



HB 1605

SBOE Meeting

08/29/23

Recap from the last SBOE meeting



HB 1605: High Quality Curriculum

- Establishes an expanded process for the SBOE to review and approve high quality textbooks and instructional materials, supported by TEA, and repeals prior law authorizing TEA instructional materials portal and quality reviews
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE-approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer bound to 8-year cycle, no longer limited to 50% of TEKS
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

With the passage of **HB 1605**,
the elected **State Board of Education**
now has control over

\$324,175,680

of new annual foundation school
program formula funding for school
systems to buy textbooks.



Instructional Materials Review and Approval (IMRA)

Creates new criteria and an overall process for SBOE review and adoption; Criteria include:

- TEKS Coverage
- Quality
- Suitable for Grade & Subject
- Free from Factual Error
- No Harmful Content & Other Statutory Compliance
- Parent Portal Compliance

Requires the SBOE to review Open Education Resources (i.e., state-owned textbooks).



TEKS Review & Revision

Requires a new vocabulary and book list addendum to the Reading Language Arts standards.

Creates flexibility in the TEKS review & revision schedule.

Creating this new process for getting materials formally adopted is a necessary precondition for districts to access \$324M per year of new funds to purchase printed textbooks.



Parent Transparency

Requires local school systems to establish a classroom instructional material review process, under rules set by SBOE.

Requires publishers to make textbooks accessible to parents through Internet portals under rules set by SBOE.



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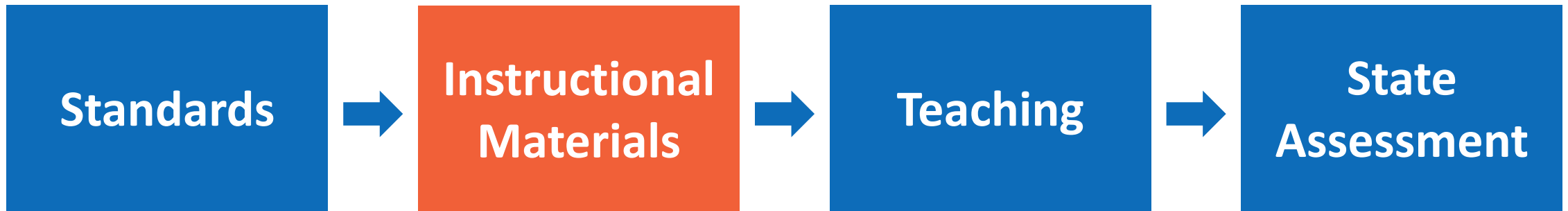


Parent Transparency

Requires local school systems to establish a classroom instructional material review process, under rules set by SBOE.

Requires publishers to make textbooks accessible to parents through Internet portals under rules set by SBOE.

What are instructional materials?



Scope & Sequence

An ordered list of the standards that are covered in a school year, including pacing guides or curriculum maps



Unit Plans & Assessments

Topical layout of a section (e.g., 4 weeks) of a scope & sequence, and how students should demonstrate mastery when done



Lesson Plans & Assessments

Specific description of all actions done by the teacher and students during the delivery of a single component of a unit plan, along with how students should demonstrate mastery when done



Content Resources

Texts, novels, manipulatives, videos, prompts, etc., that are used throughout the lesson by the students and/or the teacher



New SBOE IMRA Process

TEC §31.022 & §31.023 establish a new Instructional Materials Review & Adoption **Process** with an expanded set of **Criteria** requiring review. The SBOE has **final authority** on approvals, the process, and criteria to be used. TEA is required to assist in conducting reviews and provide recommendations.

IMRA Process

Materials are selected for review: 31.023(a)(1) & 31.023(a)(2)

Materials are available for in person public review: 31.022(b)(5) and via electronic samples: 31.022(b)(2), with feedback provided to SBOE: 31.022(a)

TEA uses teachers & experts to review materials: 31.023(a)(3), provides reports on reviews to SBOE: 31.023(c)

SBOE deliberates on TEA reviews & public comments, **approves** or **rejects** materials: 31.022(a)

Pricing and unit ordering details finalized, posted on website: 31.025

IMRA Criteria

Materials must be reviewed based on SBOE approved **criteria**:

- Minimum TEKS coverage: 31.022(b)(1) & 31.023(b)(3)
- Quality: 31.023(b)(2)
- No Three-Cueing: 31.022(a)
- Suitable for grade & subject: 31.022(a)
- No obscene or harmful content: 31.022(b)(4) & 31.023(b)(4)
- Free from factual error: 31.022(a) & 31.023(b)(1)
- Physical (and electronic component) specifications: 31.022(b)(3)
- Complies with parent portal rules: 31.022(d)

TEA ensures SBOE **terms and conditions** are followed by publishers: 31.151




New SBOE IMRA Criteria


Instructional Materials Review and Adoption (IMRA) Criteria

<p>Standards Alignment Percentage</p>	<p>Quality Review</p>		<p>Suitable & Appropriate*</p>	<p>Factual Errors</p>	<p>Physical and Electronic Specifications</p>	<p>Parent Portal</p>
<p>Materials cover a minimum % of standards as determined by SBOE</p>	<p>Standards Proficiency</p>	<p>Instructional Design*</p>	<p>Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))</p> <p>* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22</p>	<p>Materials do not contain factual errors</p>	<p>Material components meet physical and digital requirements</p>	<p>Materials included on parent portal that meet transparency requirements</p>
	<p>Material quality supports student’s ability to demonstrate proficiency in the standards</p>	<p>Materials designed in alignment with cognitive research on how students learn and with appropriate supports for the teacher</p> <p>* Also ensures compliance with three-cuing ban</p>				

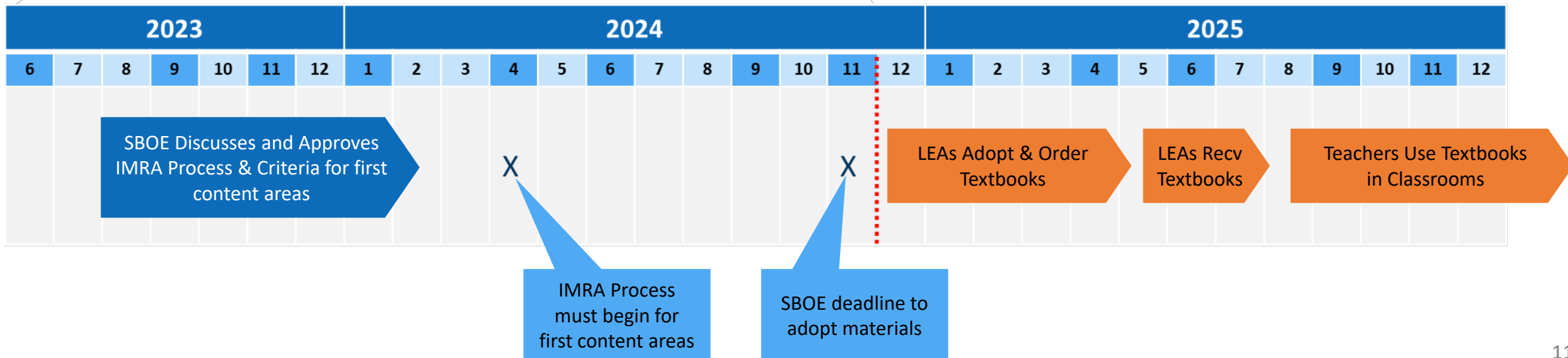
Possible Instructional Materials Timeline for SBOE

Components	2023	2024	2025	2026	2027	2028	2029
 <p>Instructional Materials Review & Adoption</p>	<p>Discuss new SBOE IMRA Process and Criteria for first content areas</p>	<ul style="list-style-type: none"> • Adopt new SBOE IMRA Process and Criteria for first content areas • Conduct first IMRA Process and adopt first set of materials 	<ul style="list-style-type: none"> • Adopt SBOE IMRA Criteria for additional content areas and conduct the IMRA Process in these content areas • Continue to conduct IMRA Process for content areas with Criteria previously approved 		<ul style="list-style-type: none"> • Continue to conduct IMRA Process for content areas with Criteria previously approved • Conduct IMRA Process and adopt materials in ELAR due to the updated ELAR TEKS Addendum 	<p>Continue to conduct IMRA Process for all content areas on an ongoing basis, and in any content area when TEKS are changed</p>	<p>Continue to conduct IMRA Process for all content areas on an ongoing basis, and in any content area when TEKS are changed</p>

HB 1605 – Near Term Timeline Implications

Components	2023	2024
 <p>Instructional Materials Review & Adoption</p>	Discuss new SBOE IMRA Process and Criteria for first content areas	<ul style="list-style-type: none"> • Adopt new SBOE IMRA Process and Criteria for first content areas • Conduct first IMRA Process and adopt first set of materials

There are key deadlines between now and November 2024 in order for schools to begin using SBOE-approved materials in the 2025-26 school year



Key SBOE Decisions Needed Near Term

Before quality rubrics can begin to be built (Summer 2023)

- Advise on the first content areas (grade/subject) to be reviewed



Done

Before materials reviews can begin (April 2024)

- IMRA Criteria decisions:
 - Set minimum TEKS percentage
 - Approve quality rubrics
 - Adopt suitability rubric
 - Re-adopt factual error definition
- IMRA Process decisions:
 - Approve material selection rules
 - Approve review procedure rules
 - Adopt public review requirements

2023							2024										
6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11

Only 4 board meetings are scheduled through April 2024.

We will need some items approved earlier than April in order for publishers to submit materials to begin reviews in April, and to start training & recruiting reviewers.

Before any materials can be given final approval (November 2024)

- Approve physical & digital materials specifications requirements
- Approve parent portal requirements
- Adopt standard terms & conditions

From June Discussion: 2024 Review Target Areas

Content Area	Grade Band	Scope	Proposed Aligned Rubric*
English Reading Language Arts	K–5	Full-Subject Tier One	K–3 RLA, 4–8 RLA
English Phonics	K–3	Partial-Subject Tier One	K–3 Partial English
Spanish Reading Language Arts	K–5	Full-Subject Tier One	K–3 SLAR, 4–6 SLAR
Spanish Phonics	K–3	Partial-Subject Tier One	K–3 Partial Spanish
Mathematics	K–12	Full-Subject Tier One	K–5 Math, 6–12 Math
Science	K–12	Full-Subject Tier One	K–8 Science, 9–12 Science

*Rubric groupings are subject to change

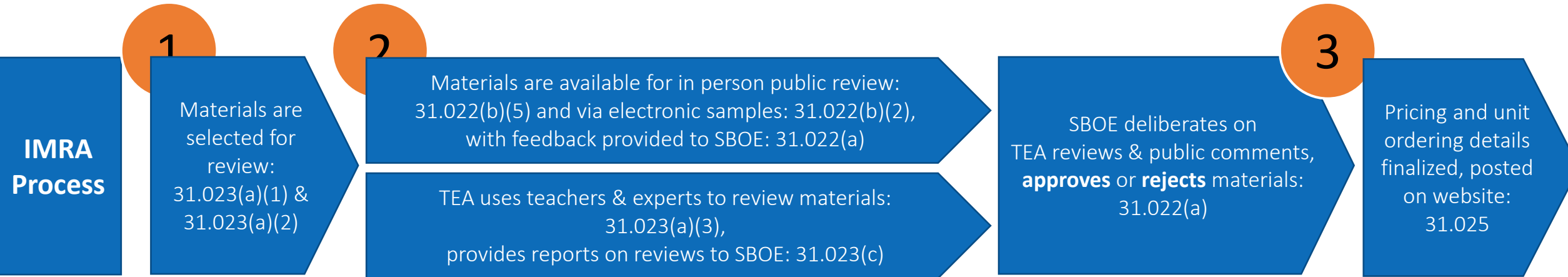


Defining the IMRA Process



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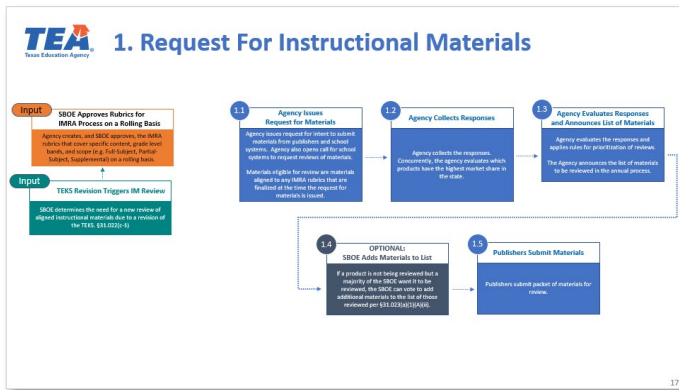
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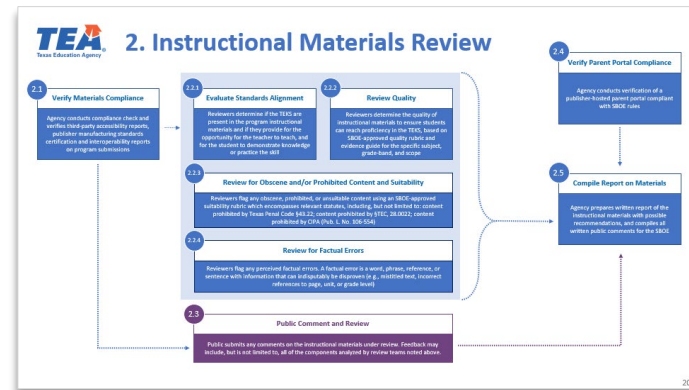
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IMRA Process Overview

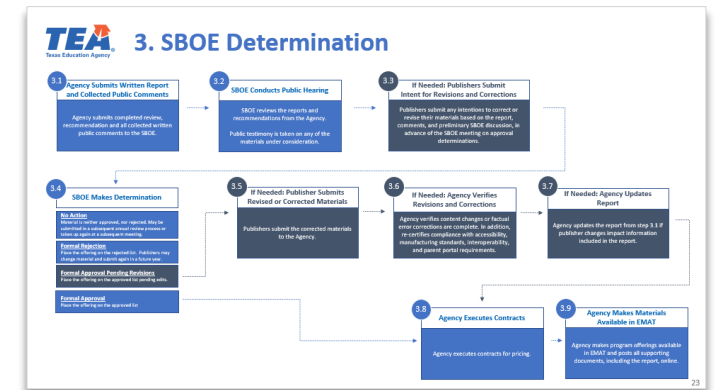
1 Request For Materials



2 Instructional Materials Review



3 SBOE Determination



1. Request For Instructional Materials

Input

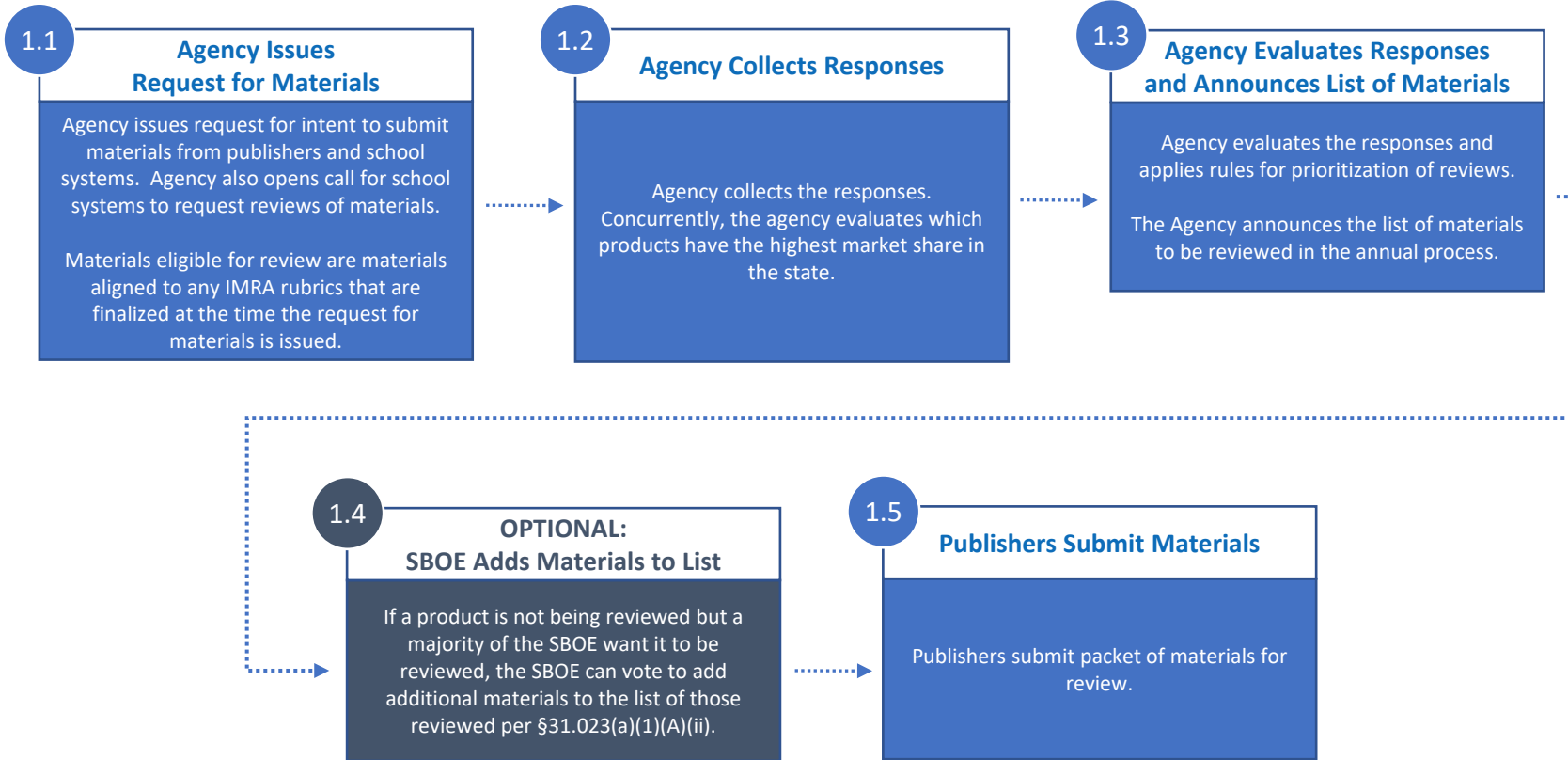
SBOE Approves Rubrics for IMRA Process on a Rolling Basis

Agency creates, and SBOE approves, the IMRA rubrics that cover specific content, grade level bands, and scope (e.g. Full-Subject, Partial-Subject, Supplemental) on a rolling basis.

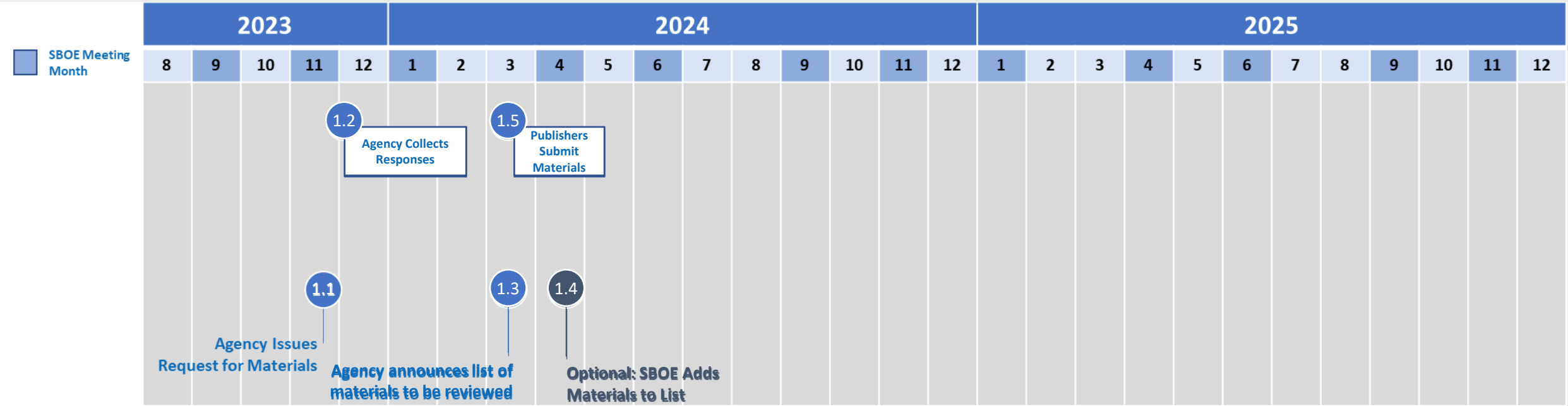
Input

TEKS Revision Triggers IM Review

SBOE determines the need for a new review of aligned instructional materials due to a revision of the TEKS. §31.022(c-1)

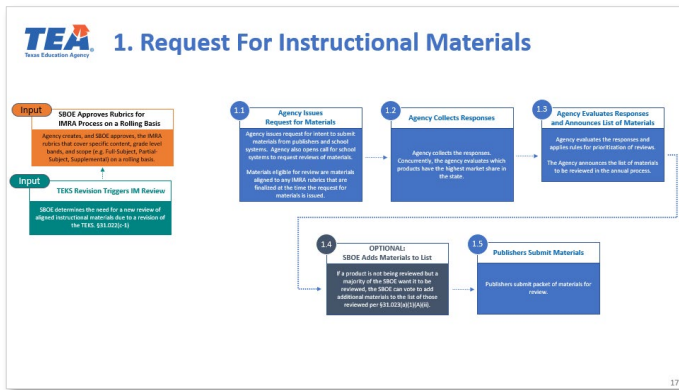


IMRA Step 1 Process Timeline

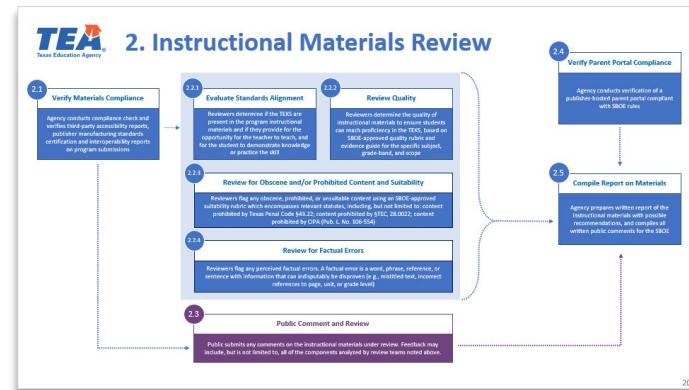


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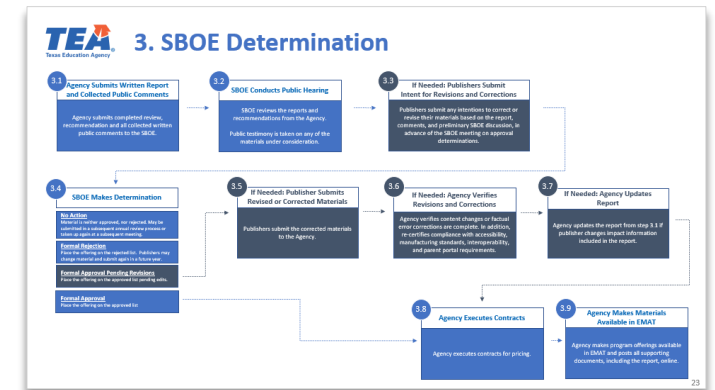
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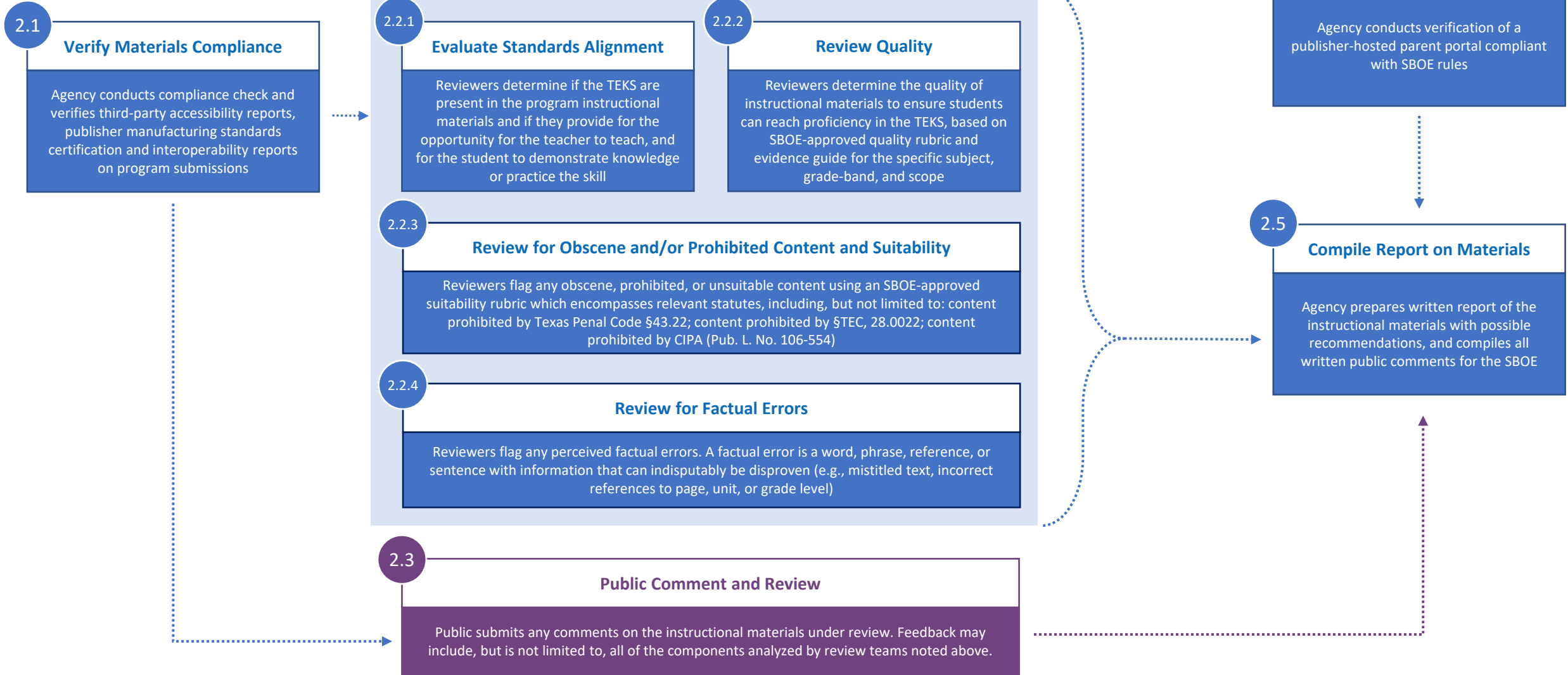
2 Instructional Materials Review



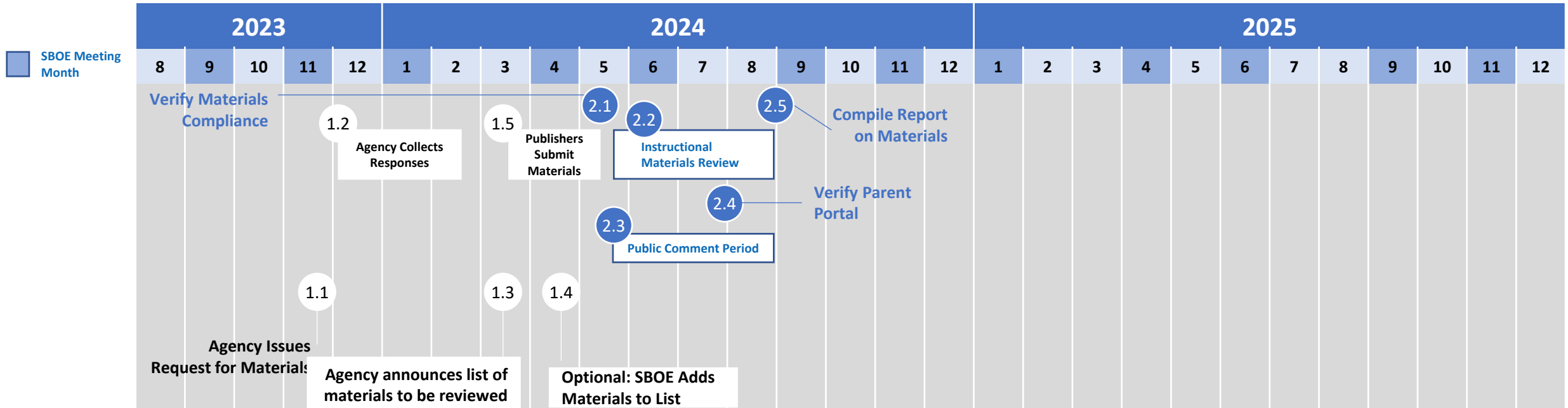
3 SBOE Determination



2. Instructional Materials Review

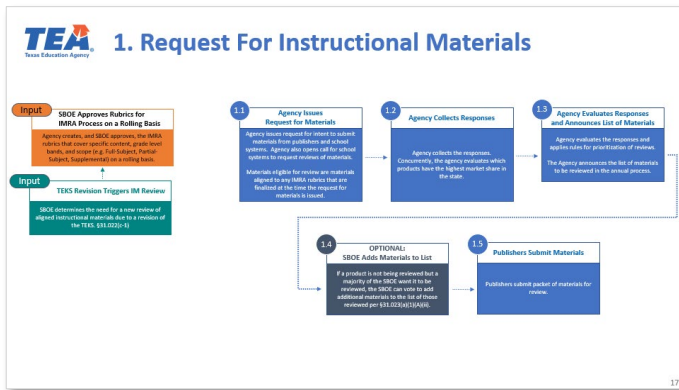


IMRA Step 2 Process Timeline

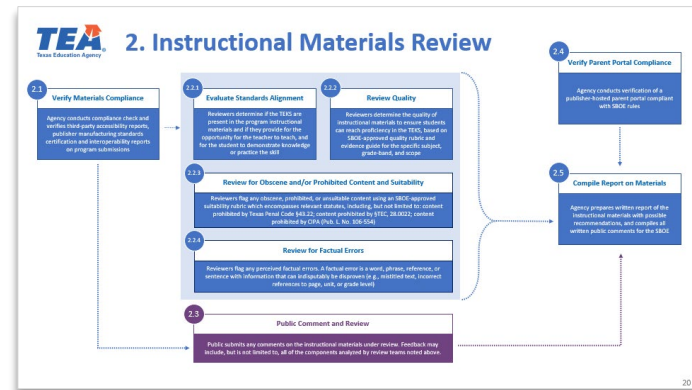


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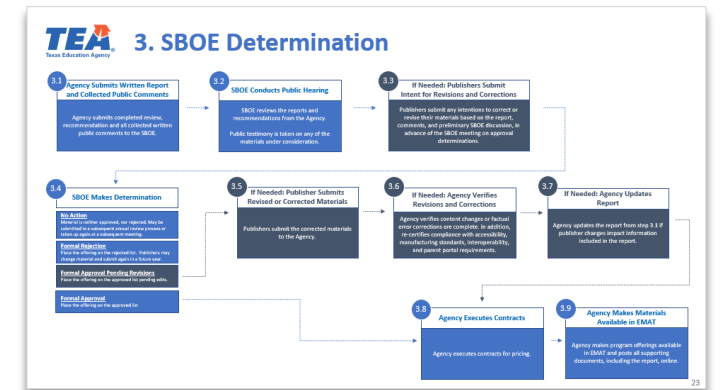
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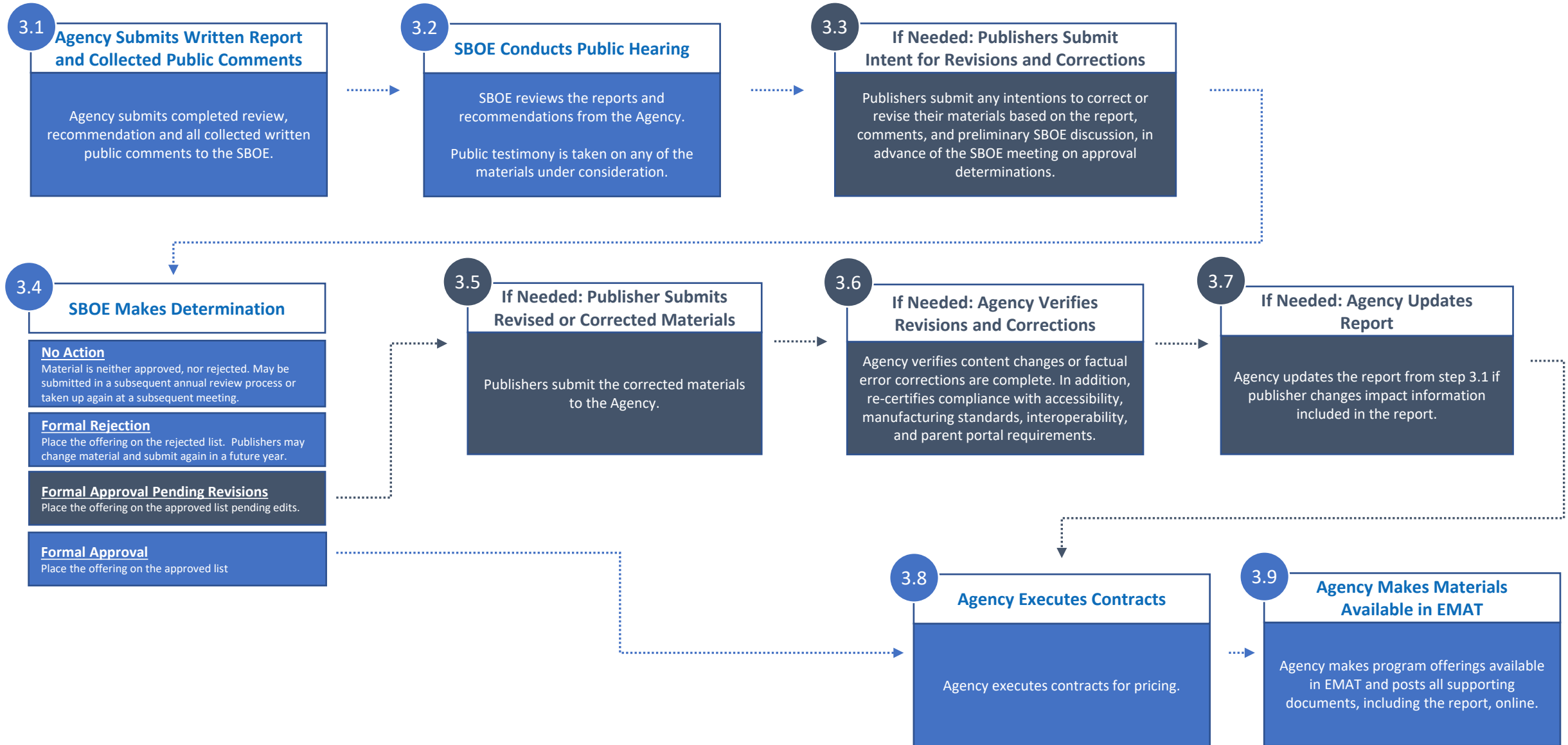
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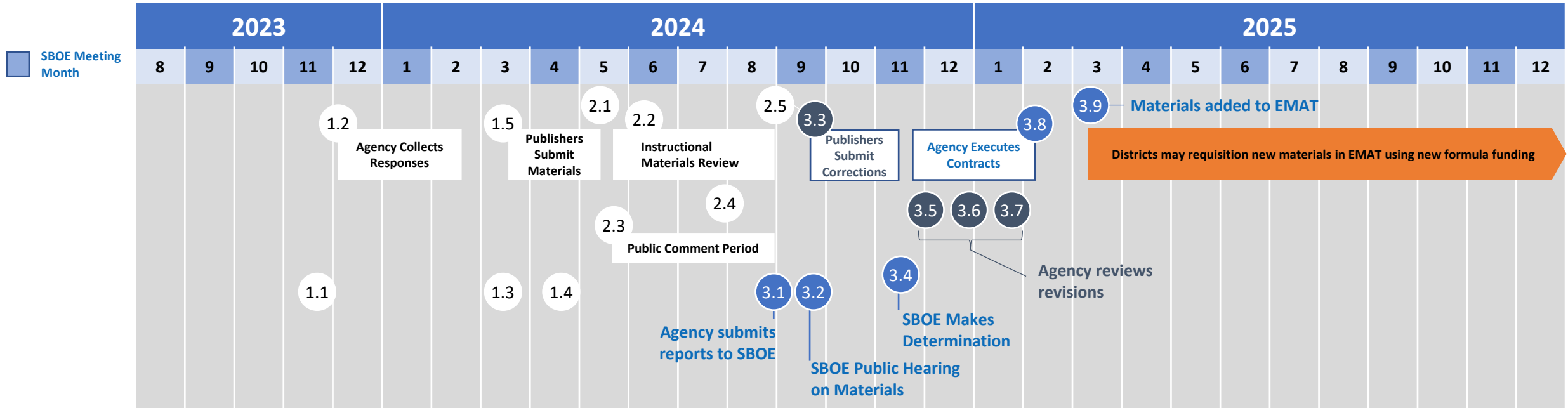
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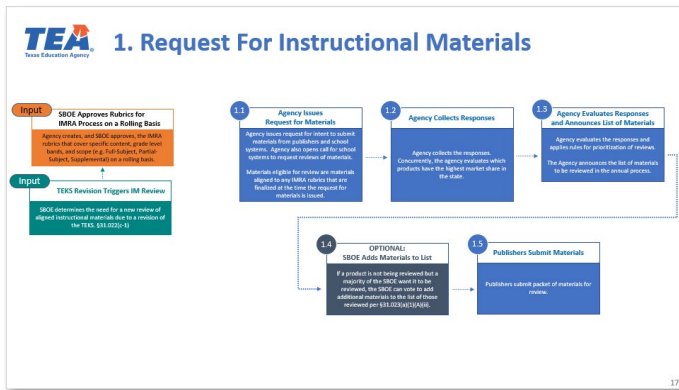


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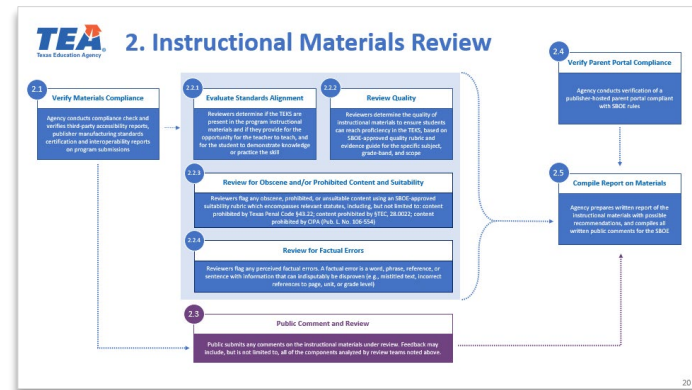


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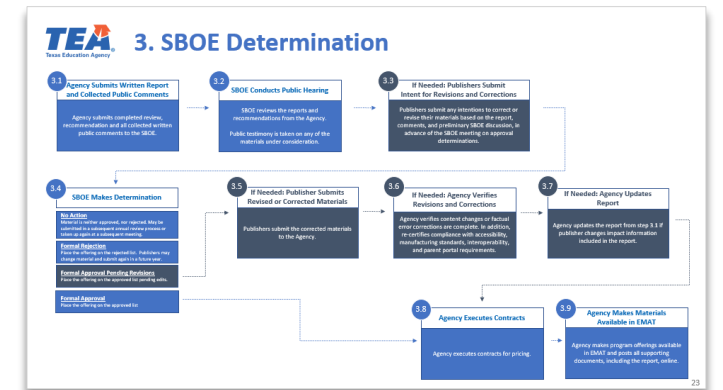
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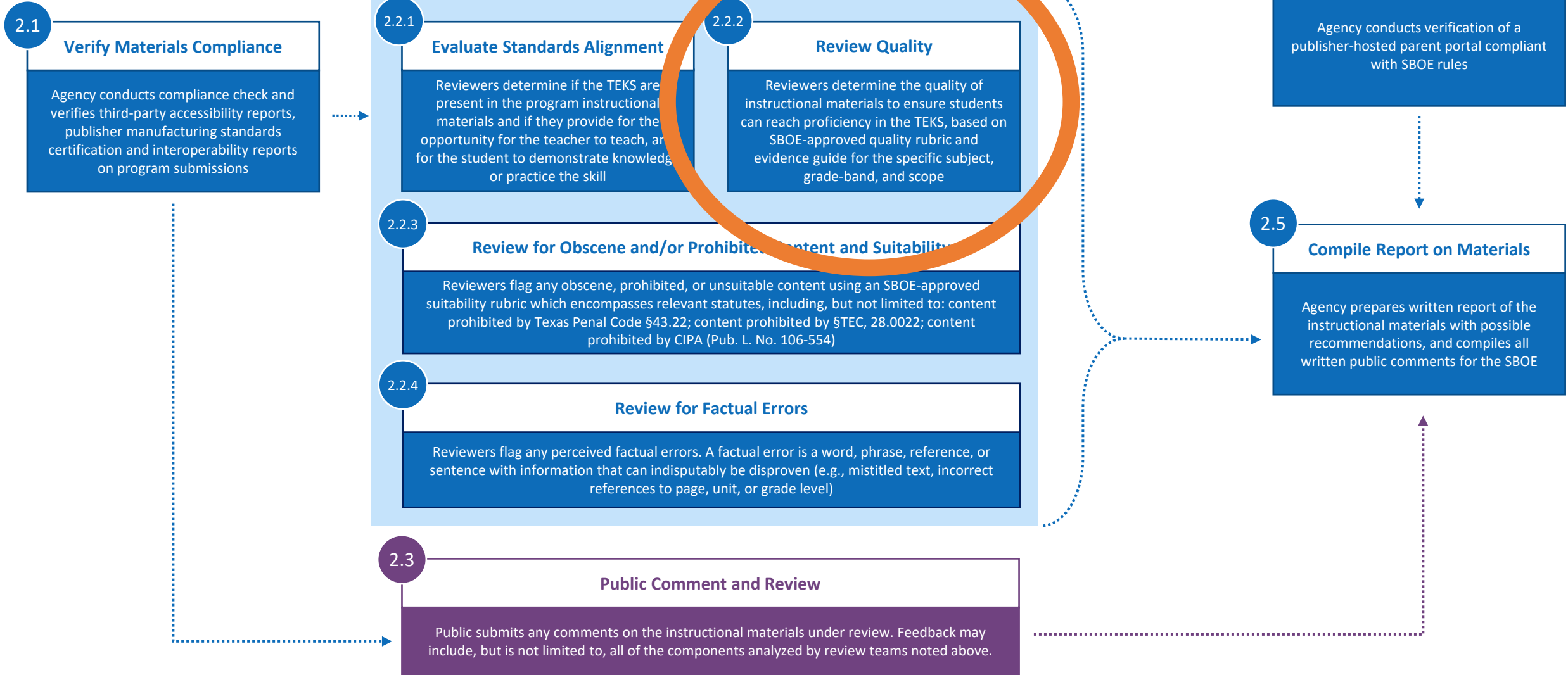


3 SBOE Determination



Defining Quality (2.2.2)

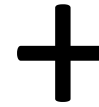
2. Instructional Materials Review



What do we mean when we say instructional materials?



materials
students use to
learn & practice

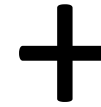


materials
teachers use to
plan & teach

How can we know if materials are quality?



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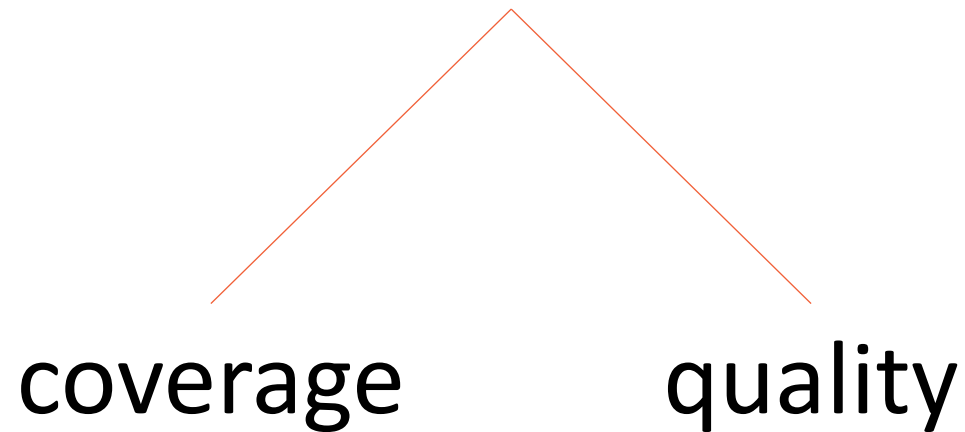
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```
graph TD; A[standards] --- B[coverage]; A --- C[quality];
```

coverage

quality

The Coverage Question

Are the standards **present** in
the instructional materials?

6.3(D)

add, subtract, multiply, and
divide integers fluently.

6.3(D)

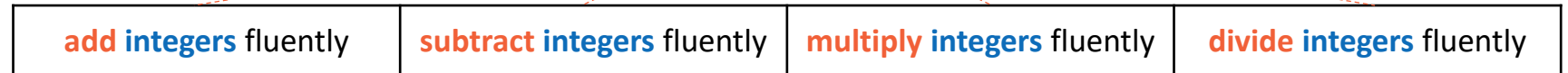
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Breakouts

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Teacher materials?



Student materials?



6.3(D)

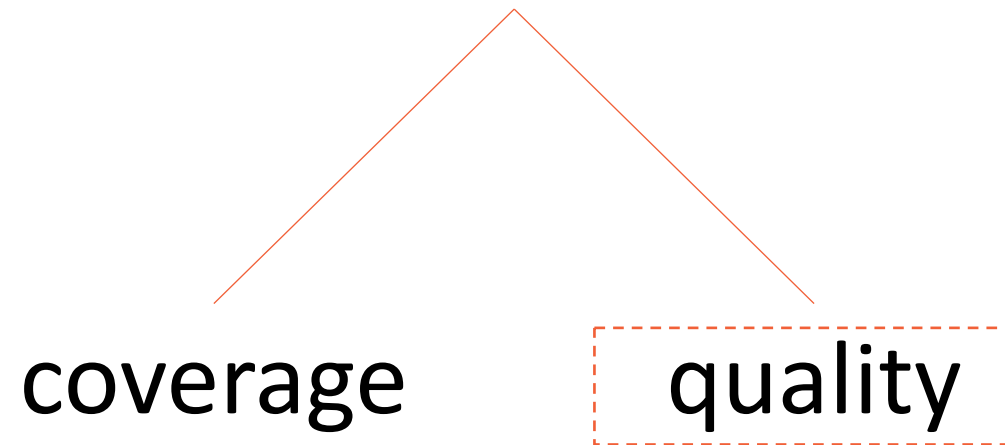
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But coverage just means a standard is **present**, not that a student will become **proficient** in the standard.

How can we
know if
materials
are quality?

It starts with
standards.



The Quality Question

If used as designed, will these materials help students reach **grade level proficiency on the standards?**

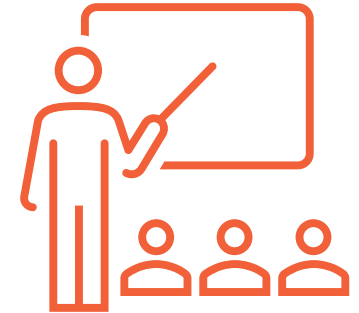
Answering the Quality Question



What evidence exists on the most effective ways for learning to occur

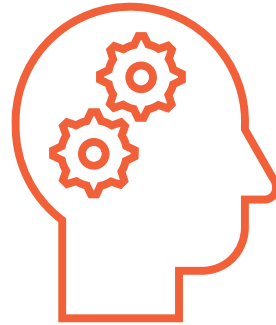


What evidence exists about the best ways to teach each subject



What teachers tell us they need

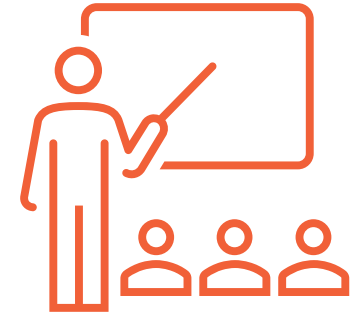
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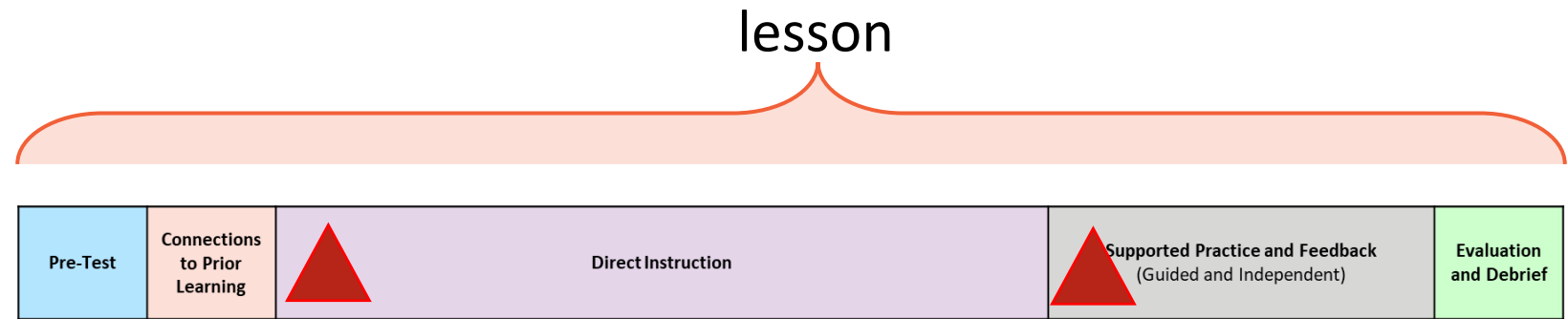
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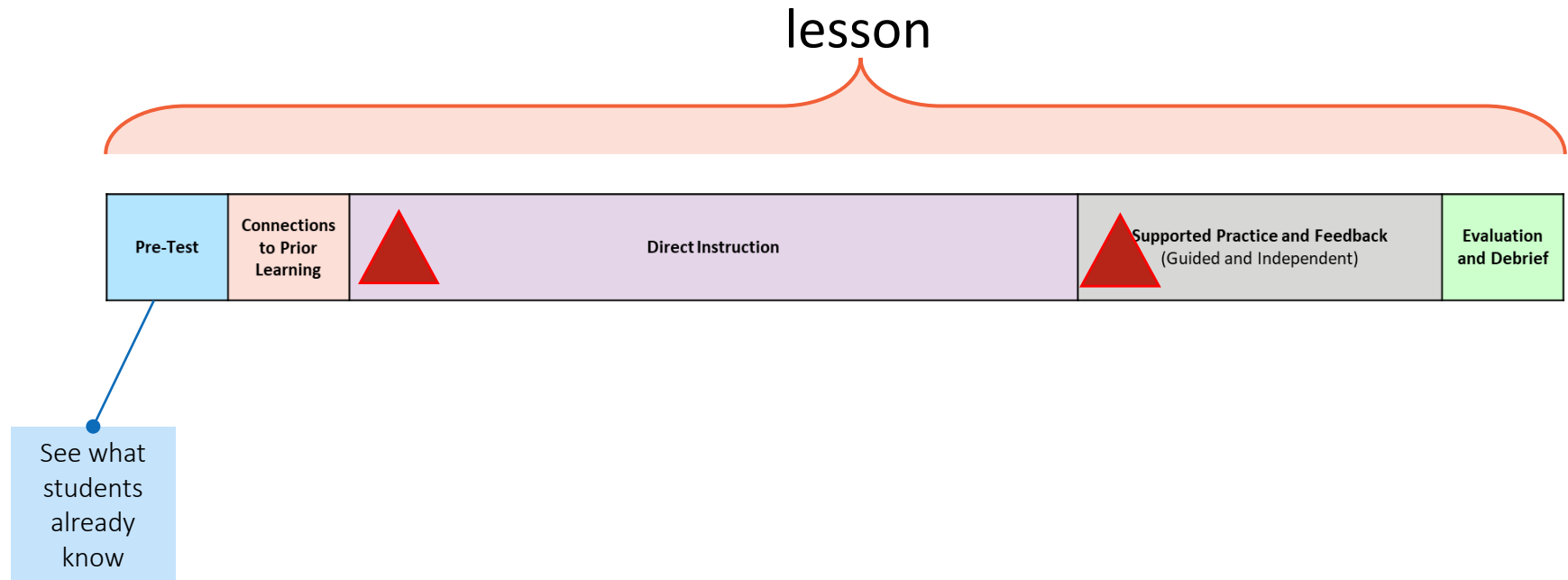
▲ = standard to be learned



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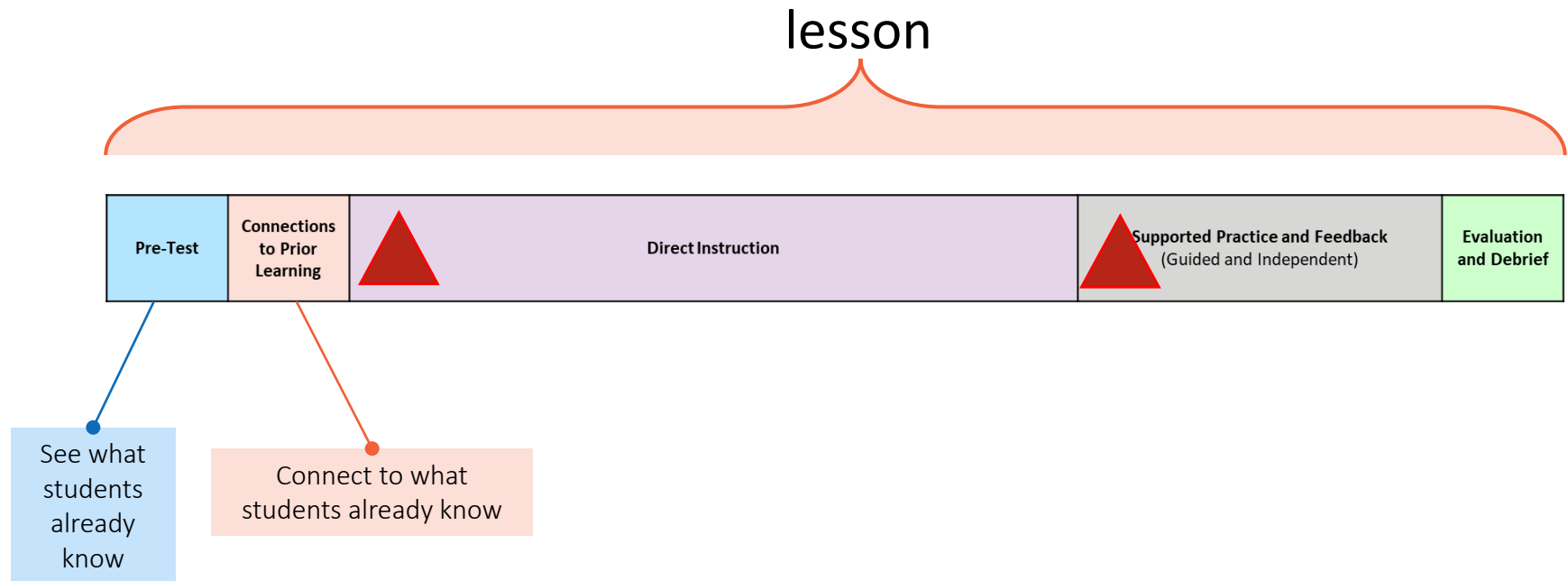




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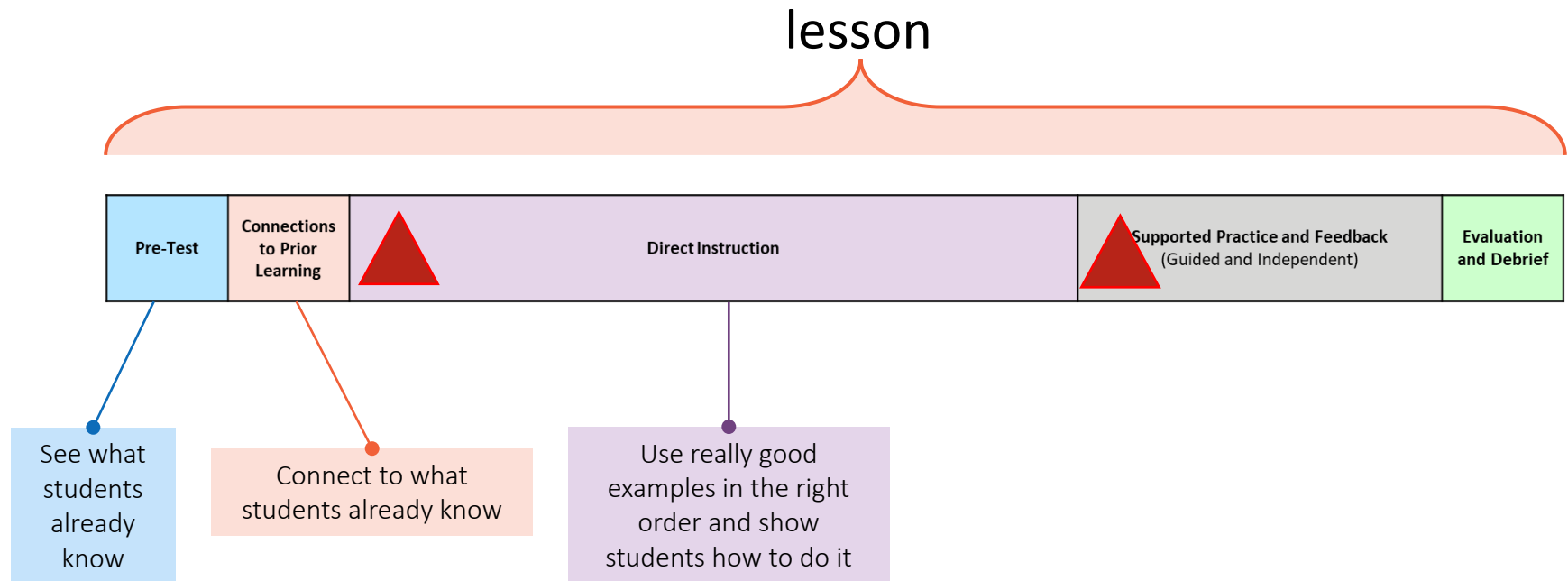




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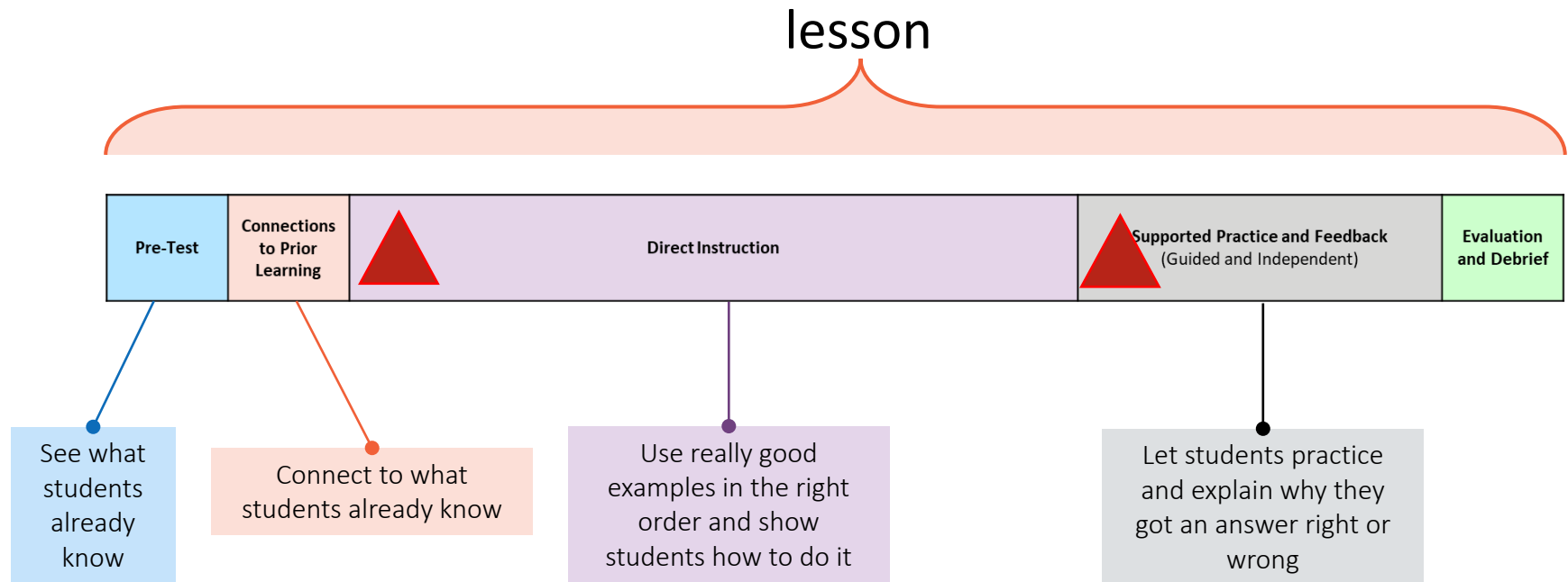




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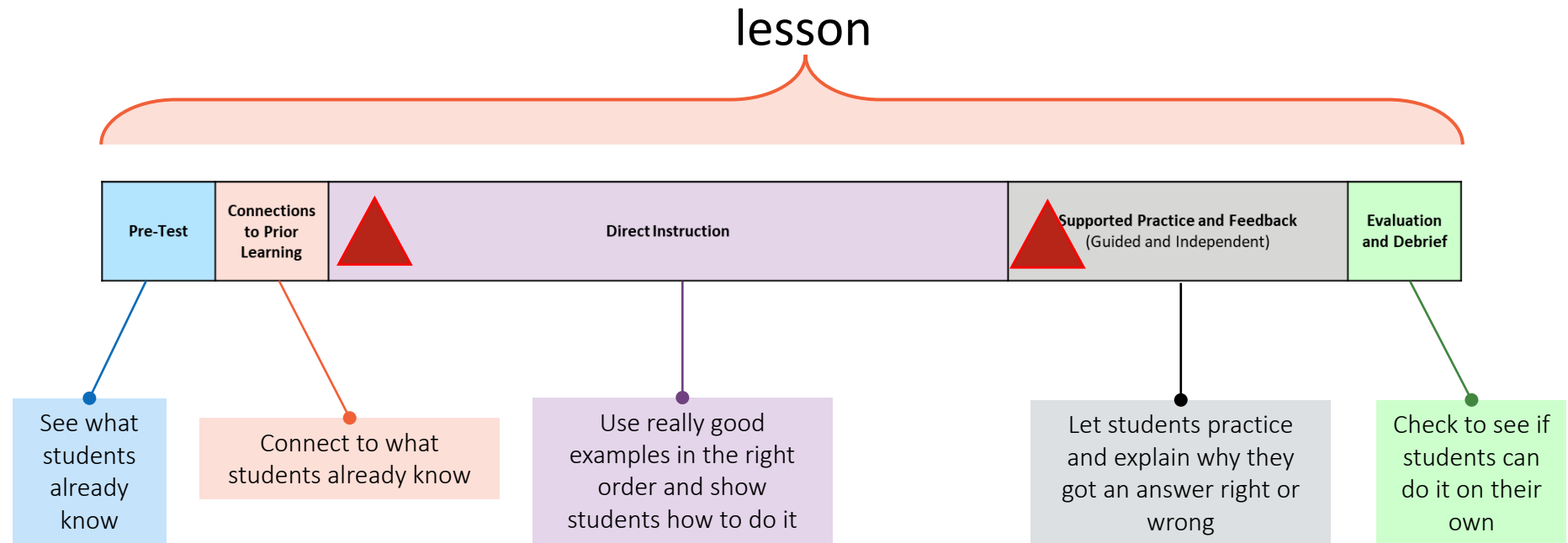




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What Evidence Exists on the Most Effective Ways for Learning to Occur





What Evidence
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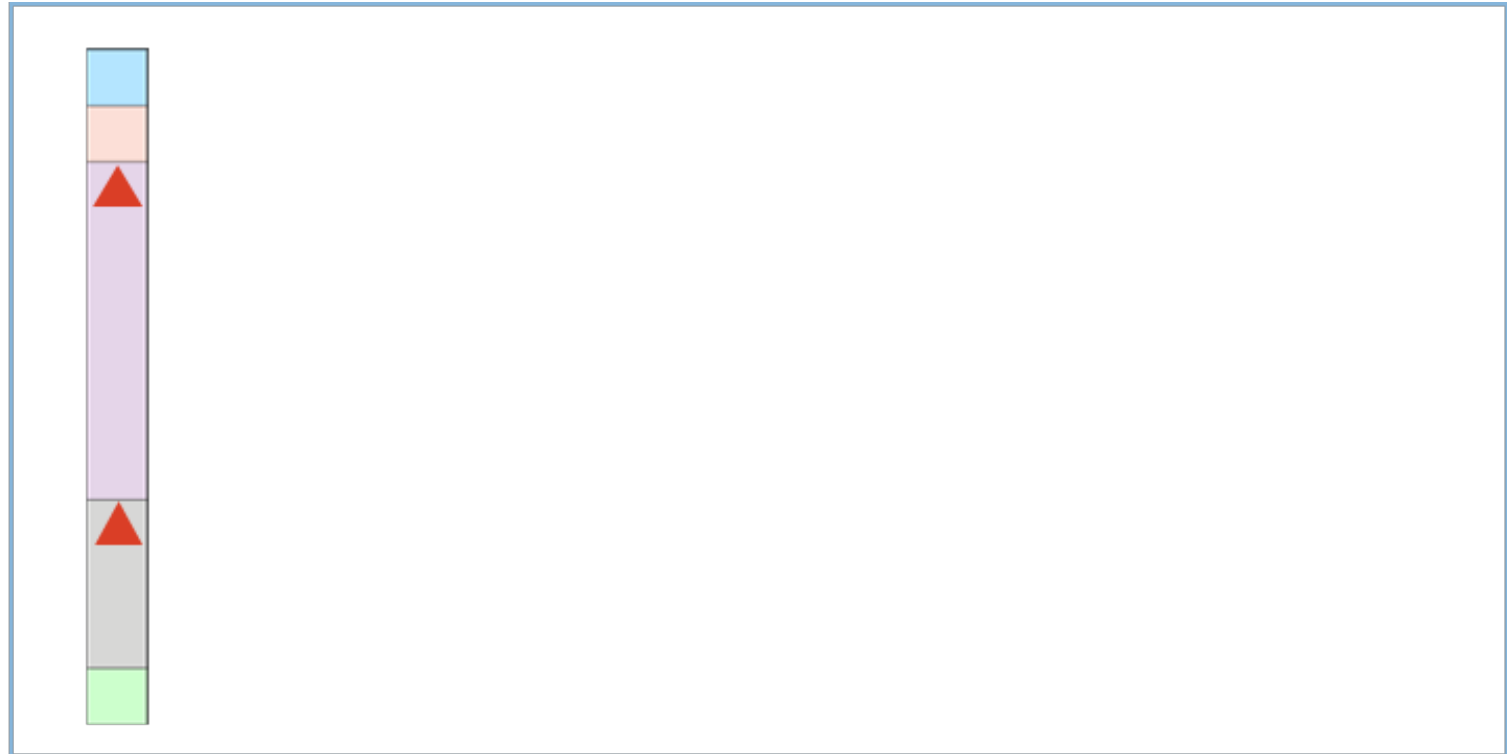
We don't just get better at things because we do them once. We get better by practicing **over time.**



What Evidence Exists on the Most Effective Ways for Learning to Occur

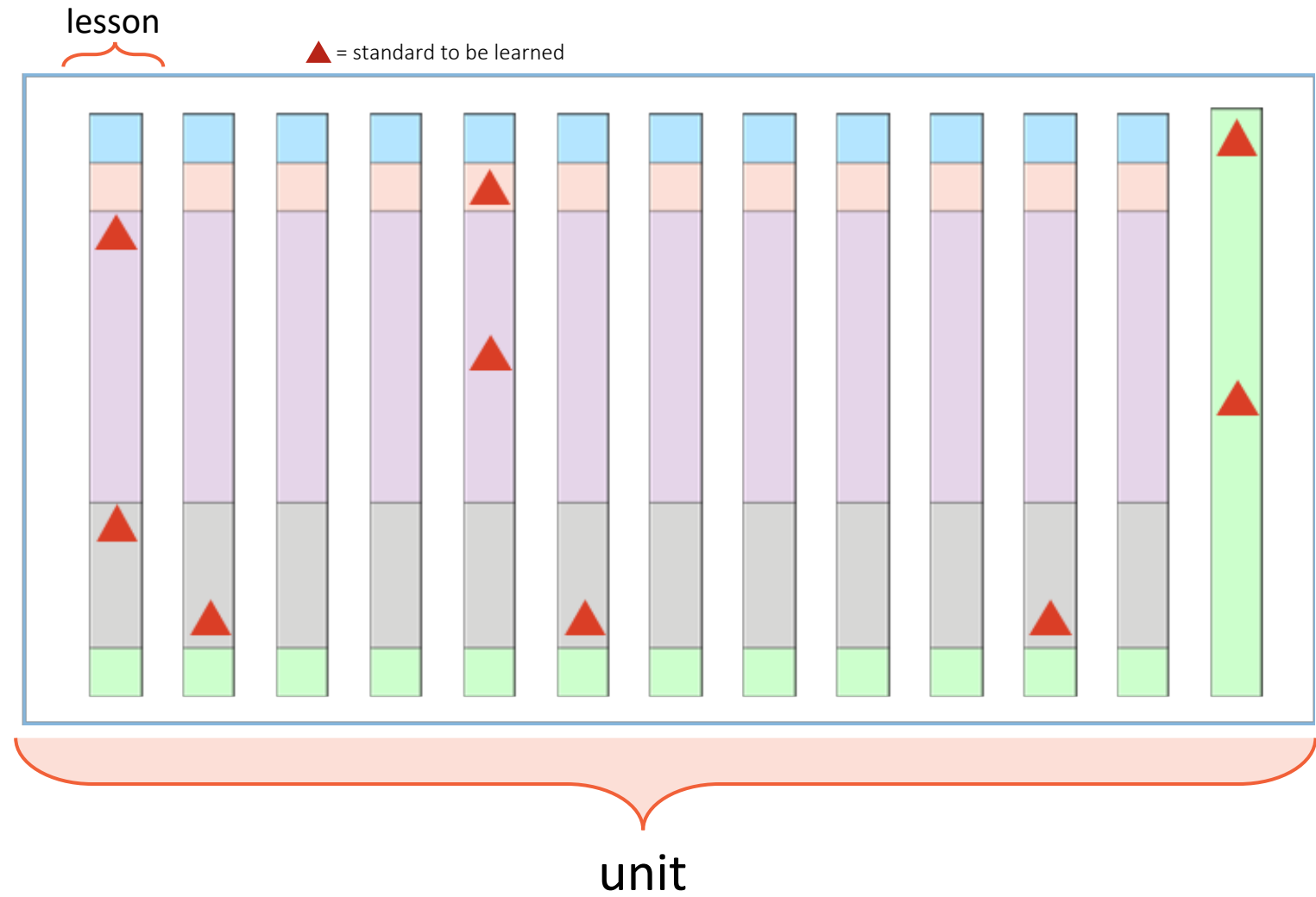
lesson

▲ = standard to be learned





What Evidence Exists on the Most Effective Ways for Learning to Occur





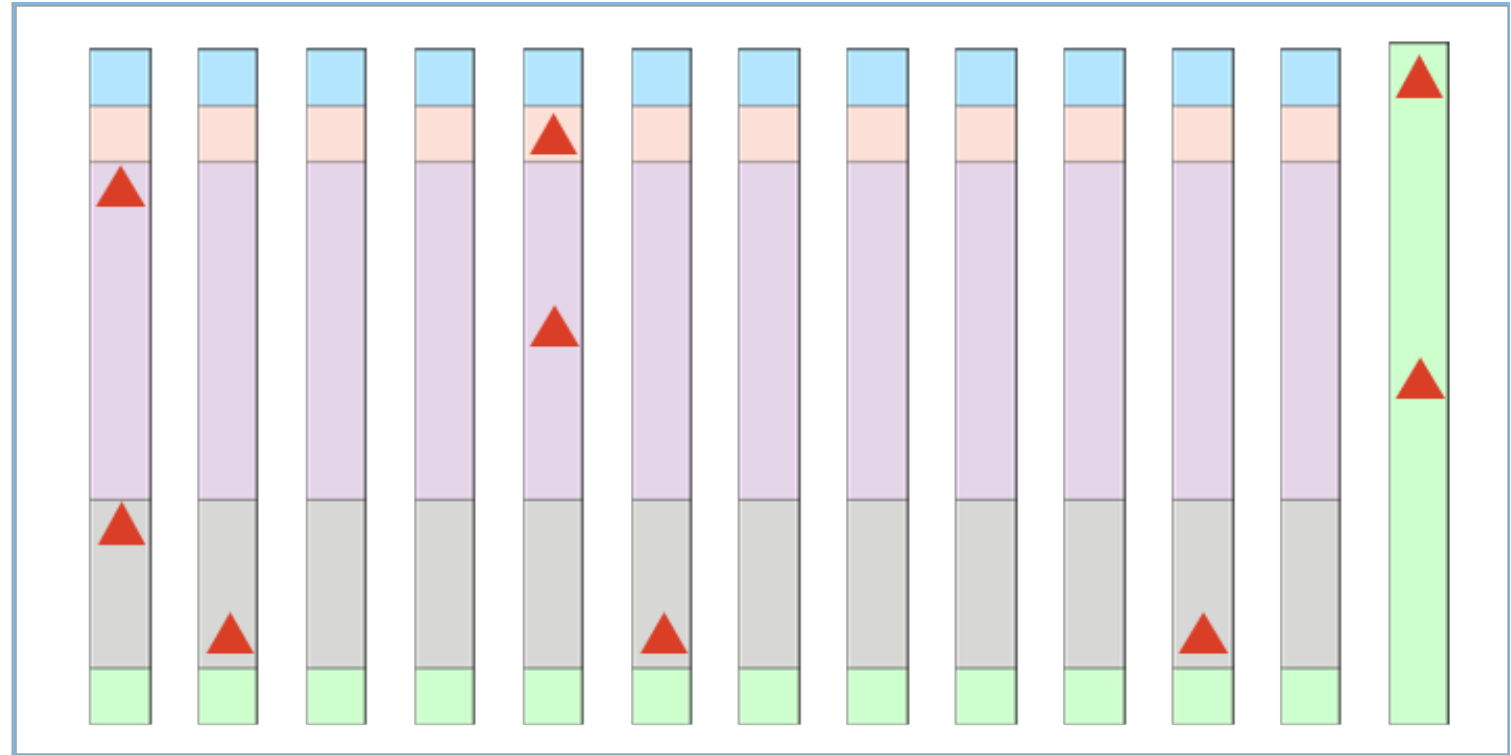
What Evidence
Exists on the
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to Occur

We also get better at things
when we mix up **how** we
practice.



What Evidence Exists on the Most Effective Ways for Learning to Occur

▲ = standard to be learned

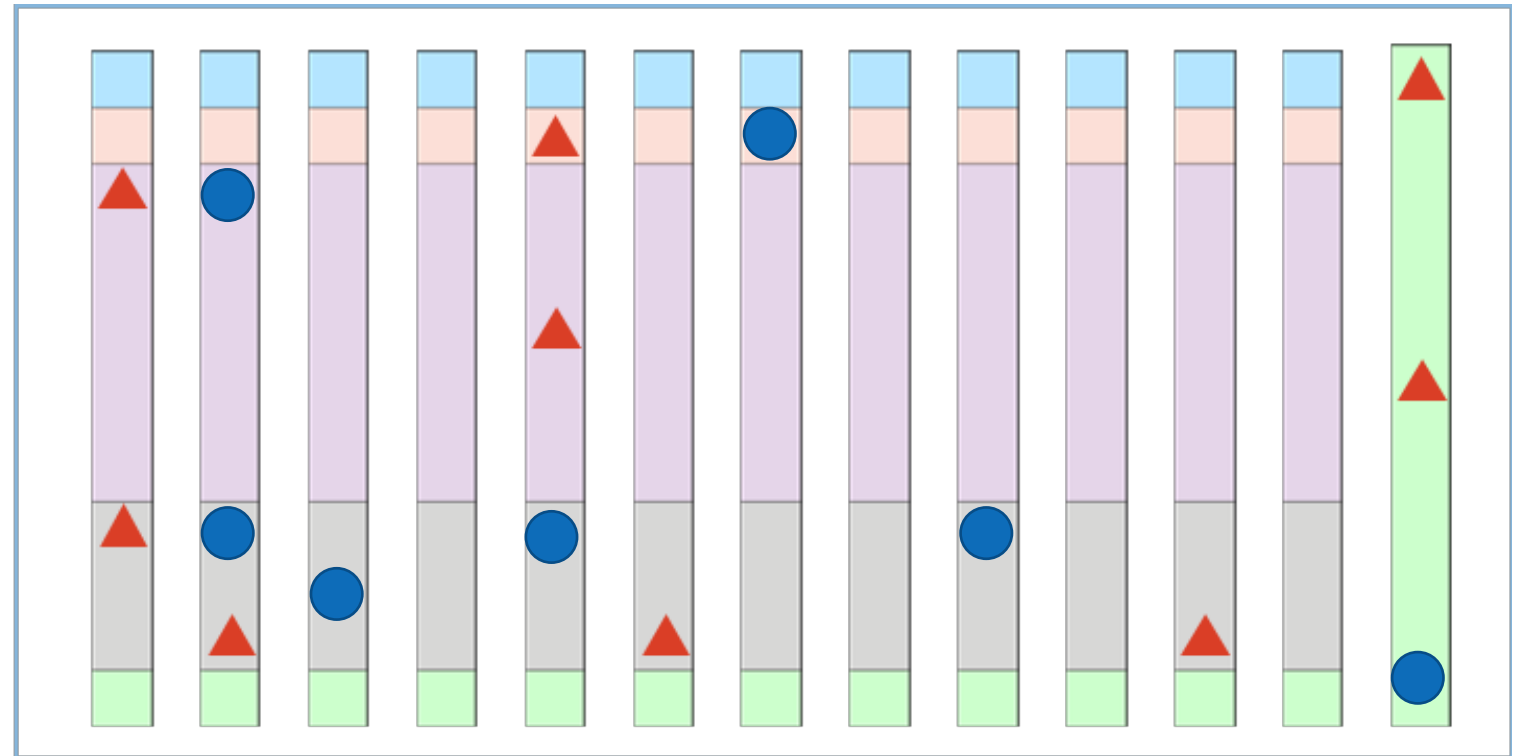


unit



What Evidence Exists on the Most Effective Ways for Learning to Occur

▲ = standard to be learned ● = related content

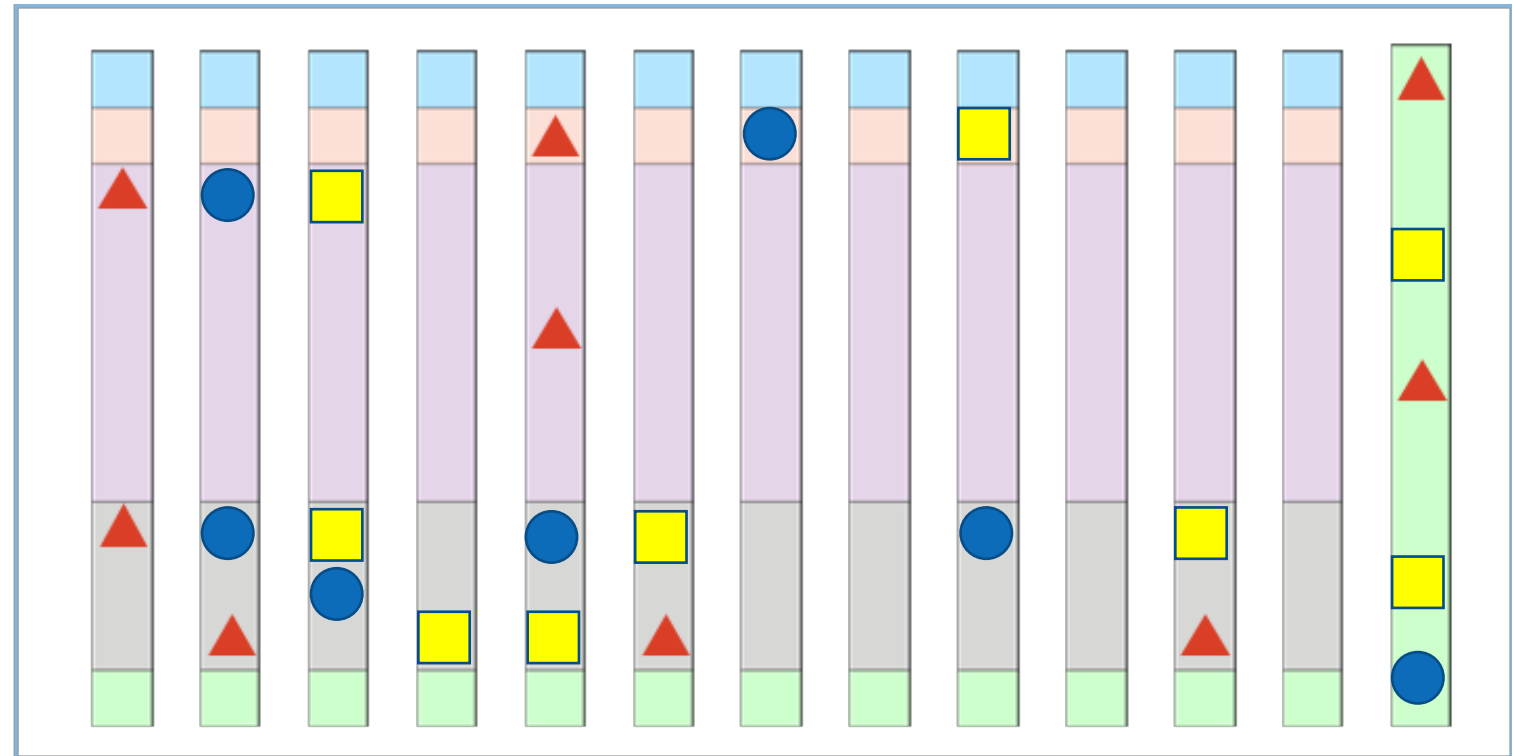


unit



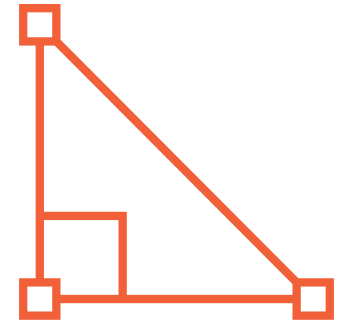
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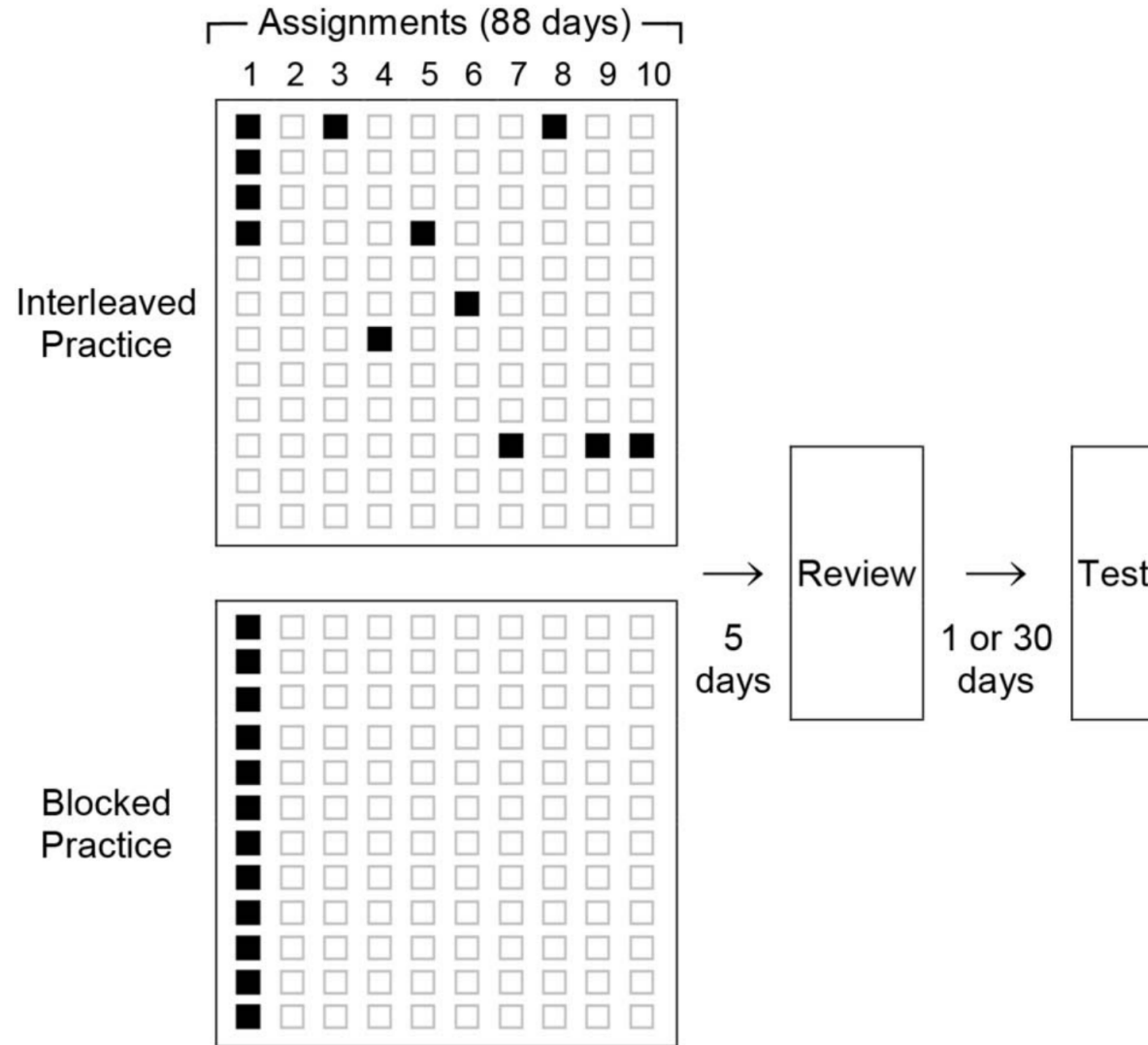




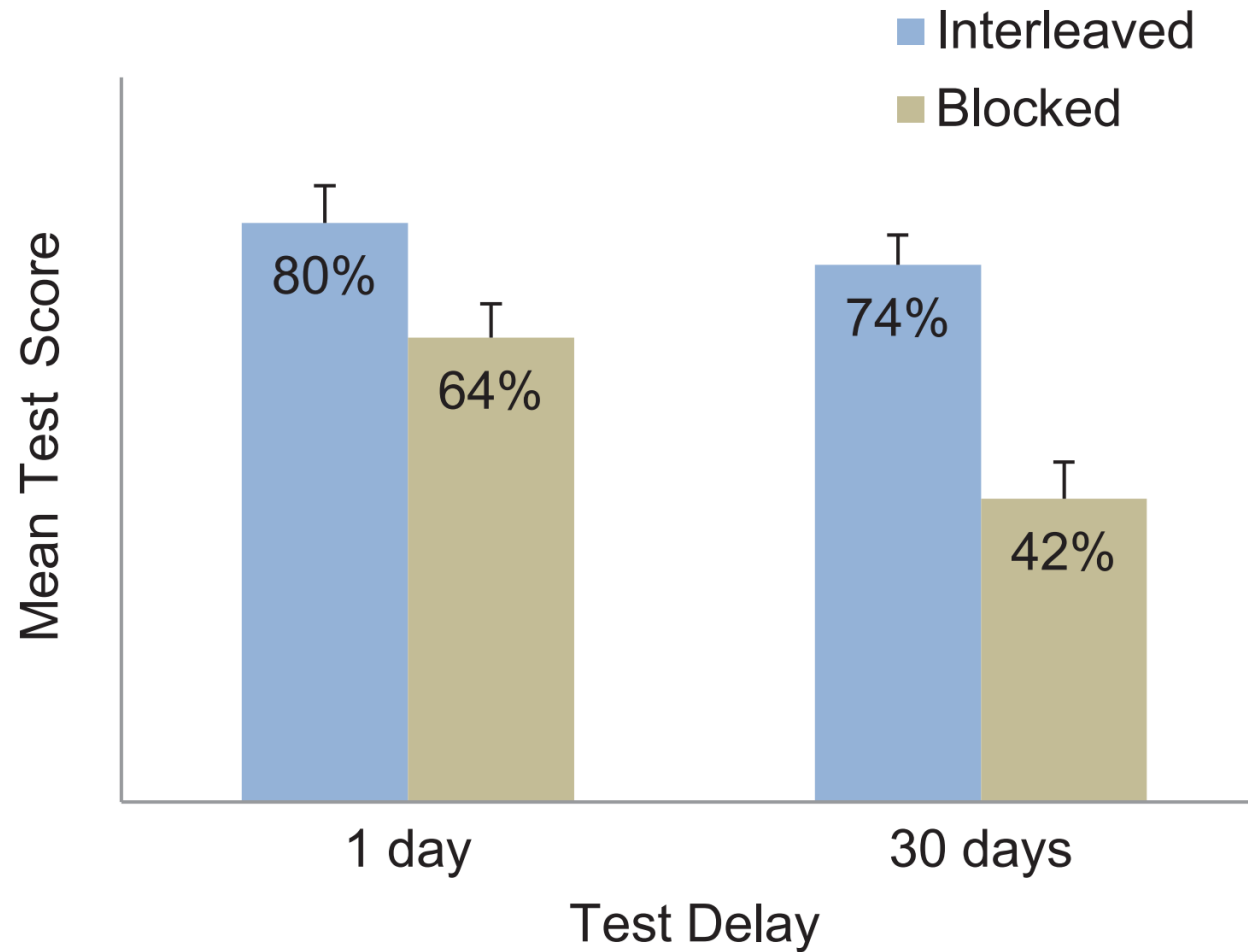
What Evidence Exists on the Most Effective Ways for Learning to Occur

		Assignment																				
		25	26	27	28	29	30	35	40	50												
4 problems on the skill learned that day	1	■	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	2	■	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	3	■	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	4	■	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
1 problem on each of 8 different skills learned previously	5	*	□	□	■	■	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	6	◆	□	□	□	□	□	□	□	□	□	□	□	■	□	□	□	□	□	□	□	□
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	11	●	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
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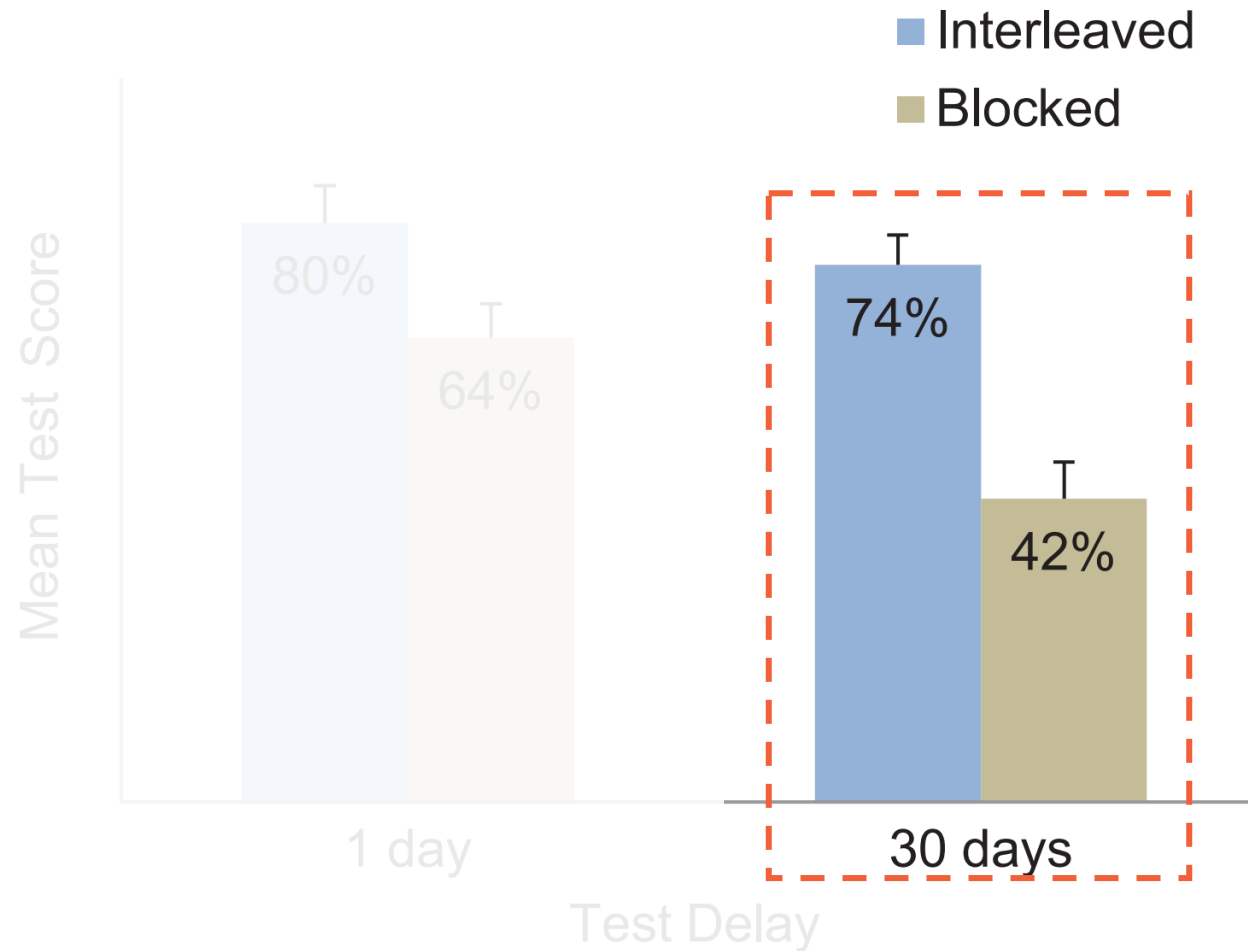
What Evidence Exists on the Most Effective Ways for Learning to Occur



What Evidence Exists on the Most Effective Ways for Learning to Occur



What Evidence Exists on the Most Effective Ways for Learning to Occur

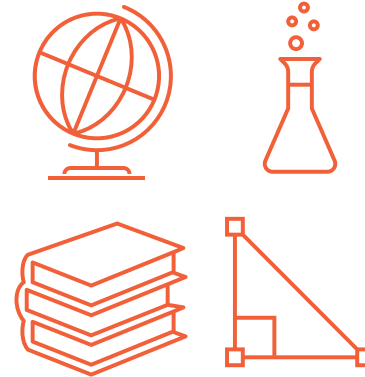


Students with mixed-up, spaced-out practice performed **32% better** than students who practiced the way most instructional materials are designed.

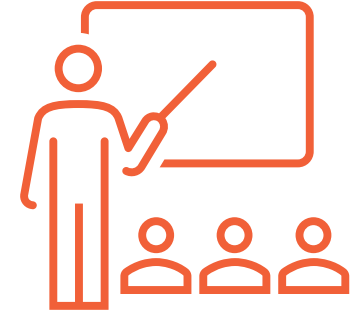
Answering the Quality Question



What evidence exists on the most effective ways for learning to occur



What evidence exists about the best ways to teach each subject



What teachers tell us they need

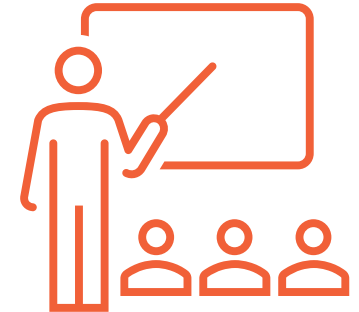
Answering the Quality Question



What evidence exists on the most effective ways for learning to occur

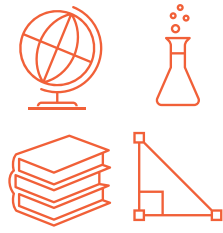


What evidence exists about the best ways to teach each subject



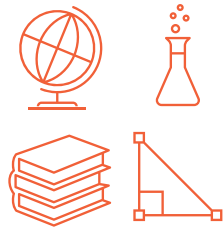
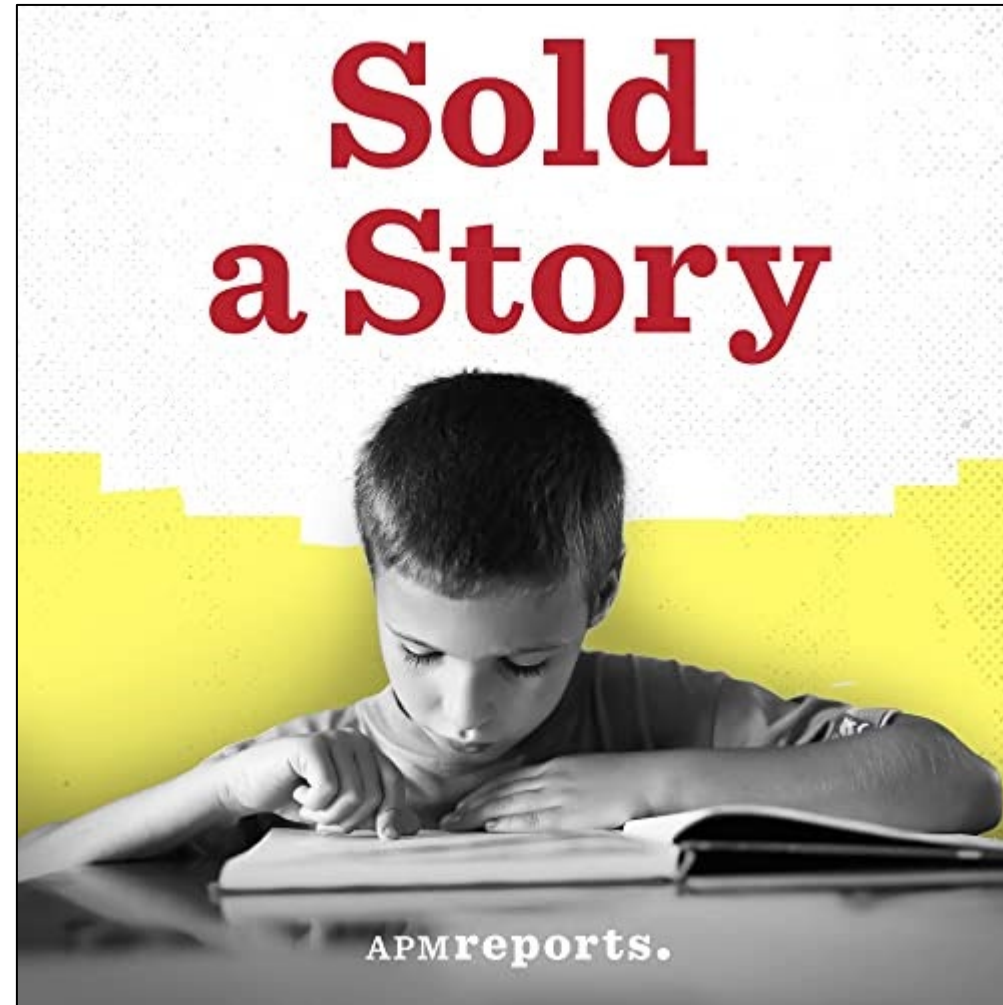
What teachers tell us they need

What Evidence
Exists About the
Best Ways to
Teach Each
Subject

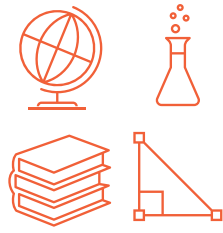


In Reading / Language Arts,
the best way to teach
foundational literacy is
explicit and **systematic**
instruction in phonics.

What Evidence
Exists About the
Best Ways to
Teach Each
Subject



Systematic Phonics Scope & Sequence



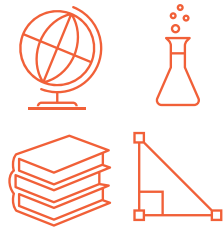
What Evidence Exists About the Best Ways to Teach Each Subject

The image shows three overlapping documents titled 'Benchmark Education Phonics Scope and Sequence' for Grades K, 1, and 2. Each document is a detailed grid with columns for units and weeks, and rows for phonological awareness, primary skills, secondary skills, and high-frequency words. The documents are color-coded: Grade K (orange), Grade 1 (purple), and Grade 2 (yellow).

The following is a list of phonics programs that are compliant with [19 Texas Administrative Code §74.2001\(1\) and \(3\)\(A\)](#). Please review the [phonics FAQ](#) for more information.

Subject: English Phonics

Publisher	Title	Kinder	First	Second	Third
TEA Open Education Resources	<i>Amplify Texas Elementary Literacy Program (Covid Emergency Release) - Skills Units</i>	Compliant	Compliant	Compliant	NA
Benchmark Education	<i>Benchmark Phonics</i>	Compliant	Compliant	Compliant	NA
Benchmark Education	<i>Benchmark Phonics and Word Study Workshop</i>	Compliant	Compliant	Compliant	Compliant
Houghton Mifflin Harcourt	<i>HMH Amira with Saxon Phonics and Spelling</i>	Compliant	Compliant	Not Compliant	Not Compliant
Houghton Mifflin Harcourt	<i>HMH Into Reading Texas</i>	Compliant	Compliant	Compliant	Compliant
McGraw Hill School Division	<i>McGraw Hill Texas Wonders</i>	Compliant	Compliant	Compliant	Not Compliant
Reading Horizons	<i>Reading Horizons Discovery</i>	Compliant	Compliant	Compliant	Compliant



What Evidence Exists About the Best Ways to Teach Each Subject



Fox hops in the pen.
Look out, hens!
 Run, hens! Run!

6



Zip, zip, zip!
 Not **every** hen ran.
 Every hen ran but Red Hen.

7

Houghton Mifflin Harcourt- Start Right Reader Decodable Text: Run, Hens, Run!
 Grade 1, Module 3 Amazing Animals, Week 1, Lesson 1
 Consonants qu/kw/, x, z short vowel e, high-frequency words: every, have, and look



What Evidence Exists About the Best Ways to Teach Each Subject

K-3 RLA > Research Based Instructional Strategies (RBIS) Aligned Design > Foundational Skills > 3.D Phonological Awareness >

3.D.1 Phonological Awareness

Guidance

- a. Materials provide a systematic sequence for introducing phonological awareness activities that begins with simple skills and larger units of sound such as identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences and gradually transition to more complex skills and smaller units of sound such as adding, deleting, and substituting syllables.
- b. Materials include scripted direct (explicit) instruction for teaching phonological awareness skills.
- c. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce phonological awareness skills (through cumulative review).
- d. Materials provide direct and explicit guidance for educators on teaching phonological awareness skills

Rubric

What Evidence Exists About the Best Ways to Teach Each Subject

Evidence Guide



Build Background

Purpose

The purpose of this indicator is to ensure activities promoting phonological awareness are systematic, sequenced, scripted and explicit. Phonological awareness is an umbrella term that includes skills such as word, syllabic, phonemic and onset-rime awareness. Phonological awareness (focused on manipulating the parts of spoken words) leads to phonemic awareness (the ability to identify and manipulate individual sounds in spoken words). Phonemic awareness is a top predictor for learning to read.

Systematic: “The term systematic contains two important connotations: scope and sequence. Scope includes the content of the phonics instruction, the range of letter–sound correspondences (e.g., /t/, /ar/, /a/) covered. Sequence defines an order for teaching letter–sound correspondences. First one sound or group of sounds will be taught and then another, and so on.” (Mesmer and Griffith, 2005).

“The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed” (Report of the National Reading Panel, 1999).

Explicit: “The term explicit refers to lesson delivery. If a lesson is explicit, then the teacher tells children directly what she or he is trying to teach.” (Mesmer and Griffith, 2005).

Research Connections

“Students with good phonological awareness are in a great position to become good readers, while students with poor phonological awareness almost always struggle in reading” (Kilpatrick, 2016, p. 13)

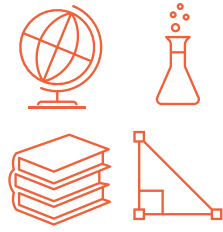
“Research has uncovered the general sequence of phonological awareness development. Many tests of phonological awareness have been administered to people of different ages, reading levels, and languages. Two overlapping patterns of development are evident. First, children become increasingly sensitive to smaller and smaller parts of words as they grow older. Children can detect or manipulate syllables before they can detect or manipulate onsets and rimes, and they can detect or manipulate onsets and rimes before they can detect or manipulate individual phonemes within intrasyllabic word units. Second, children can detect similar- and dissimilar-sounding words before they can manipulate sounds within words, and children can generally blend phonological information before they can segment phonological information of the same linguistic complexity (Anthony et al., 2003). Finally, children refine phonological awareness skills they have already acquired while they are learning new phonological awareness skills (Anthony et al., 2003), contrary to a strict stage theory of development.” (Anthony & Francis, 2005)

Standards Connection

Strand 1: Developing and sustaining foundational language skills

Reading Academies Connection

Module 6E – Phonological Awareness



Evidence Guide

What Evidence Exists About the Best Ways to Teach Each Subject

Locate Evidence, Discuss, & Score	
Example(s)	Non-Example(s)
Collecting Evidence	
<p>Where to look:</p> <ul style="list-style-type: none"> Review the table of contents, any pacing guides, and scope and sequence provided by the publisher. 	<p>Reviewer Evidence (completed by reviewer):</p>



Beyond foundational skills,
we know students need to
hear and read **complex text**
to become proficient in the
RLA standards.

What Evidence Exists About the Best Ways to Teach Each Subject

Tuttle the Turtle

Tuttle was snug inside his leathery egg. It was completely dark but he didn't care because he was warm and safe in a nest in the sand. His mother had left Tuttle and his brothers and sisters hidden inside the nest. When she knew her eggs were safe she returned to her place in the ocean. Tuttle and his family were sea turtles.



One day something inside Tuttle told him he was getting too big for his egg. It was time for Tuttle to hatch. It was time for all the baby turtles in the nest to hatch. It is safer to hatch and leave the nest at night. Many predator baby turtles to be a tasty meal. Birds and mammals will eat baby turtles.

Meanwhile Tuttle worked hard to break open his egg shell. Birds have a brittle egg shell but turtles have a soft shell that is hard to open. It took some time for Tuttle to open his egg using his egg tooth but he worked hard and finally left his shell behind.

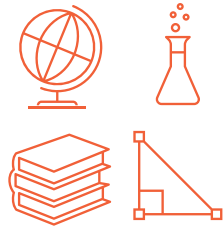
But remember, Tuttle's mother had left her eggs buried about twenty inches deep in the sand. Tuttle and the other baby turtles had to dig their way out of the nest but one by one they emerged from the sand.

Tuttle didn't have time to look around at the beach. Tuttle didn't care about the sky or the stars. Instinct told him that his home was in the ocean. Tiny Tuttle wasn't afraid of the big ocean waves that landed on the beach. He ran to the ocean as fast as he could along with dozens of his brothers and sisters who had just hatched too.

Tuttle already knew how to swim and how to hold his breath under water. He knew how to breathe while he was under the water too. Tuttle used his small flippers to swim out into the vast unknown ocean. Tuttle would never come back to land again but his sisters will some day lay their eggs on a sandy beach.

Grade 5"

s is the first online search sult for "grade 5 reading materials teachers free"

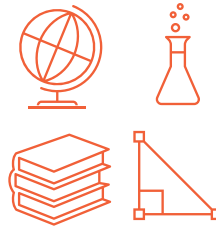


Vocabulary Powered by PowerV and Oxford Dictionaries

snug soft brittle instinct leathery vast unknown
twenty

1. Where was Tuttle's nest?
 - a. In a tree
 - b. On a beach
 - c. In the grass
2. After Tuttle's mother laid her eggs she
 - a. Stayed and kept the eggs warm
 - b. Flew away
 - c. Returned to the ocean
3. The safest time for baby turtles to hatch is
 - a. In the morning
 - b. In the afternoon
 - c. At night
4. Right after hatching Tuttle had to next
 - a. Dig out of the sandy nest
 - b. Run to the water
 - c. Swim in the ocean
5. When Tuttle grows up he will
 - a. Return to the beach every year
 - b. Sometimes return to the beach
 - c. Always stay in the ocean

What Evidence Exists About the Best Ways to Teach Each Subject



Grade 5

Chapter 1

An Italian Rebirth

THE BIG QUESTION
What factors inspired the Renaissance movement?

Art, literature, and architecture are forms of expression often communicate what is happening in time. Have you ever heard the word *Renaissance*? “rebirth” and comes from both the French and Latin. *Renaissance* describes a **cultural** movement that began in Italy and then spread throughout most of Europe. This was a **revolutionary** movement that led to the world which the world had never seen before.

The Renaissance movement was **inspired** by ancient Greek and Roman culture and learning. Old ideas were reborn. The Renaissance was a period in literature, art, **philosophy**, science, education. It helps us understand why the Renaissance was such an exciting time. It helps to recall what was happening in Europe before.

What Came Before the Renaissance?

More than 2,000 years ago, ancient Greece had a rich history of art and architecture. Ancient Greek sculpture emphasized proportion, and the “perfect” human form. Ancient buildings supported by mighty pillars and columns. Great philosophers, such as Plato and Aristotle, wrote of literature, including Homer’s *Iliad* and *Odyssey*. The Romans have inherited important ideas about government and democracy—rule by the people. Even the word “demos” in Greek. The Greek word *demos* means “people.”

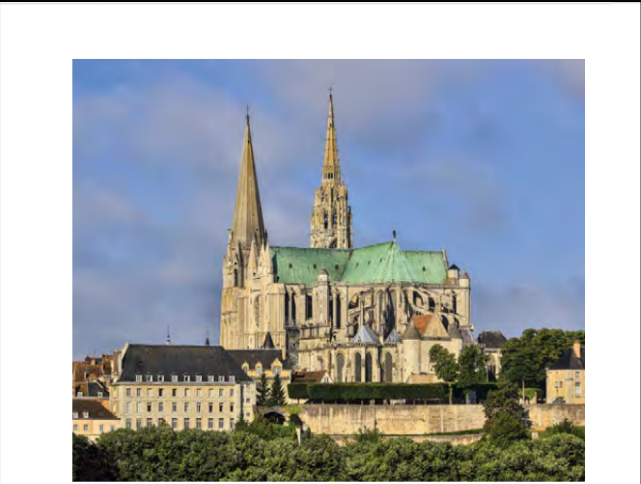
Later, the ancient Romans built upon the ideas and achievements of the Greeks. Like the Greeks, Romans prized sculpture with mythological themes. The Romans also built great structures, such as the Colosseum, and perfected the use of the arch and dome. They left us powerful literature such as the *Aeneid* by Virgil. The mighty Roman armies conquered lands and established a vast empire.

Eventually, different warring tribes invaded the Roman Empire, weakening Rome’s power. These warring tribes sought land. The resulting instability greatly diminished the influence of ancient Rome. Slowly but surely new cultural groups, no longer bound by ties to Rome, began to define themselves. The great Roman Empire declined and was eventually divided in half.

Moving On

Across western Europe, during the time that is considered to be the start of the Middle Ages, kingdoms and nations began to take shape. Trade, **economy**, laws, and systems of government were established. Cities and towns grew. Architectural styles and designs, among other forms of expression, became unique to the people of a particular land.

While the cultural achievements of the Greeks and Romans were admired, new, home-grown ideas began to thrive. Knowledge of the writings of the ancient Greeks and Romans was left in the hands of the few educated elite in religious houses called monasteries. Some men and women devoted their lives to the Church. Men called monks lived in monasteries. Women called nuns lived in convents. The monks made beautiful copies of writings from ancient Greece and Rome. If you wanted to make another copy of a book, you had to do it by hand. There were no printing presses and, of course, no copy machines or scanners. And so, quietly, and in some ways secretly, the monks helped keep classical learning alive.



Chartres Cathedral, France

noblemen to poor peasants gave money, materials, and sometimes their labor to help build the magnificent churches of the Middle Ages.

During the Middle Ages, impressive castles were constructed across the European landscape. Kings battled each other for land, and nations were born. People thought a lot about the path to heaven. Art was created to honor God, or to communicate stories from the Bible, which was important because few people were able to read during this time. To express religious devotion, medieval artists created stylized religious figures and moved away from the natural human form common in ancient Greek and Roman art.

But, as you know, history does not stand still. Things change and new ideas emerge. So along came the Renaissance movement. Yet how, and why, the Renaissance movement emerged is the question.

Vocabulary Chart for Chapter 1, “An Italian Rebirth”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	philosophy patron	expression cultural revolutionary inspire economy values intellect
Multiple-Meaning Core Vocabulary Words	patron	expression
Sayings and Phrases	the likes of which	

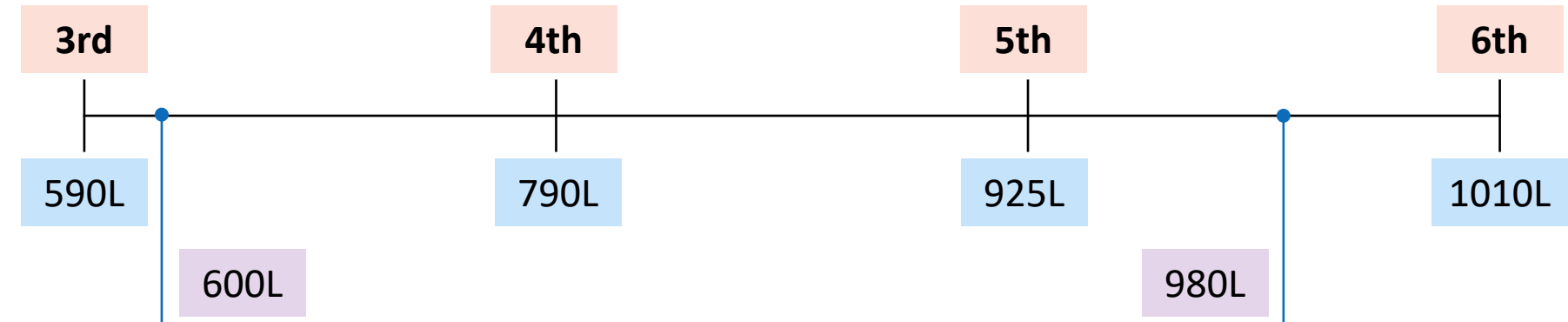
Laws and a sense of order in western Europe. The Church was a powerful force. Everyone from

What Evidence Exists About the Best Ways to Teach Each Subject




Reading Level by Grade

as determined by MetaMetrics / Lexile grade level correlation charts



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Chapter 1

An Italian Rerbirth

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Art, literature, and architecture are forms of **expression**. These forms of expression often communicate what is happening during certain periods in time. Have you ever heard the word *Renaissance*? The word *Renaissance* means "rebirth" and comes from both the French and Latin languages. This word *Renaissance* describes a **cultural** movement that began in what is now Italy and then spread throughout most of Europe. This was no ordinary change, but rather a **revolutionary** movement that led to the creation of art, the likes of which the world had never seen before.

The Renaissance movement was **inspired** by a renewed interest in ancient Greek and Roman culture and learning. New ideas were born and old ideas were reborn. The Renaissance was a particular period of change, in literature, art, **philosophy**, science, education, and architecture. To understand why the Renaissance was such an extraordinary movement, it helps to recall what was happening in Europe before the Renaissance.

What Came Before the Renaissance?

More than 2,000 years ago, ancient Greece gave us tremendous works of art and architecture. Ancient Greek sculptures emphasized balance, proportion, and the "perfect" human form. Ancient Greeks built strong buildings supported by mighty pillars and columns. They gave us the ideas of great philosophers, such as Plato and Aristotle. They gave us lasting works of literature, including Homer's *Iliad* and *Odyssey*. From ancient Greece we have inherited important ideas about government, including the idea of **democracy**—rule by the people. Even the word *democracy* comes from the Greeks. The Greek word *demos* means "people."



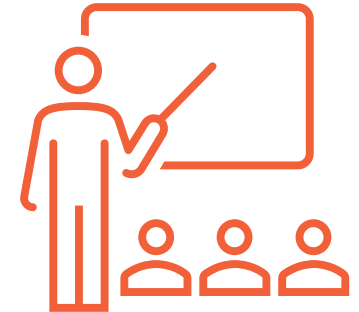
Answering the Quality Question



What evidence exists on the most effective ways for learning to occur



What evidence exists about the best ways to teach each subject

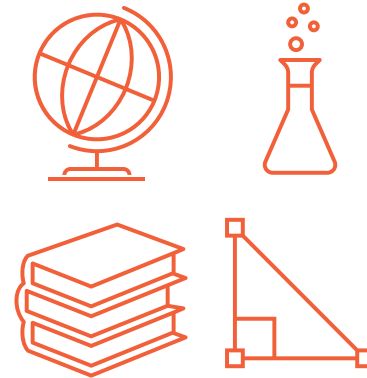


What teachers tell us they need

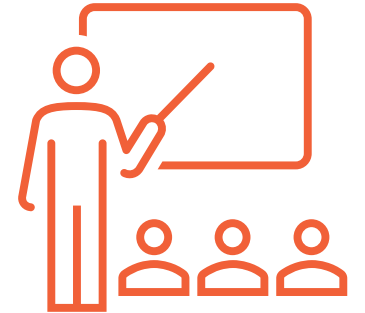
Answering the Quality Question



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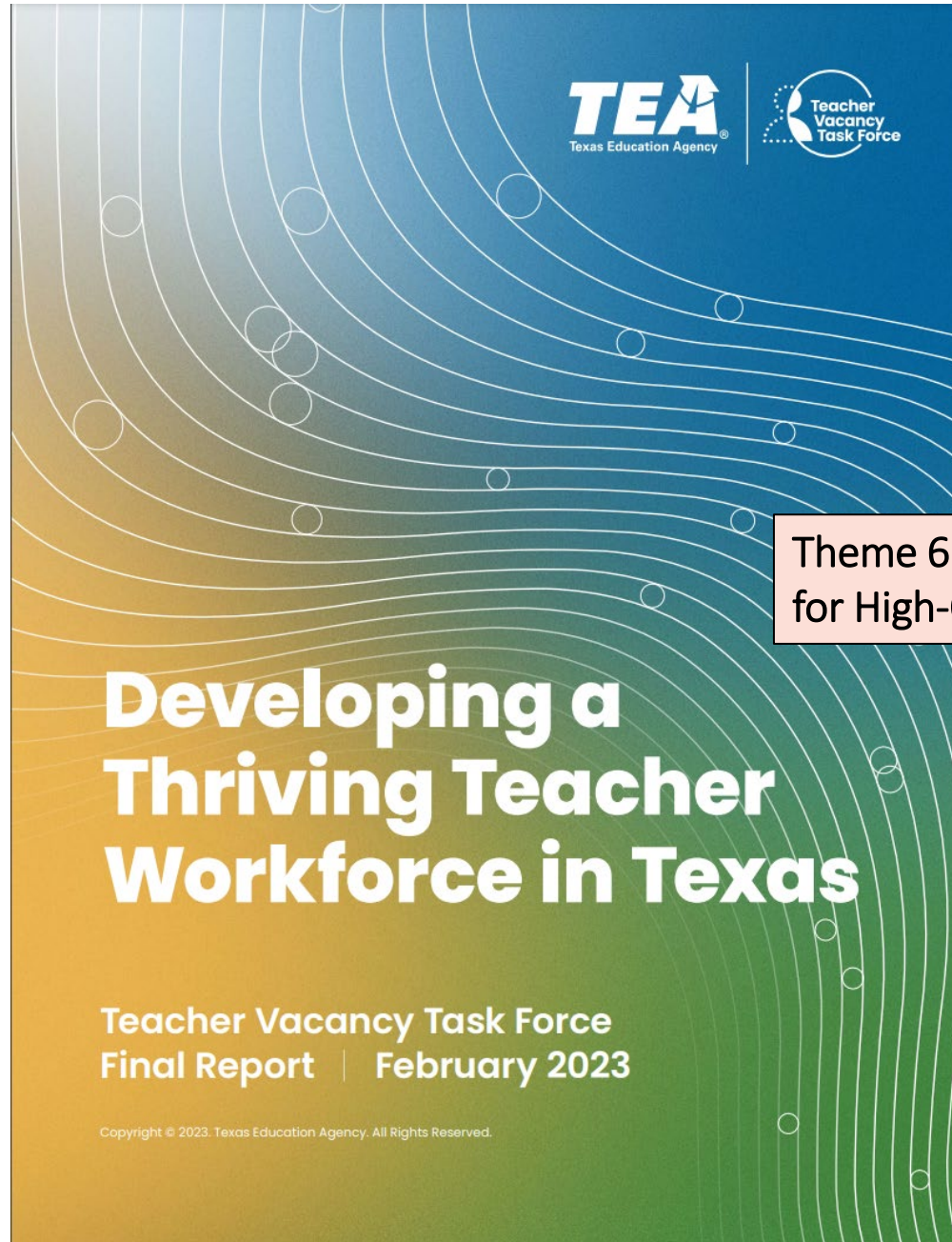


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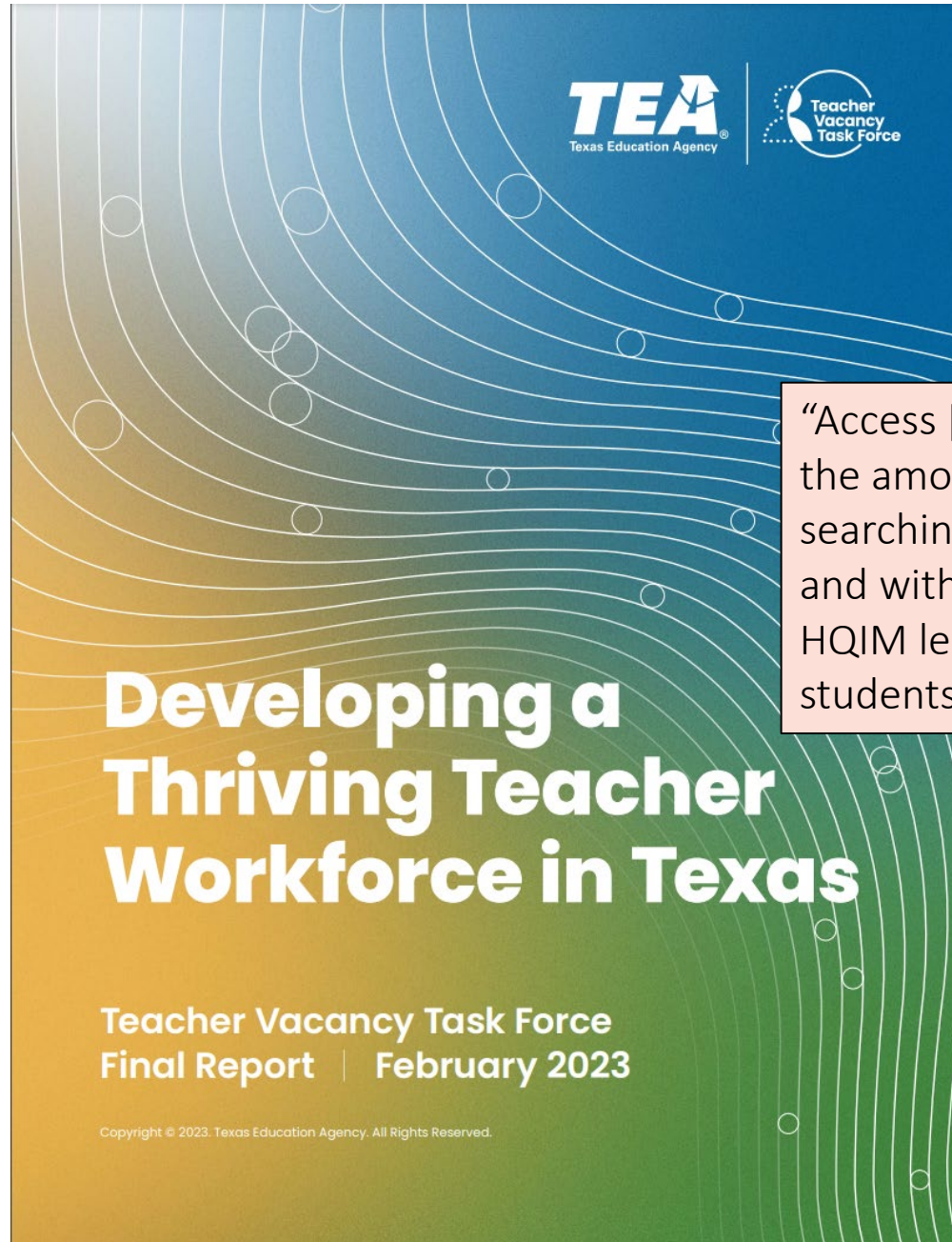


Theme 6: Provide Access to and Support for High-Quality Instructional Materials

Teacher Vacancy Task Force
Final Report | February 2023

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What Teachers Tell Us They Need



“Access [to quality materials] reduces the amount of time teachers spend searching for and curating materials, and with support for implementation, HQIM leads to improved outcomes for students.”

Teacher Vacancy Task Force
Final Report | February 2023

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What Teachers Tell Us They Need



“A thorough and complete curriculum that allows teachers to teach the content rather than spend endless hours finding and planning what to teach.”

“Covers [the] TEKS and provides materials for kids to practice with.”

“Accessibility to materials, well written concrete representation of skills, and spiraling and reasoning for teaching particular skills in a particular manner.”

“Differentiated materials for students to access based on conceptual development and skill set.”

“All content is available for students.”

“Everything is laid out for you and aligned with the state standards.”

“Allows students to engage in meaningful, deep conversations that rely heavily on text evidence to support their thinking.”

“All lessons and units are interconnected.”

What Teachers Tell Us They Need



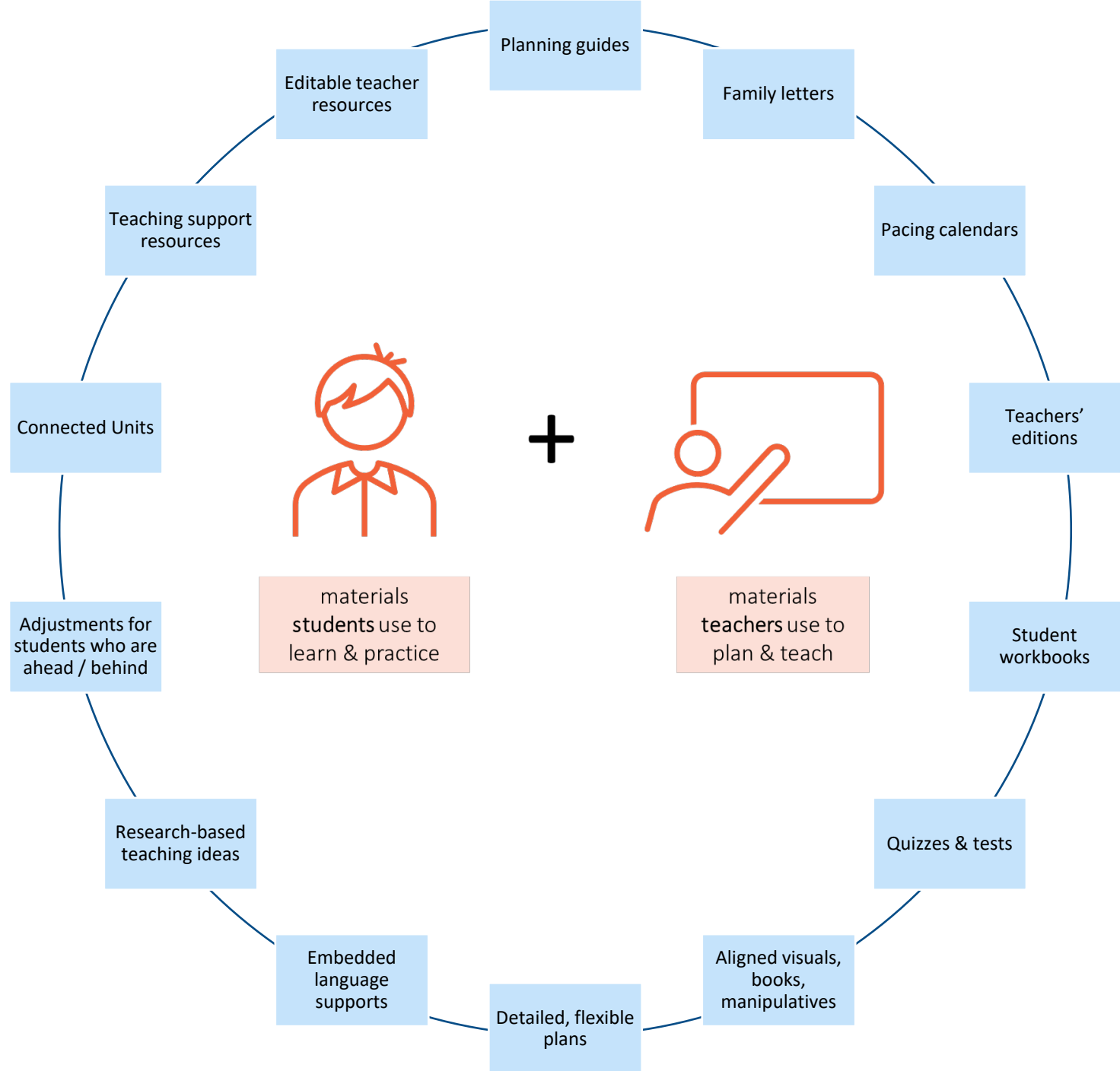
materials
students use to
learn & practice

+



materials
teachers use to
plan & teach

What Teachers Tell Us They Need



Pacing Calendars



What
Teachers Tell
Us They
Need

August '22						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '22						
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23	24	25	26	27	28	29
30	31					

November '22						
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20	21	22	23	24	25	26
27	28	29	30			

December '22						
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January '23						
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29	30	31				

February '23						
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March '23						
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April '23						
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30						

May '23						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Beginning of Year Routines
- Extending Whole Number Operations
- Algebraic Reasoning
- Extending Decimals
- Personal Financial Literacy

- Decimal Multiplication and Division
- Patterns on a Coordinate Plane
- Addition and Subtraction of Fractions
- Multiplication/Division of Fraction & Whole Number
- Geometry and Measurement



What
Teachers Tell
Us They
Need

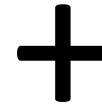
Lesson Sequence - Fractions B						
Day	Lesson	Lesson Title	Summary	TE Page	SE Page	Notes
		Beginning of Module Assessment				
1		Attitude Survey		141		Suggestion: a) Students number a blank sheet of paper 1–7 and record answer choices A–E (depending on the question, some will have 4–5 choices). Answer choices in the printable version are not labeled A–E, so teachers will need to call these out while reading questions and answers aloud. For questions 8–9, students write their answers in complete sentences. b) Read questions and answer choices aloud. Have students show thumbs up for the answer choice they agree with.
2		Create Fraction strips	Students create a fraction kit.			Refer to Lessons 1, 2, and 21 from Fractions A included in this Planning and Pacing Guide for instructions on making fractions kits.
	1	Introducing Comparing Fractions	Students compare unit fractions and fractions with common numerators.	6–9	1–2	
3	2	Learning the Fractions Game Uncover	Students learn and play the game Uncover, which gives them experience with identifying equivalent fractions.	10–13	3	
	3	Identifying Fractions to Name Sums	Students learn a game called Roll Five, in which they find sums of fractions by replacing them with unit fractions.	14–17	4–5	
4	4	Identifying Equivalent Fractions	Students continue to practice comparing fractions and identify equivalent fractions.	18–21	3–4	
		Play Cover Up	Students play Cover Up with their partners.			Refer to Fraction

5	5	Assessing Student Understanding	Students demonstrate understanding of the objectives for Lessons 1–4 by completing <i>WorkSpace</i> pages independently.	22–24	3–4, 7–8	
		Fraction Flags (Community News 1–5)	Students practice comparing fractions in this activity.	143		Distribute copies of Fractions B, Community News for Lessons 1–5 found in the back of the Teacher Guide.
6	6	Using Comparing Fractions Toolkit Strategy 3	Students learn the third of six strategies for comparing fractions: compare fractions with common denominators.	30–33	1, 9–10	
	7	Naming Fractions for Parts of Sets	Students learn about fractions as parts of sets as they listen to <i>How Many Snails?</i> By Paul Giganti, Jr.	34–37	11	
7	8	Naming Fractions for Parts of Sets (continued)	Students continue to name fractional parts of sets.	38–39	12–13, 49	
	9	Representing Fractional Parts of Sets	Students make drawings to show fractional parts of sets.	40–43	14–15, 49	
8	10	Assessing Student Understanding	Students demonstrate understanding of the objectives for Lessons 6–9 by completing <i>WorkSpace</i> pages independently.	44–46	16–17, 49	
		Comparing Fractions (Community News 6–10)	Students practice writing fractional parts of a set in this activity.	144		Distribute copies of Fractions B, Community News for Lessons 6–10 that are included.
9	11	Using Comparing Fraction Toolkit Strategy 4	Students learn a new strategy from Comparing Fractions Toolkit—comparing fractions that are one unit fraction from 1 whole.	52–55	1, 18–19	
	12	Naming Fractions Equivalent to 1/2	Students use cube trains to learn that there are many fractions equivalent to 1/2.	56–59	20–21	

What do we mean when we say instructional materials?

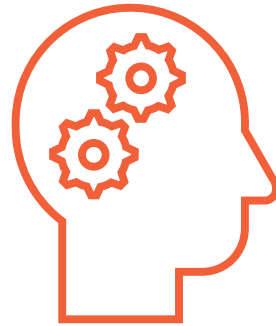


materials
students use to
learn & practice

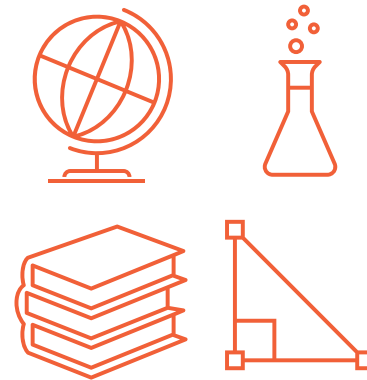


materials
teachers use to
plan & teach

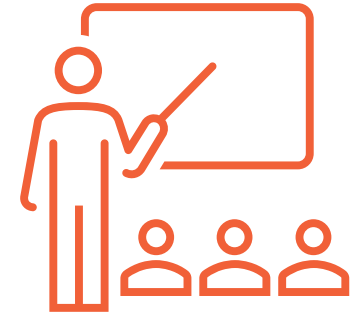
Answering the Quality Question



What evidence exists on the most effective ways for learning to occur

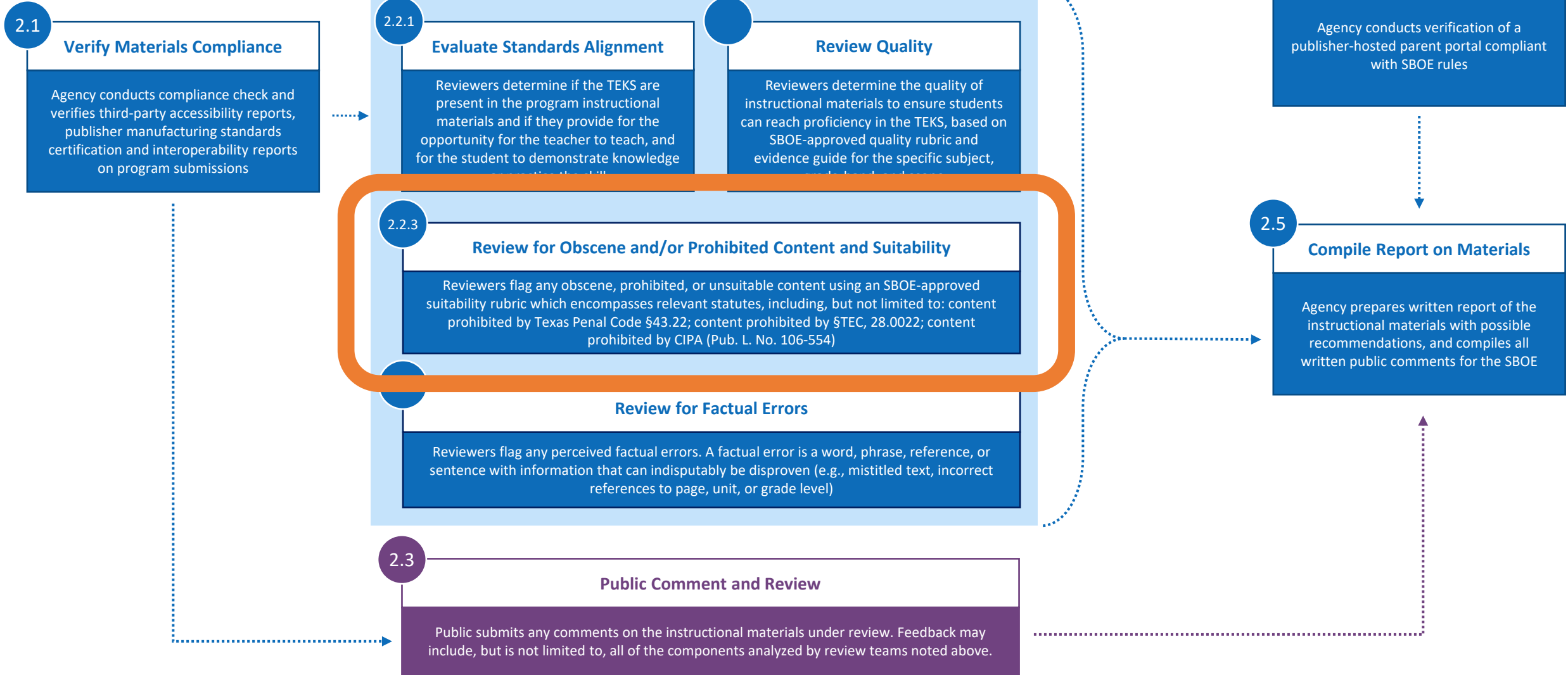


What evidence exists about the best ways to teach each subject



What teachers tell us they need

2. Instructional Materials Review



Suitability (2.2.3)

Publisher Materials Bundle (1.5)

1. Request For Instructional Materials

Input

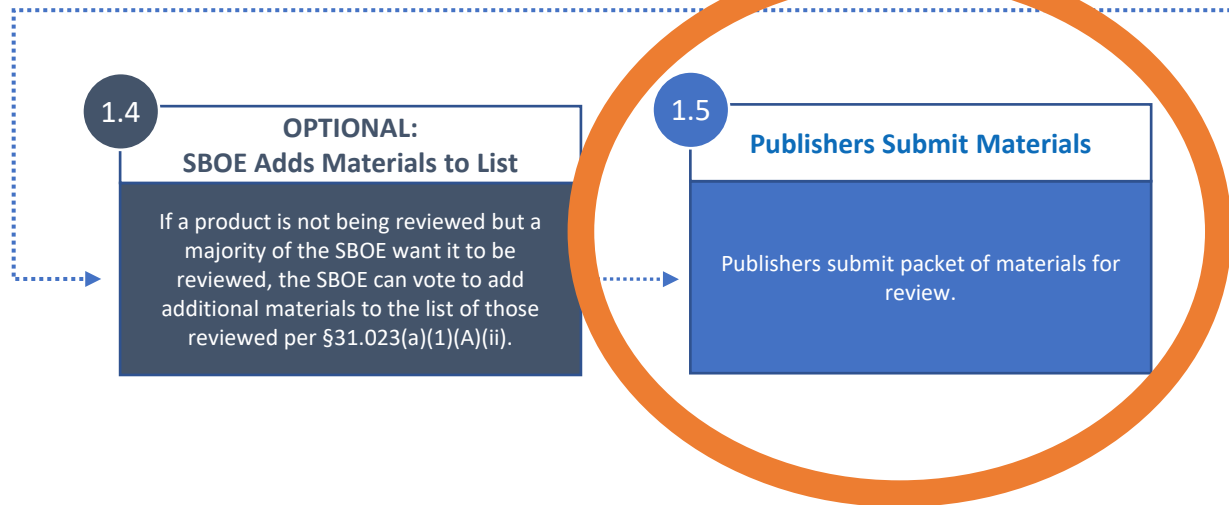
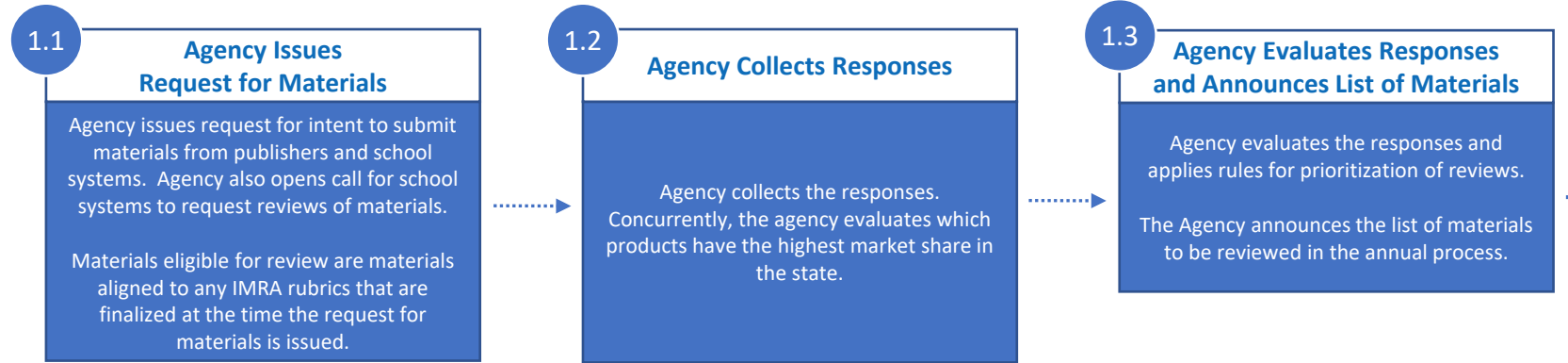
SBOE Approves Rubrics for IMRA Process on a Rolling Basis

Agency creates, and SBOE approves, the IMRA rubrics that cover specific content, grade level bands, and scope (e.g. Full-Subject, Partial-Subject, Supplemental) on a rolling basis.

Input

TEKS Revision Triggers IM Review

SBOE determines the need for a new review of aligned instructional materials due to a revision of the TEKS. §31.022(c-1)



Publisher Submission Packet

1.5

Publishers Submit Materials

Publishers submit packet of materials for review.

What information and materials will publishers submit for the IMRA Process?

Complete Description provides information about each program component a publisher intends to use for IMRA Review. This includes preliminary pricing, component audience, and unique program and component ISBNs.

Electronic Access to Materials

Publishers must provide all information necessary to access the materials including URLs, usernames, and passwords. They must also ensure the following:

- Reviewers have access to every component and resource offered to districts who purchase the base package.
- Login credentials allow access for a minimum of five simultaneous users.
- The material includes word search capability.
- The content in the electronic version remains unchanged from the time the review begins until the final reports are published.
- The materials are complete, final, and fully functional.
- The materials include all components intended for student and teacher use and access to all components and resources linked or referenced on the Component List.
- Any components not available online must be provided as a high-quality PDF or print copy.

Price Information

Publishers provide pricing information for each grade-level program. They may submit one form for a grade-band if the information is identical. This information will be posted alongside the results of the quality review report and is intended to assist districts in making local adoption decisions.

Report on Interoperability and Ease of Use gathers information from publishers regarding an electronic program's ability to work with different systems and can be used by districts to determine compatibility with existing district technology.

Accessibility Compliance Report and Cover Sheet Publishers contract with an independent third party to review each electronic student and teacher component included on official bids for compliance with WCAG 2.1 AA standards and technical standards required by the Federal Rehabilitation Act, Section 508

Certification of Compliance with Manufacturing Standards Publishers must certify that all materials meet applicable manufacturing standards in the latest edition of Manufacturing Standards and Specifications for Textbooks, approved by the Advisory Commission on Textbook Specifications.

Disclosure of Campaign Contributions and Gifts brings publishers into compliance with SBOE Operating Rule 4.3, which requires publishers to report gifts made to current or potential SBOE members.

Disclosure of interested parties (Form 1295)



Next Steps

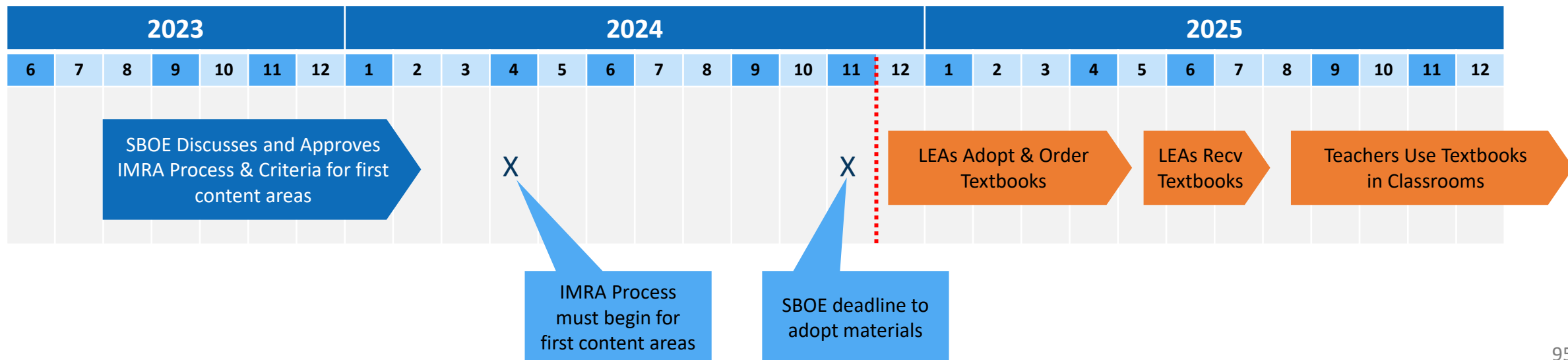
HB 1605 – Near Term Timeline Implications

Only 4 board meetings are scheduled through April 2024.

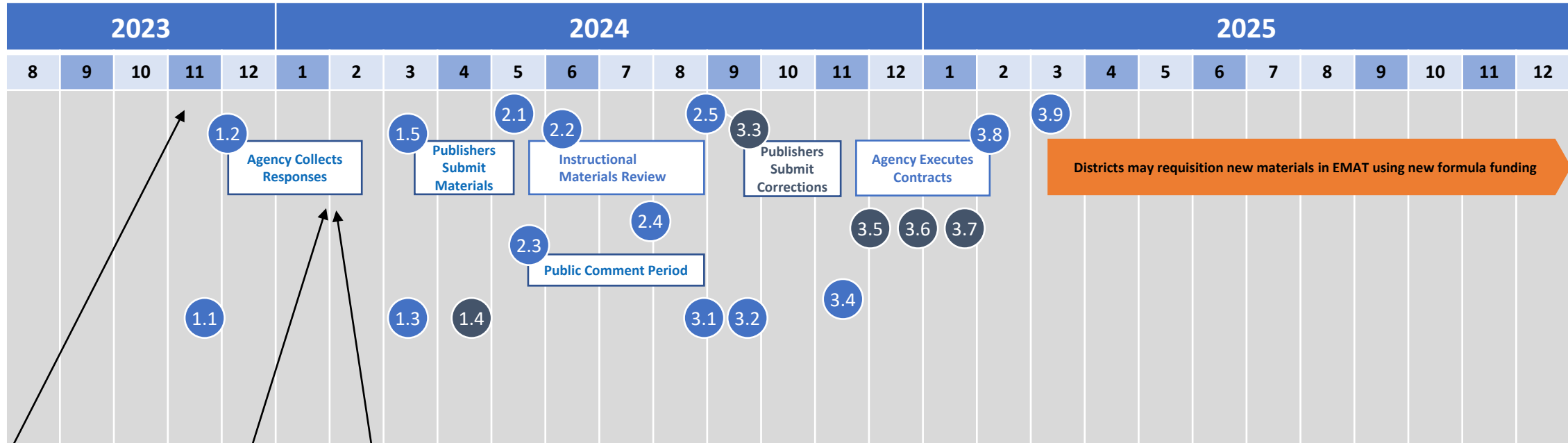
We will need some items approved earlier than April in order for publishers to submit materials to begin reviews in April, and to start training & recruiting reviewers.

Before materials reviews can begin (April 2024)

- IMRA Criteria decisions:
 - Set minimum TEKS percentage
 - Approve quality rubrics
 - Adopt suitability rubric
 - Re-adopt factual error definition
- IMRA Process decisions:
 - Approve material selection rules
 - Approve review procedure rules
 - Adopt public review requirements



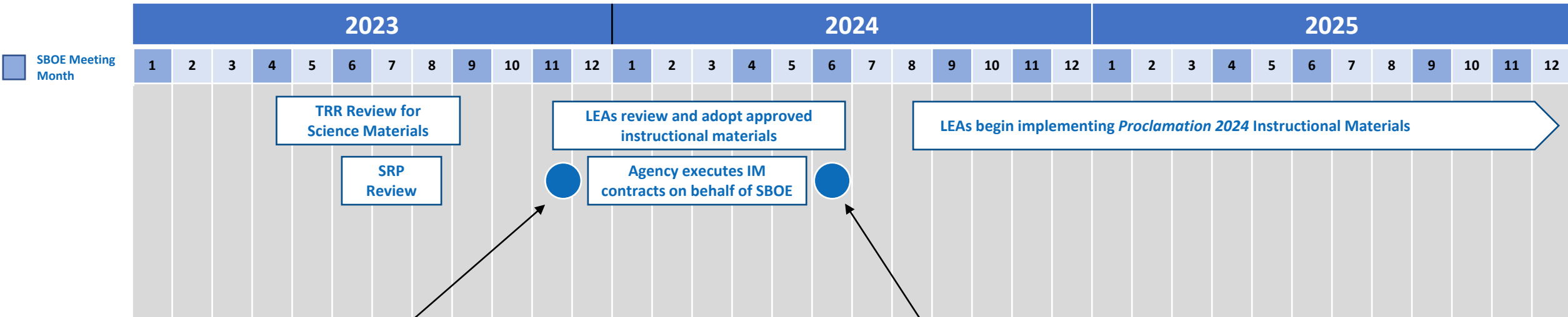
IMRA Full Process Timeline Planning Implications



- Publishers need to see at least the initial draft of the quality rubric & evidence guides by the time the intent to submit window opens.
- Publishers need a final approved quality rubric & evidence guide, and final suitability rubric by the time the intent to submit window closes.
- TEA will need an approved rubric and reviewer process in order to begin recruiting and training reviewers.

Proclamation 2024 Timeline

Prior to this meeting, publishers participating in the *2024 Proclamation* completed the TEKS alignment review. Publishers with science materials also completed the Texas Resource Review in August of 2023.



SBOE Adopts Instructional Materials from *Proclamation 2024*

- Science, K–12
- Spanish science, K–6
- Technology applications, K–8
- Several CTE courses
- Personal Financial Literacy and Economics

Instructional Materials from *Proclamation 2024* available in EMAT