



Texas Literacy Initiative Newsletter

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STANDARDS-BASED INSTRUCTION

The current Project Share TSLP module for BISD Campus CBLT members is focused on standards-based instruction. Standards clearly communicate what is expected of students at each grade level. This better equips teachers, parents and administrators to know exactly what students need to learn at any given grade level and help ensure students are college and career ready. Texas literacy standards are research and evidence-based and set forth in these sets of standards:

Age 0 to School Entry Standards

Texas Prekindergarten Guidelines: The Texas Prekindergarten Guidelines balance research-based teaching strategies and developmental research on how children learn most effectively. These guidelines are designed to help teachers deliver playful, well planned, and purposeful instruction that will jump-start school success and influence students' growth throughout their lives.

Grades K- 12 Standards

Four sets of standards for grades K-12 clearly communicate what is expected of students at each grade level in the areas of Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. These state standards guide educators to take a comprehensive approach to literacy development. These sets of standards include the following documents:

	English Language Arts and Reading (ELAR) Standards Grades K-12
	Spanish Language Arts and Reading (SLAR) Standards Grades K-6
	English Language Proficiency Standards (ELPS) Grades K-12
	College and Career Readiness Standards (CCRS) Grades K-12

These standards provide explicit guidance that include the appropriate use of the first language and second language for children in the trajectory of second-language acquisition. Through the implementation of the English Language Proficiency Standards (ELPS) with the Texas Essential Knowledge and Skills (TEKS), simultaneous development of language and mastery of standards can take place.

TLI Highlights



End of Year Assessments (EOY)

End of year assessments are now taking place throughout the district. These outcome assessments measure student achievement in various literacy skills. For example, students in prekindergarten are assessed using the CPALL's assessment (CIRCLE-Phonological Awareness, Language, & Literacy System). This assessment measures skills such as phonological awareness, letter recognition, vocabulary development and other readiness skills.

In grades K-3rd, students are assessed using TPRI (Texas Primary Reading Inventory) or Tejas Lee. These instruments also assess phonological awareness in addition to grapho-phonemic knowledge, fluency and comprehension. TLI specialists and teachers have begun the process of data analysis for purpose of informing instruction.

In grades 3-12, students are in the midst of STAAR, TAKS or EOC assessments. These outcome assessments provide critical data for teachers, parents and administrators. The data will also serve as the start of year (SOY) data for next year thereby providing a means to differentiate instruction at the start of year.

Administered each spring, the Texas English Language Proficiency Assessment System (TELPAS) measures the annual progress English language learners make in learning academic English. The system assesses English proficiency in listening, speaking, reading, and writing. TELPAS is aligned to the ELPS, the part of Texas Essential Knowledge and Skills that outlines English language proficiency level descriptors and student expectations for English language learners, and that are required to be implemented as an integral part of each subject in the curriculum.

Calendar of Upcoming Events

- April, 2013 Autism Awareness Month
- April 14-20, National Library Week
- April 17-24 Earth Week
- April, 2013 STAAR Assessment
- April 19, 2013 End of 5th Six Weeks
- **Professional Development Activities/Goals**
 - Inferencing TTT—Module
 - Completion of Project Share Standards Based Instruction Module
 - Completion of Follow-Up Trainings on Effective CPQs,
 - Listening Comprehension
 - Coaching Supports Implementation

Why doesn't the TPRI or Tejas Lee EOY administration happen closer to the actual end of the school year?

The purpose of the TPRI is to help teachers teach. By giving the TPRI well before the end of the school year, teachers are able to gather important instructional information about students.

This information is especially critical for those students who are still struggling. The final four to six weeks of the school year provide an excellent window of opportunity to intensify the level of support and attention provided to these students. Provide targeted intervention instruction based on needs identified by the EOY TPRI and other reliable data. Using this data and putting these plans in place will allow you to capitalize on the time remaining in the school year.

LASERS ON LITERACY



District Parent Advisory Committee



On March 28, the District Parent Advisory Committee met at the Brownsville Event Center. TLI Specialists from each literacy line presented an overview of the TLI Grant as well as information about various literacy strategies.



BISD & Head Start Collaboration

The TLI Grant has provided Brownsville ISD a unique opportunity to strengthen collaboration between the district and the Los Niño's Head Start Staff. TLI Specialists from BISD provide a valuable link between these two entities. Pictured here are BISD and Head Start Staff during a shared professional development session.





Vertical Alignment Meetings



Literacy Lines Provide a Venue for Vertical Alignment between Schools

Integration and alignment of language development and literacy instruction as well as content instruction along the continuum of age 0 through grade 12 is critical to the success of students and is best insured by coordination at the district level. The TLI Grant encourages districts to form Literacy Lines composed of feeder patterns of campuses and their early childhood pipeline partners who serve the age 0 to school age population in order to facilitate and ensure effective literacy development. Although Literacy Lines is a new concept for Brownsville, this model is similar to the Cluster Model which has been implemented in BISD for many years. This month, several schools in BISD have held vertical alignment meetings with their feeder schools. Both middle schools from the Lopez Literacy Line are pictured below in separate meetings where they aligned instruction with their feeder elementary schools. Also pictured below, Lopez High School staff meets to align instruction with its two feeder middle schools, Lucio and Besteiro. The district area administrator, Sandra Lopez and curriculum specialists from the district as well as the TLI Teacher Specialists and teachers from each school were instrumental in the success of these alignment meetings.

