

THE EARLY READING ACCELERATORS WEBINAR SERIES:



Here you'll find a list of the resources mentioned during Webinar 2, with hyperlinks to the source where possible.

Resource	Link	Notes
Addressing Unfinished Learning After COVID 19 School Closures	https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Unfinished%20Learning.pdf	This resource presents district curriculum leaders and staff with an instructional framework for addressing unfinished learning and learning losses, as well as a review of essential skills and content in English language arts and mathematics to support access to grade-level content in key grade transitions for all students
2020-2021 Priority Instructional Content in English Language Arts/Literacy and Mathematics	https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics	These documents name instructional content priorities in mathematics (K–8, high school) and ELA/literacy (K–12) for the 2020–21 academic year.
Early Reading Accelerators content collection	https://achievethecore.org/collection/9/early-reading-accelerators-k-2	This site is full of content information on foundational skills and building knowledge and vocabulary, and resources that can be used to turn these ideas into action.
ERA Webinar 1: Key Content Considerations for Monolingual Students and English Learners	http://bit.ly/Webinar1ERA	Here you will find the presentation, recording, and resources from the first of this 3 part webinar series.

Resources from San Antonio ISD's presentation

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Thinking Outside the Bin: Why labeling books by reading level disempowers young readers.	https://www.slj.com/?detailStory=thinking-outside-the-bin-why-labeling-books-by-reading-level-disempowers-young-readers	School Library Journal article on concerns with leveled reading system.
Limiting Children to Books They Can Already Learn: Why It Reduces Their Opportunity to Learn.	https://shanahanonline.com/publications/limiting-children-to-books-they-can-already-read	American Educator article by Tim Shanahan on concerns about limiting students to texts based on reading level.
Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades K-5	http://www.ascd.org/publications/books/114008/chapters/Understanding-and-Evaluating-Text-Complexity.aspx	Excerpt from book by Diane Lapp, Barbara Moss, Maria Grant and Kelly Johnson on text complexity and close reading for elementary students.
Is it Time to Drop 'Finding the Main Idea' and Teach Reading in a New Way?	https://www.edutopia.org/article/it-time-drop-finding-main-idea-and-teach-reading-new-way	Edutopia article by Holly Korbey on the role of background knowledge in comprehension, versus teaching discrete skills.
Explaining Phonics Instruction: An Educator's Guide	https://literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf?_ga=2.81174423.1854996310.1519141453-498596266.1503324924	ILA Literacy Leadership Brief on phonics.
How Important Is Teaching Phonemic Awareness to Children Learning to Read in Spanish?	https://jonlai.people.stanford.edu/sites/g/files/tbjybj3231/f/am_educ_re_s_j-2014-goldenberg-0002831214529082.pdf	Comparative study on the relationships between phonemic awareness and Spanish reading skills.
Role of Bilingualism and Biculturalism as Assets in Positive Psychology: Conceptual Dynamic Gear	https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02122/full	A research summary on the beneficial outcomes of bilingualism and biculturalism, through a new, multidimensional model.

Model.		
The Promise of Paired Literacy	https://drive.google.com/file/d/1w0pN_ojsjXuMonR-5f1F1AV-f1zQWnDF/view	An article by Susan Hopewell and Kathy Escamilla on paired literacy (an approach where students learn to read in two languages at once).
Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms	https://www.csun.edu/~sb4310/LessonDesigncourse/funds%20of%20knowledge.pdf	Research by Moll, Armanti, Neff and Gonzalez on classroom and household practices of working-class Mexican families in Arizona, where the term “funds of knowledge” is defined and placed in the classroom context as a way of creating a richer learning experience for students.
A multilingual and multimodal approach to literacy teaching and learning in urban education: a collaborative inquiry project in an inner city elementary school	https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00533/full	A paper by Ntelioglou, Fannin, Montanera and Cummins on the significance of multilingualism, multimodality and multiliteracies in classrooms with high numbers of ELLs.
SAISD Biliteracy Framework	https://drive.google.com/file/d/1gHMTw-XCCbjzEZgbl5v7uxv3RRApS/Wb/view	The holistic biliteracy framework for SAISD.
SAISD Instructional Framework Elementary English Language Arts & Reading	https://docs.google.com/document/d/1ThNkLrJc qkqcpkJmuvm3zBmV_ksC5l9dvfLZd_LZqNY/edit	The instructional framework for SAISD’s elementary literacy approach (ELA-R).
Biliteracy Framework: Annotated Bibliography	https://drive.google.com/file/d/1nDSJhChEgVta uPBJ8C0UEDibAPfdHdJb/view	SAISD’s research base for biliteracy.
2019-2020 SAISD Literacy Task Force	https://drive.google.com/file/d/1XOG7RM4vzjBs ZKfR00_A8X_NzXUd_	Executive summary of the work of the literacy task force.

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Texas Educator Certification Examination Program	https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf	Science of Teaching Reading- Framework.
Resources from Charlotte Mecklenburg's presentation		
What Matters Most	https://www.flipsnack.com/hellocms/2024strategicplan_whatmattersmost_v06-05-19.html	CMS's 2024 strategic plan.
Equity Matters	https://www.flipsnack.com/hellocms/equity-matters.html	Equity is a key commitment to the 2024 CMS strategic plan, What Matters Most.
The CMS Way	https://www.flipsnack.com/hellocms/thecmsway_v05-05-19.html	The vision, mission, beliefs and theory of action at the core of CMS culture and educational approach.
TNTP's Opportunity Myth	https://tntp.org/publications/view/student-experiences/the-opportunity-myth	What students can show us about how school is letting them down, and how to fix it.
Breaking the Link	https://www.cms.k12.nc.us/cmsdepartments/accountability/Pages/Breaking-The-Link.aspx	<p>A major focus of the CMS strategic plan is breaking the link between poverty and academic achievement in order to close gaps and reach educational equity in our community.</p> <p>To give everyone in the community shared access to information about where we are today, CMS has released Breaking the Link, an annual district-wide analysis of connections between poverty and school outcomes.</p>
Lesson Sample (video)	https://www.youtube.com/watch?v=iW4LlrGk_50&feature=youtu.be	Sample of the EL lessons created for virtual learning.
Teaching Foundational Reading Skills	https://place.fi.ncsu.edu/local/catalog/course.php?id=15	The Friday Institute's virtual course.