Adams)

Test Date: September 7, 2015 9:34 AM

Dear Parent or Guardian of Matthew Bosley:

Matthew has taken a STAR Reading computer-adaptive reading test. This report summarizes your child’s scores on the test. As with any test, many factors can affect a student’s scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

<table>
<thead>
<tr>
<th>GE</th>
<th>PR</th>
<th>PR Range</th>
<th>Below Average</th>
<th>Average 50</th>
<th>Average 50 Above</th>
<th>IRL</th>
<th>ZPD</th>
<th>ZPD 2000</th>
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<tbody>
<tr>
<td>3.1</td>
<td>29</td>
<td>22-35</td>
<td></td>
<td></td>
<td></td>
<td>3.2</td>
<td>2.6-3.7</td>
<td>361-561</td>
</tr>
</tbody>
</table>

National Norm Scores:

Grade Equivalent (GE): 3.1
Grade Equivalent scores range from 0.0 to 12.9+. A GE score shows how your child’s test performance compares with that of other students nationally. Based on the national norms, Matthew reads at a level equal to that of a typical third grader after the first month of the school year.

Percentile Rank (PR): 29
The Percentile Rank score compares your child’s test performance with that of other students nationally in the same grade. With a PR of 29, Matthew reads at a level greater than 29% of other students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of his scores would likely have fallen between 22 and 35.

Instructional Reading Level (IRL): 3.2
The Instructional Reading Level (IRL) is the grade level at which Matthew is at least 80% proficient at recognizing words and comprehending reading material. Matthew achieved an IRL score of 3.2. This means that he is at least 80% proficient at reading third grade words and books.

Zone of Proximal Development (ZPD): 2.6-3.7
The Zone of Proximal Development (ZPD) is the reading level range from which Matthew should be selecting books for optimal growth in reading. It spans reading levels that are appropriately challenging for reading practice. This range is approximate. Success at any reading level depends on your child’s interest and prior knowledge of a book’s content. Matthew’s ZPD 2000 is 361-561. The ZPD 2000 score is the ZPD converted to a 2000-point scale.

I will be using these STAR Reading test scores to help Matthew further develop his reading skills through the selection of books for reading practice at school. Matthew should also practice silent reading every day, continue reading aloud and with others, and practice reading more challenging books.
How do students become better readers?

<table>
<thead>
<tr>
<th>Percentile Rank</th>
<th>Minutes of Reading Per Day</th>
<th>Baseline - Words Read Per Year</th>
<th>Plus 10 Minutes - Words Read Per Year</th>
<th>Percent Increase in Word Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>65</td>
<td>4,358,000</td>
<td>5,028,462</td>
<td>15%</td>
</tr>
<tr>
<td>90</td>
<td>21.1</td>
<td>1,823,000</td>
<td>2,686,981</td>
<td>47%</td>
</tr>
<tr>
<td>80</td>
<td>14.2</td>
<td>1,146,000</td>
<td>1,953,042</td>
<td>70%</td>
</tr>
<tr>
<td>70</td>
<td>9.6</td>
<td>622,000</td>
<td>1,269,917</td>
<td>104%</td>
</tr>
<tr>
<td>60</td>
<td>6.5</td>
<td>432,000</td>
<td>1,096,615</td>
<td>154%</td>
</tr>
<tr>
<td>50</td>
<td>4.6</td>
<td>282,000</td>
<td>895,043</td>
<td>217%</td>
</tr>
<tr>
<td>40</td>
<td>3.2</td>
<td>200,000</td>
<td>825,000</td>
<td>313%</td>
</tr>
<tr>
<td>30</td>
<td>1.8</td>
<td>106,000</td>
<td>694,889</td>
<td>556%</td>
</tr>
<tr>
<td>20</td>
<td>0.7</td>
<td>21,000</td>
<td>321,000</td>
<td>1429%</td>
</tr>
<tr>
<td>10</td>
<td>0.1</td>
<td>8,000</td>
<td>Based on reading level, ~300,000 words</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child’s average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson, & Fielding (1988).
District Materials

- Classroom libraries
- Book club libraries
- Achieve 3000
- Vocabulary.com
- Houston Public Library
- MackinVia
What can you do at home?

- Let your child choose what to read.
- Talk about what he/she reads.
- If he's struggling or bored with a book, let him put it down.
- Subscribe to magazines that will interest your child.
- Read the newspaper together.
- Be flexible with bedtime and chores when your child is reading.
- Play games that utilize reading.
- Encourage an older child to read to a younger sibling.
- Visit the library together.
Understanding Psychological and Behavioral Evaluation
What is a Psychological Assessment?

- A Psychological Assessment is the process of testing that uses a combination of techniques to help arrive at some hypotheses about a person and their behavior, personality, and capabilities.
- In education, it is used to help provide supports and programming for students.
What are the Pieces?

- Psychological assessment should never be performed in a vacuum.
- A large part of the process is collecting data from multiple sources.
Psychologists seek to take the information gathered from psychological assessment and weave it into a comprehensive and complete picture of the student being tested.

Recommendations are based on all the assessment results and from discussion with peers, family, and others who may shed light on the student’s behavior in different settings.
How is the Data Used?

- Tests are samples of behavior.
- Tests do not directly reveal traits or capacities, but may allow inferences to be made about the person being examined.

There are a number of core principles that form the foundation for psychological assessment:
The Functional Behavior Assessment (FBA)

• A functional behavior assessment is an approach to figuring out why your child acts a certain way.
• Whether the student is aware of it or not, your child acts a certain way to get to a desired outcome or goal.
Steps in the FBA

Step #1: Defining the inappropriate behavior.
Steps in the FBA

Step #2: Collecting, comparing and analyzing information.
- This is several steps rolled into one. Evaluators work to pull together information from your child’s records, interviews and questionnaires.
Steps in the FBA

Step #3: Hypothesizing reasons for the behavior.

Step #4: Developing a plan.

Goal of the Behavioral Intervention Plan

- Increase Desired Behavior
- Prevent and Decrease Problem Behavior
Supporting Behavior In School
Causes

Possible causes of the behavior include:

- The individual demonstrating anger or aggressive behavior is often seeking power, attention, or position.
- Personal situations might be painful, and aggressive behavior is a means of escape from these situations.
- The student might be covering up for academic deficiencies.
- The student uses anger to hide feelings of low self-esteem both from him/herself and from others.
- Some students use anger as a response to feelings of unhappiness.
- Some students express anger and aggression when they encounter situations they do not like or perceive as difficult or trying.
- The student lacks self-control and self-management skills.
- The student has been the brunt of ridicule or intimidation in the past and has developed defense mechanisms to cope with unfamiliar or unpleasant situations.
- The student lacks the social skills to solve problems appropriately.
- The student could be emotionally and socially delayed in development.
Anger and Aggression

**Missteps**

Actions the teacher or adult take that often don’t stop or redirect the behavior:
- Responding with anger or overly aggressive behavior.
- Ignoring the behavior.
- Thinking the aggressive behavior will eliminate itself or lessen without intervention.
- Failing to recognize underlying issues that might be causing the behavior.
- Failing to intervene early.
- Allowing a climate of fear or intimidation to permeate the classroom.
- Physically handling the student.
- Failing to appropriately plan for full use of class time and smooth transitions between activities.
- Using consequences as a source of retaliation thus allowing more time for disruptions to occur.
- Punishing the entire class for the behavior of one or two students.
### Classroom Strategies

These strategies can be used in individual classroom settings and adjusted for grade level.

- Clearly define terms and conduct for appropriate self-expression such as teaching the students to use “I” statements.
- Teach, role-play, model, and reinforce respect for one another.
- Use some class time to provide illustrations and examples of appropriate times and ways to express anger and frustration.
- Reorganize work teams and learning groups so students interact with all students in the room on various activities throughout the year.
- Vary the leadership responsibilities among students within the classroom such as operating technology equipment, being line leader, passing out/collection papers, and running errands.
- Try various groupings of students to foster respect and friendship and develop a sense of cooperation among classmates.
- Maintain consistent routines.
- Use only gentle verbal reprimands that are very short, respectful, and cause only a brief interruption to classroom instruction/lessons.
- Provide examples of better choices of words or actions.
- Take time to teach problem-solving skills that include the students putting themselves in someone else’s shoes, being aware of their emotional and physical states when anger is expressed toward them, and sensing how it impacts others.
- Teach relaxation techniques such as “Stop, Think, What Should I Do?”
- Read environmental cues. Many times one can head off trouble before it starts.
- Use incident data in parent conferences to discuss students’ behavior in an objective and factual context as opposed to subjective and/or one-sided context.
Supporting Behavior at Home
Thank You!