



# Welcome to the Literacy Research- Based Topics!

Strong Foundations Framework Grant Learning Opportunity

June 2022



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# Recap: Strong Foundations Framework Grant Learning Opportunities

**We have many ways to learn more about this grant!**

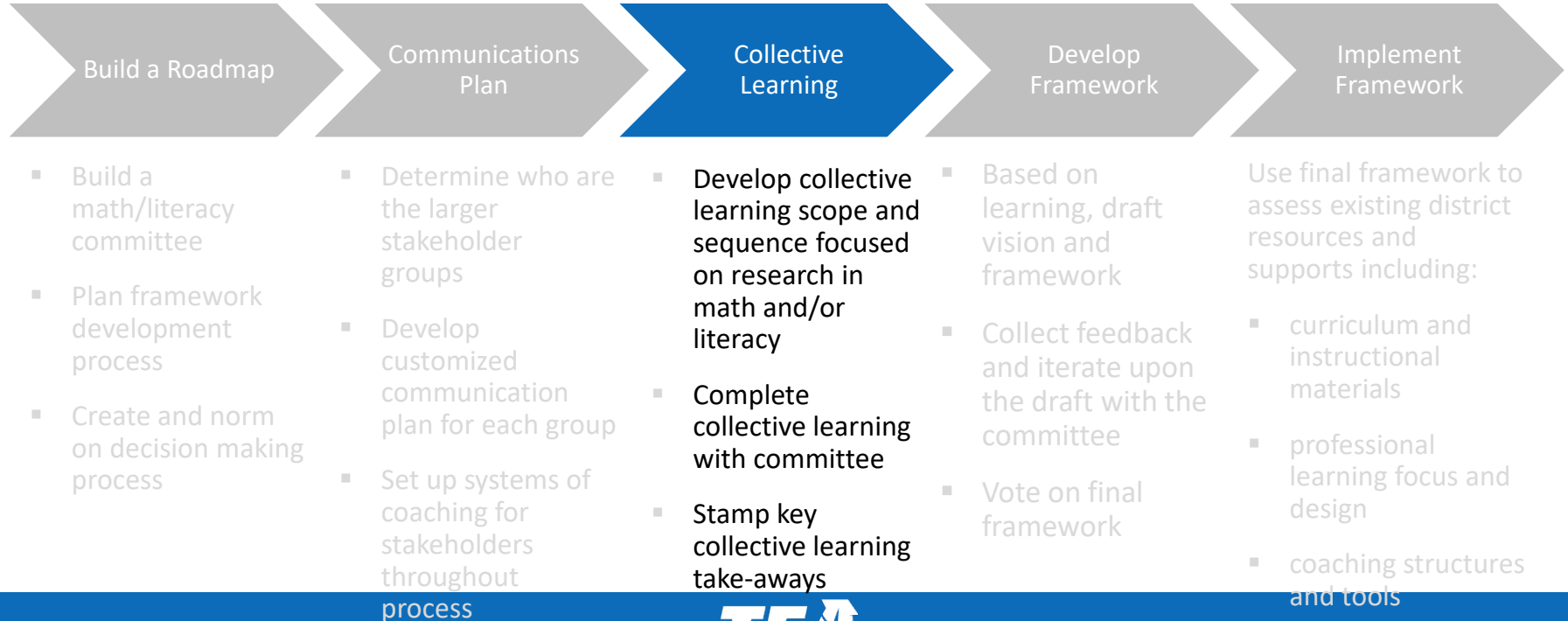
- 1. District Panel:** Sign up for our last District Panel to hear from districts already engaging in this work
  - Date: 8/18; Registration: [Here](#)
- 2. Math Research-Based Topics:** If you have yet to attend a Math RBIS session, you can join the next one on 8/19 ([register here](#))
- 3. TEA Consultation [Optional]:** District leaders may sign up for one 30-minute session with TEA [here](#) to help determine what application decision may be best based on local context

## Purpose of Session

- Allow LEAs interested in the Strong Foundations Framework Grant to learn more about research topics in RLA
- Allow LEAs to get a ***short sample*** of the collective learning series and “step back” their district would take to dig deeper into the research

# Recap: Collective Learning Series in Strong Foundations Framework Grant

LEAs will contract with an **approved provider** to go through the following steps, with the flexibility to customize for their local context





## RLA Research-Based Instructional Strategies (RBIS)

1

### Foundational Skills

Explicit, **systematic** practice with **Literacy Foundational Skills**.

2

### Text Complexity

Regular practice with grade-level, **complex text** and its **academic language**.

3

### Knowledge Coherence

**Building knowledge and vocabulary** through text in all content areas.

4

### Text-based Responses

Reading, writing and speaking grounded in **evidence from text**, both literary and informational.

## Session Norms & Parking Lot

- Be fully present
- Use technology appropriately
- Disagree with ideas, not people
- Have fun!

Use the chat as a parking lot  
for longer questions



We need to  
give more  
students the  
right  
opportunities,  
because the  
stakes are  
high.

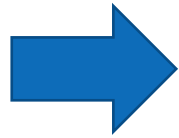
"Research shows that children who don't learn to read by the end of third grade are likely to remain poor readers for the rest of their lives, and they're likely to fall behind in other academic areas, too. People who struggle with reading are more likely to drop out of high school, to end up in the criminal justice system, and to live in poverty. But as a nation, we've come to accept a high percentage of kids not reading well. **More than 60 percent of American fourth-graders are not proficient readers,** according to the National Assessment of Educational Progress, and it's been that way since testing began in the 1990s."

-Emily Hanford, *Hard Words*

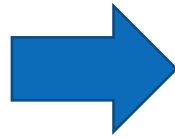


# RBIS Background Information

TEA developed a set  
of Research-based  
Instructional  
Strategies



RBIS



# What are the RBIS?

## RBIS are...

- A set of research-based practices that highlights common misconceptions in the field.
- Topics that require conceptual or philosophical changes in approach to instruction.
- A set of practices that are supported by research and should be present in classrooms, regardless of instructional materials.
- A set of practices that relate directly to the design of instructional materials AND/OR the approach required to implement them well.

## RBIS are NOT...

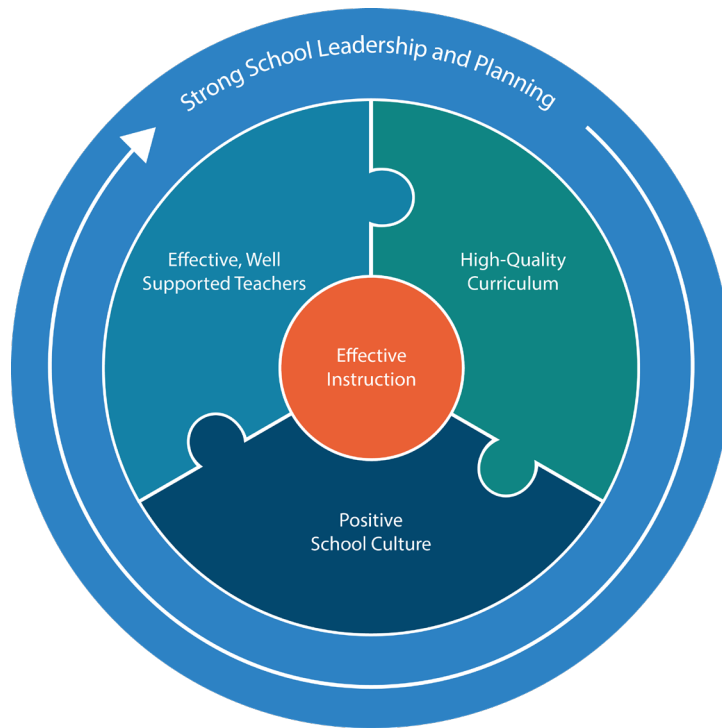
- Topics that are commonly agreed upon (e.g., materials should be aligned to the standards).
- Topics related to any one specific set of instructional materials.
- An attempt to address all practices that are necessary for strong student outcomes (e.g. classroom management).

# What are the essential best practices in literacy instruction?

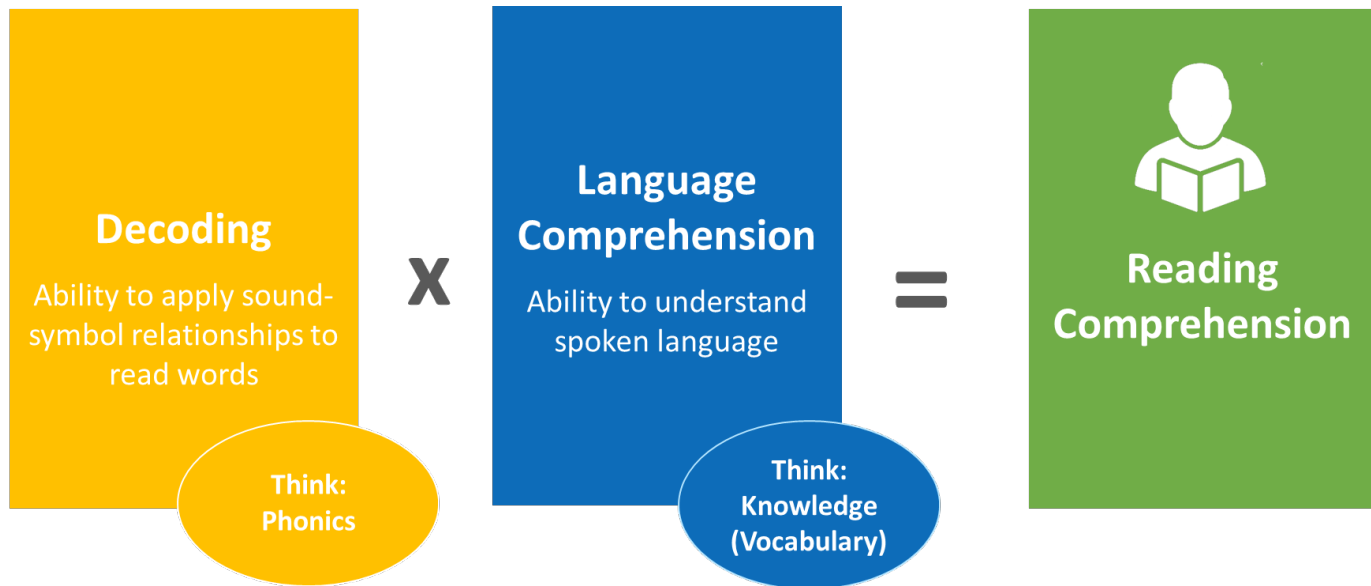
## RLA Research-based Instructional Strategies (RBIS)

1	2	3	4
Foundational Skills	Text Complexity	Knowledge Coherence	Text-based Responses
Explicit, <b>systematic</b> practice with <b>Literacy Foundational Skills</b> .	Regular practice with grade-level, <b>complex text</b> and its <b>academic language</b> .	<b>Building knowledge and vocabulary</b> through text in all content areas.	Reading, writing and speaking grounded in <b>evidence from text</b> , both literary and informational.

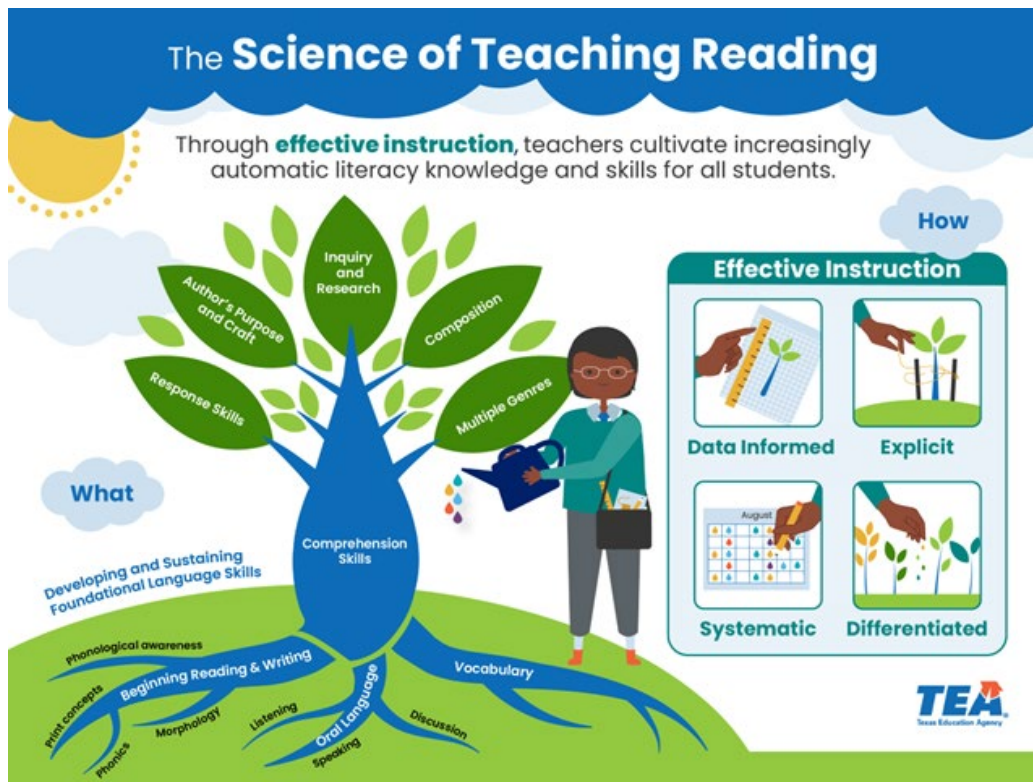
# RBIS in Context



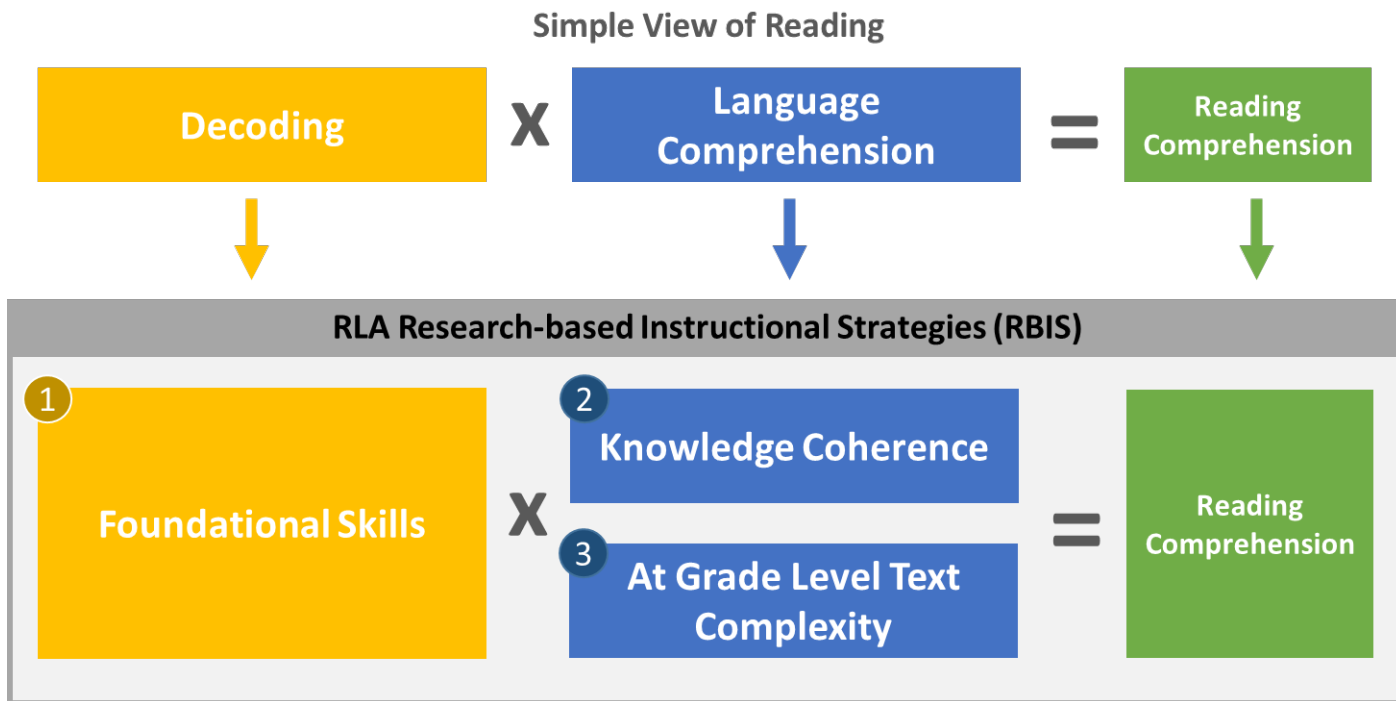
# How Do Children Learn To Read?



# How We Learn to Read: What is Reading Acquisition?



# RBIS Align to Simple View of Reading



### RLA RBIS 1: Foundational Skills

1

#### Foundational Skills

Explicit,  
**systematic**  
practice with  
**Literacy**  
**Foundational**  
**Skills.**

2

#### Text Complexity

Regular practice  
with grade-  
level, **complex**  
**text** and its  
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**language.**

3

#### Knowledge Coherence

**Building**  
**knowledge**  
**and**  
**vocabulary**  
through text in  
all content  
areas.

4

#### Text-based Responses

Reading, writing  
and speaking  
grounded in  
**evidence from**  
**text**, both  
literary and  
informational.



# The Ladder of Reading

"95% of students are neurologically capable of reading by age 8."

-Marilyn Jager Adams



5% Learning to read seems effortless

35%

Learning to read is relatively easy with broad instruction

40 to 50%

Learning to read proficiently requires code-based explicit, systematic, and sequential instruction

10 to 15 % (Dyslexia)

Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions



# Instruction in foundational literacy should be systematic, explicit, and include student practice.

1 Foundational Skills	1 <b>Systematic</b> Systematic and sequenced K-2 instruction and intervention.
Explicit, <b>systematic</b> practice with <b>Literacy Foundational Skills</b> .	2 <b>Explicit</b> Explicit and intentional daily instruction.
	3 <b>Practice</b> Practice of specific skills in and out of text, including making meaning from what is read.

# The research behind systematic phonics instruction is incredibly conclusive.

## 1 Systematic

### Systematic Phonics

A sequential set of phonics elements is delineated, and these elements are explicitly taught depending on the type of phonics method.

**vs.**

### Incidental Phonics

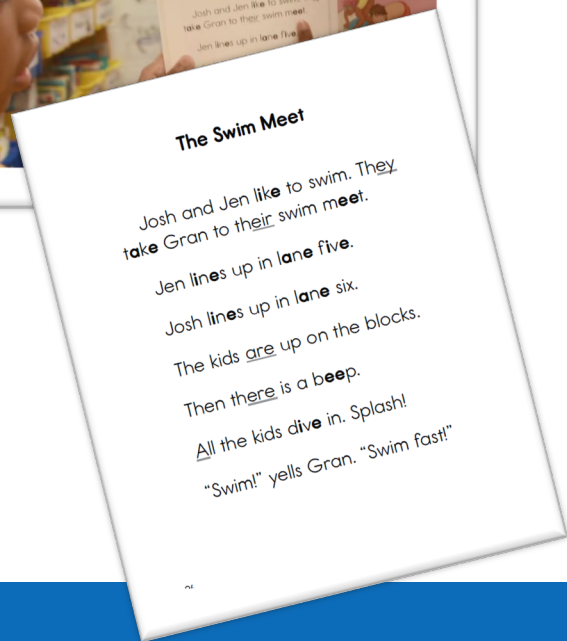
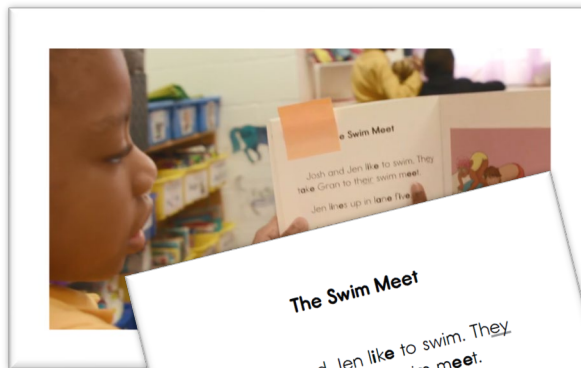
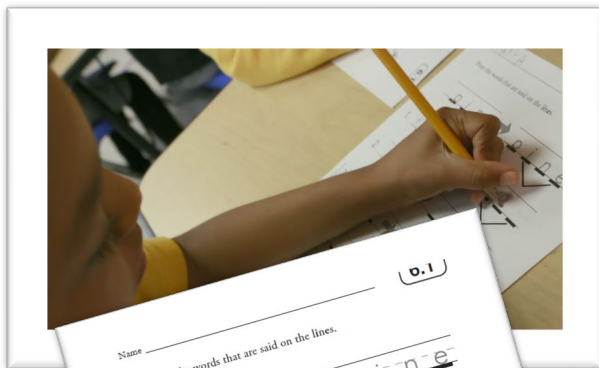
The teacher does not follow a planned sequence of phonics elements to guide instruction but highlights particular elements opportunistically when they appear in text.

"The meta-analysis revealed that **systematic phonics instruction produces significant benefits** for students in kindergarten through 6th grade and for children having difficulty learning to read."

IES has **stopped funding research on this topic** because the evidence is so conclusive.


# Phonics practice should be BOTH in and out of context.

## 3 Practice







# This is true for both English and Spanish.

## 3 Practice

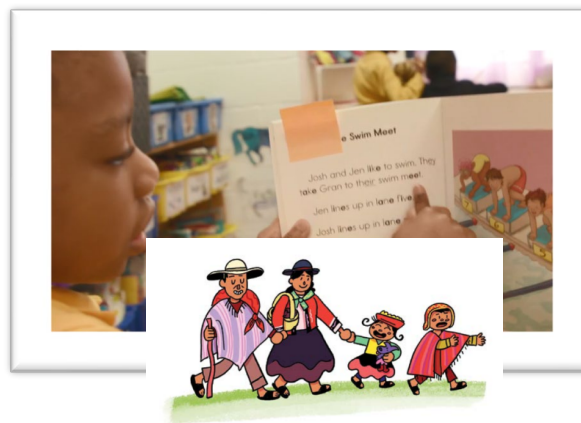


Nombre: \_\_\_\_\_  
Fecha: \_\_\_\_\_

3.2 Página de actividades

<b>mamá</b>	<b>mapa</b>
<b>papá</b>	<b>puma</b>
	
_____	_____
	
_____	_____

Instrucciones: Pida a los estudiantes que escriban cada palabra debajo de la imagen correspondiente.



### En busca de Nina

La familia va de paseo.

Mamá, papá y Adela van de la mano.

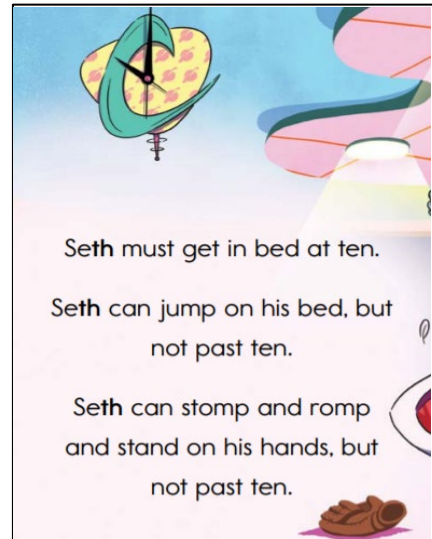
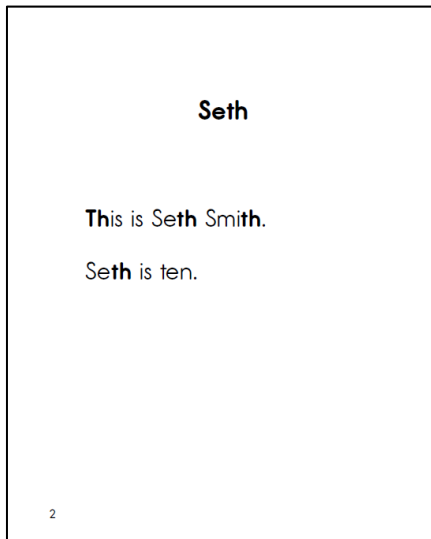
Dani camina con la llama Nina.

Pero Nina se escapa.



# Students should practice the same skills they were explicitly taught in real text.

## 3 Practice

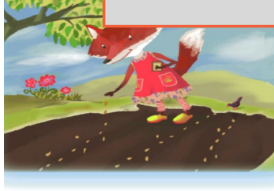


# Predictable text and decodable texts are fundamentally different.

3

## Practice

**Predictable pictures. Students fill in missing words**



My garden has seeds.



My garden has birds.



My garden has sun.



My garden has water.

**Sight words or phrases students memorize**

My garden has seeds. My garden has birds. My garden has sun. My garden has water. My garden has rabbits. My garden has weeds.



The fish swims past Sam.  
Sam swings his net.  
Sam lifts up the net.  
The fish is in the net!  
Sam and his dad grin.

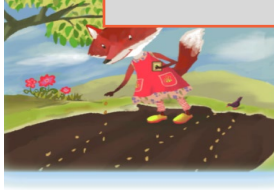
The fish swims past Sam. Sam swings his net. Sam lifts up the net. The fish is in the net! Same and his dad grin.

# Predictable text and decodable texts are fundamentally different.

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## Practice

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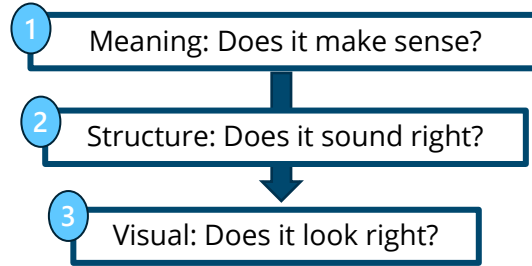
**Emphasize consonant blends students have been taught**

The fish swims past Sam. Sam swings his net. Sam lifts up the net. The fish is in the net! Same and his dad grin.



# A Word About Three-Cueing Methods

## 3 Practice



**Strong** readers and spellers **internalize** and **automatize** the links between words' sounds and their spellings, and eventually can convert speech to print and print to speech at lightning speed without conscious effort.

It's only **weak** readers who have to **guess** from pictures, context, syntax or anything else. Context, syntax etc. come into play *after* a word is identified, in comprehending the text.

- Spelfabet.com.au

## Ways to Take Action!



**Eagle Eye**  
Look at the picture.  
Use the beginning letter.



**Lips the Fish**  
Get your mouth ready.  
Say the first sound.



**Stretchy Snake**  
Sloooooowly stretch each  
letter sound together.



**Chunky Monkey**  
Break the word into  
chunks you know.  
m at @ fl at @ spl at ter



**Tryin' Lion**  
Try to re-read the  
sentence. Think about  
what would make sense.



**Skippy Frog**  
Skip the tricky word.  
Read to the end.  
Go back & try it again.



**Flippy Dolphin**  
Flip the vowel sound.  
Try long & short sounds.



In kindergarten, kids will likely do fine using sight words and picture cues.

**3 Practice**

**Predictable Text**



I go to the park.



I go to the zoo.

**Picture Cue Words**



I go to the movies.



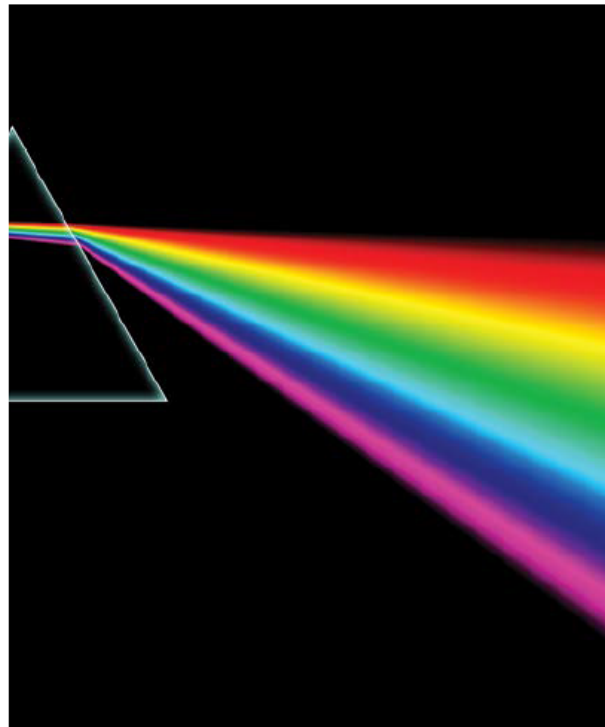
I go to the library.

However, as text gets more complicated, this will start to fail them. By 3<sup>rd</sup> grade, this is a real problem.

### 3 Practice

The sun gives off what is called **white light**. Perhaps you think of the light from the sun as having no color at all. Maybe you think the light from the sun is more yellow in color. It may surprise you to know that the sun's light, **white light**, is made up of all the colors of the rainbow. **White light** includes light of different **wavelengths**, including all the colors we can see.

Of all the **wavelengths** in the sun's light, there is just a little more of the yellow **wavelengths** than the other colors. This is why the sun looks yellow when we see it against the blue sky. Still, the light from the sun includes all of the other colors and **wavelengths**. You will learn more about **white light**, visible light, and colors in a later chapter in this Reader.



*White light is a well-balanced mix of different wavelengths.*

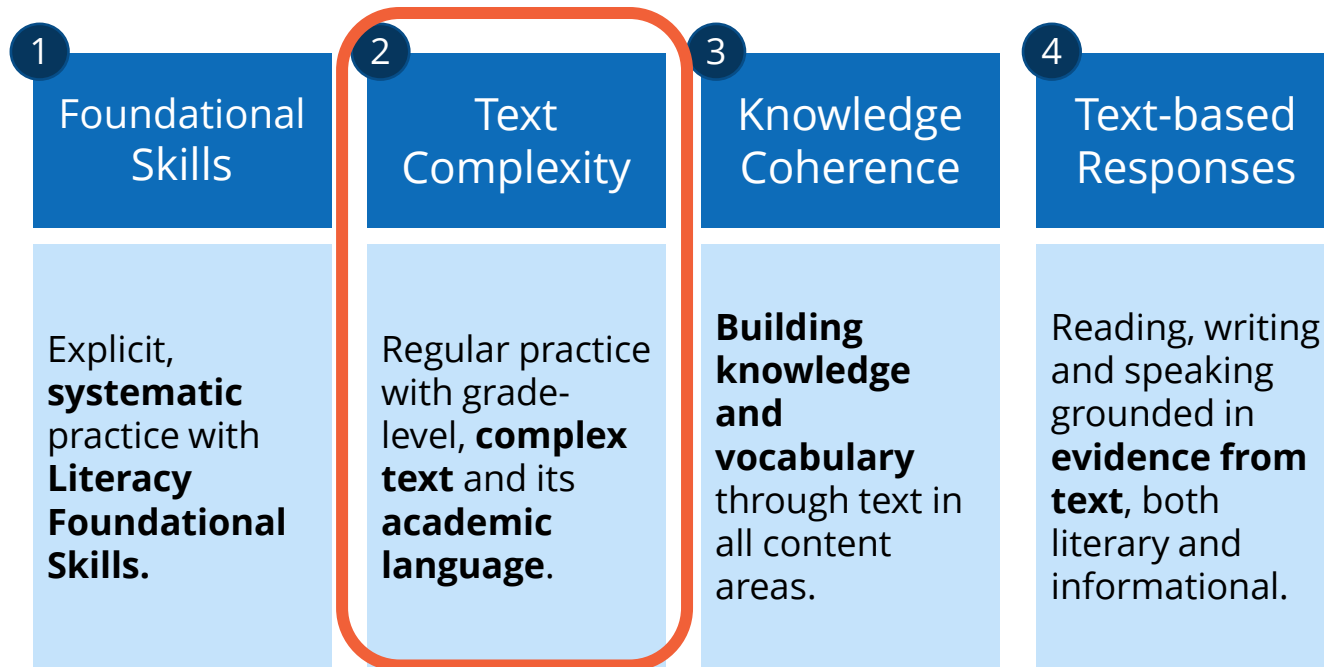
***Decodables are critical for:***

***-practice/application of phonics***

***-connecting phonics to reading***

***-building fluency***

## RLA RBIS 2: Text Complexity



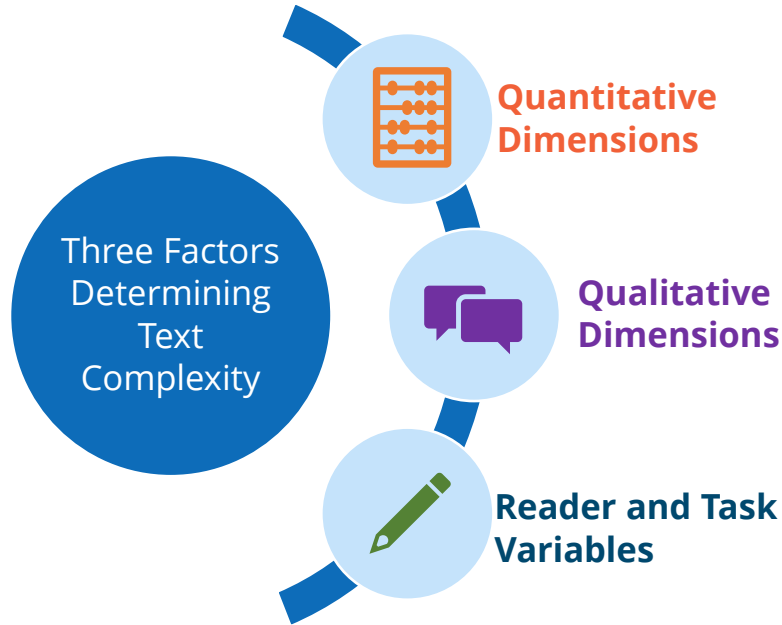
## What makes a text complex?

**Complex texts are those that provide students opportunities to work with new language, knowledge and ways of thinking. They typically:**

- Contain more implicit meaning and use unconventional structures.
- Use figurative language, ambiguity, archaic or unfamiliar language (academic or domain specific).
- Assume the reader has life experience (cultural, literary and content knowledge) that will contribute to his/her understanding of the information in the text.
- Have literal meaning that is intentionally at odds with the underlying meaning. In informational texts, the purpose might be implicit or hidden.

**Challenging ≠ Complex**

# Analyzing Text Quality



Look at factors impacting **"readability"** as measured by computer programs. (Lexile Levels)

Examine levels of **meaning, knowledge demands, language features, text structure, and use of graphics** as measured by an attentive reader.




Considers additional **"outside" factors that might impact the difficulty** of reading the text.

*The more time students spend  
with grade-level complex texts,  
the greater achievement in  
reading comprehension.*



# What's the deal with leveled reading?

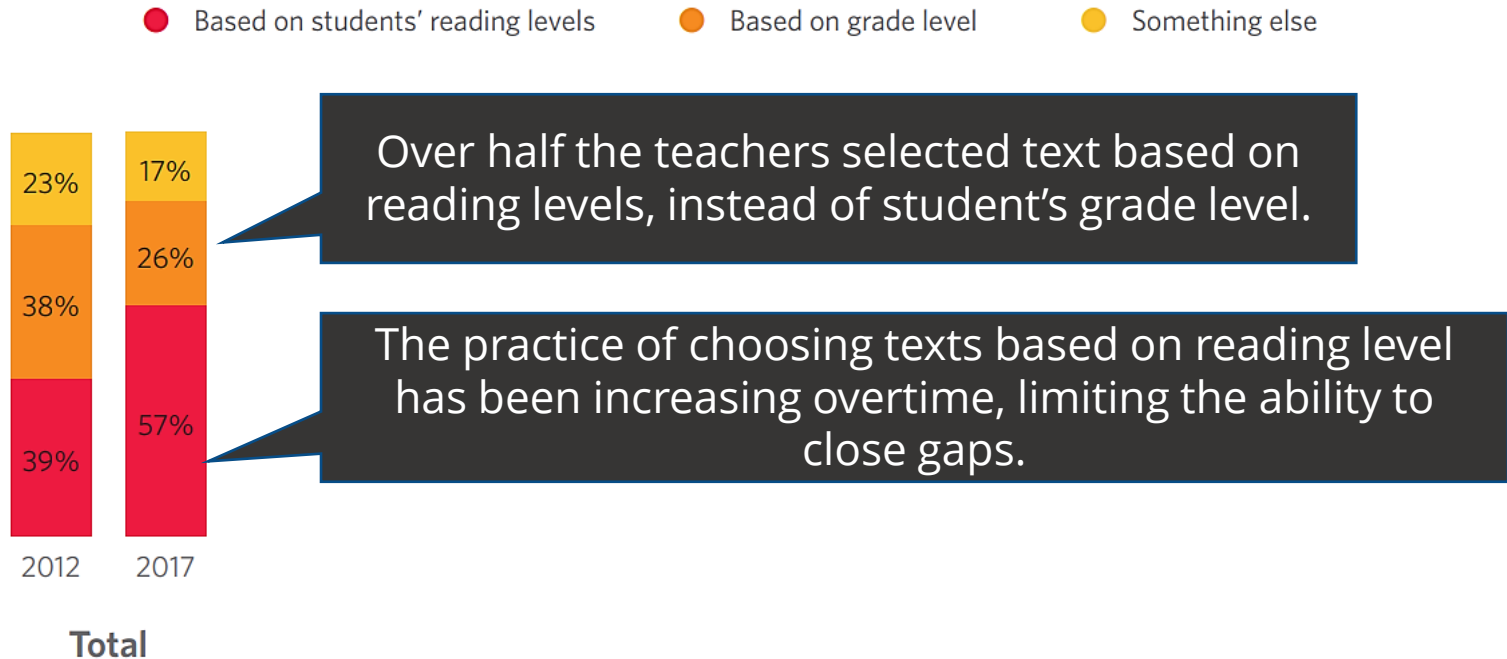
- Leveled reading is an approach that pairs students with texts that match their reading levels, as measured by assessments.
- Example 3<sup>rd</sup> grade reading schedule:

		Instructional Time w/ Grade Level Texts	Instructional Time w/ Grade Level Texts
Group	Reading Level	Whole Group (~10 min daily)	Small Group (~30-40 min daily)
	K-1 <sup>st</sup>	5%	0%
	1 <sup>st</sup> – 2 <sup>nd</sup> grade	20%	0%
	3 <sup>rd</sup> and above	100%	100%

Students who are in first two groups may spend **10 min or less** daily on grade level texts.

# Yet more teachers are choosing texts based on students' reading level—instead of their grade level—even though the standards encourage the opposite.

**FIGURE 4:** When it comes to choosing reading materials, are you more likely to choose texts:



# Tier 1 Instruction Must Focus on Grade-Level Complexity.

That doesn't mean that students don't read other levels of complexity.

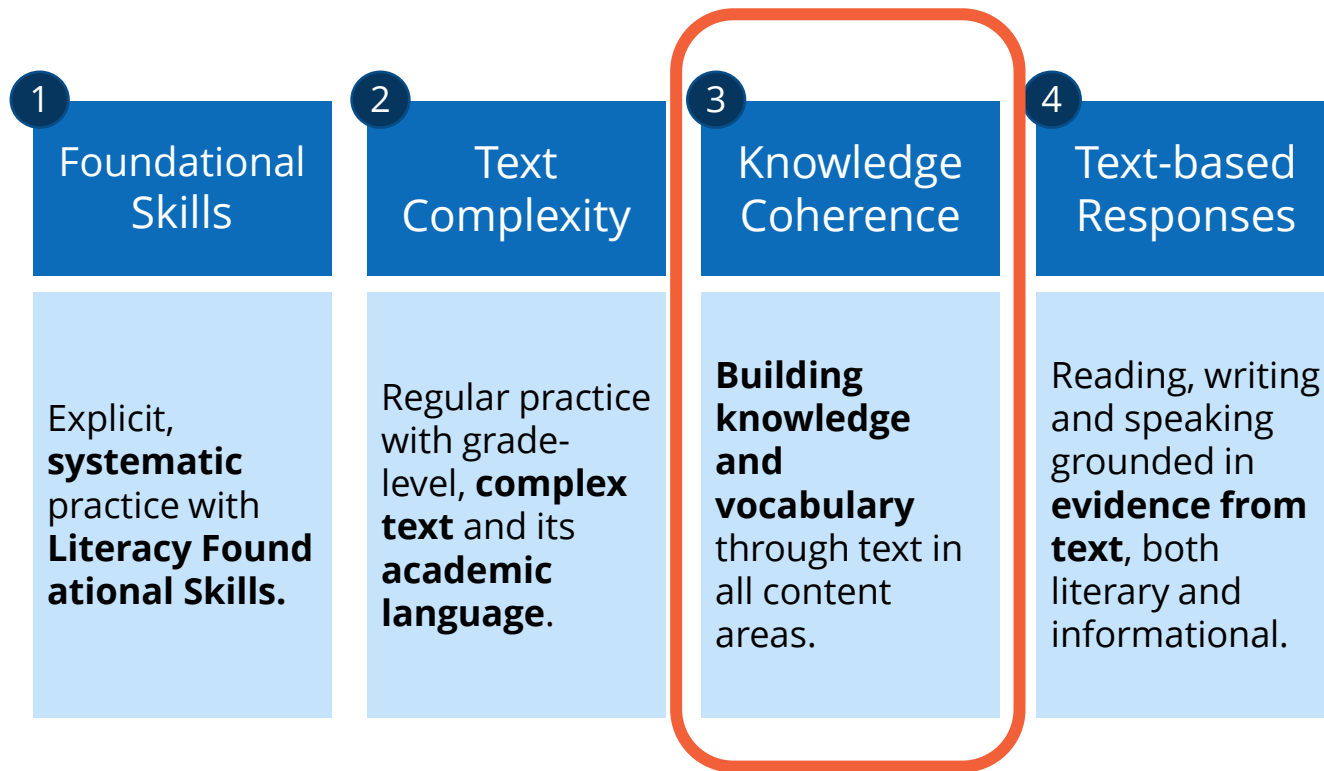
TIER 1 INSTRUCTION	INDEPENDENT READING
Fewer pages	More pages, higher volume
Grade-level complex text	Text at different levels of complexity
All students read same text	Student or teacher choice of text
Teaches students to attend to text and to words	Rapidly builds knowledge & vocab
Heavy support	Light support
Solely instructional	Guided or independent
Exposes students to higher level content	Builds knowledge of words, and the world
Gives all students access	Builds love of reading

## Examples:

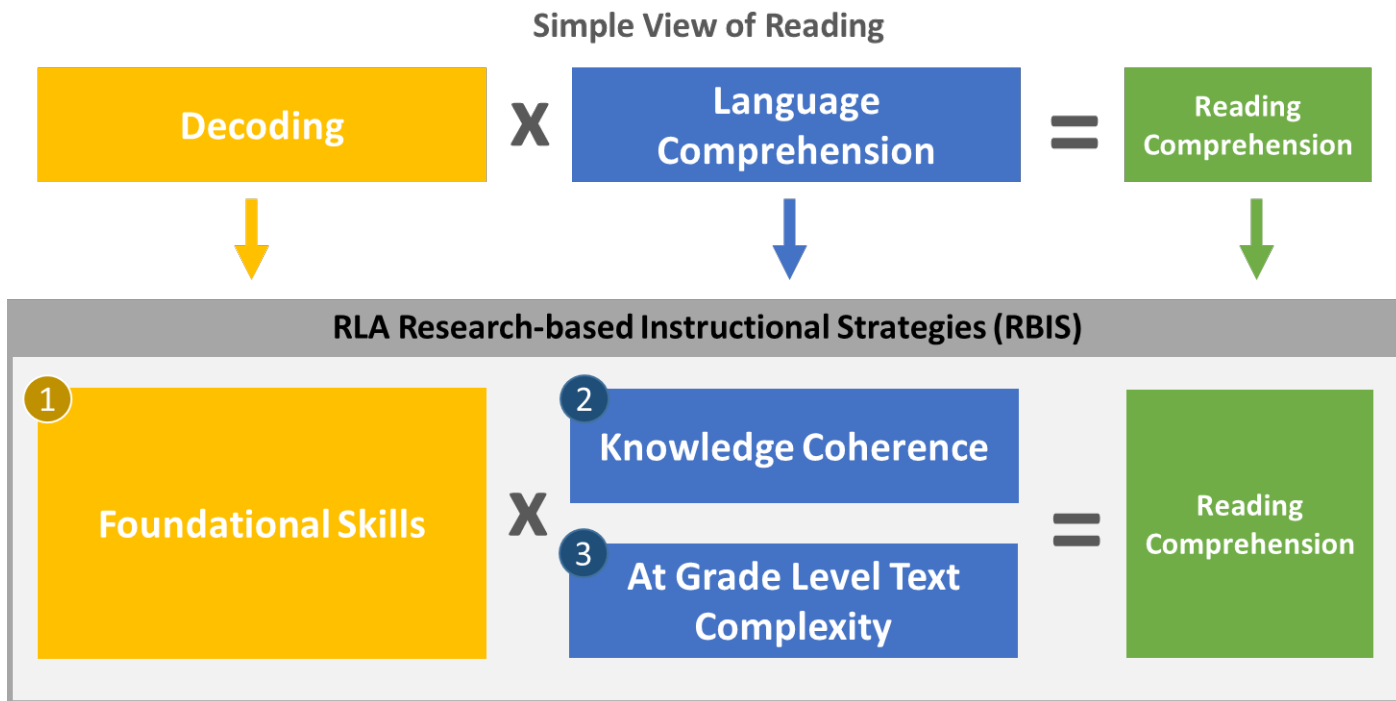
Esperanza Rising (4<sup>th</sup> grade)

Harry Potter

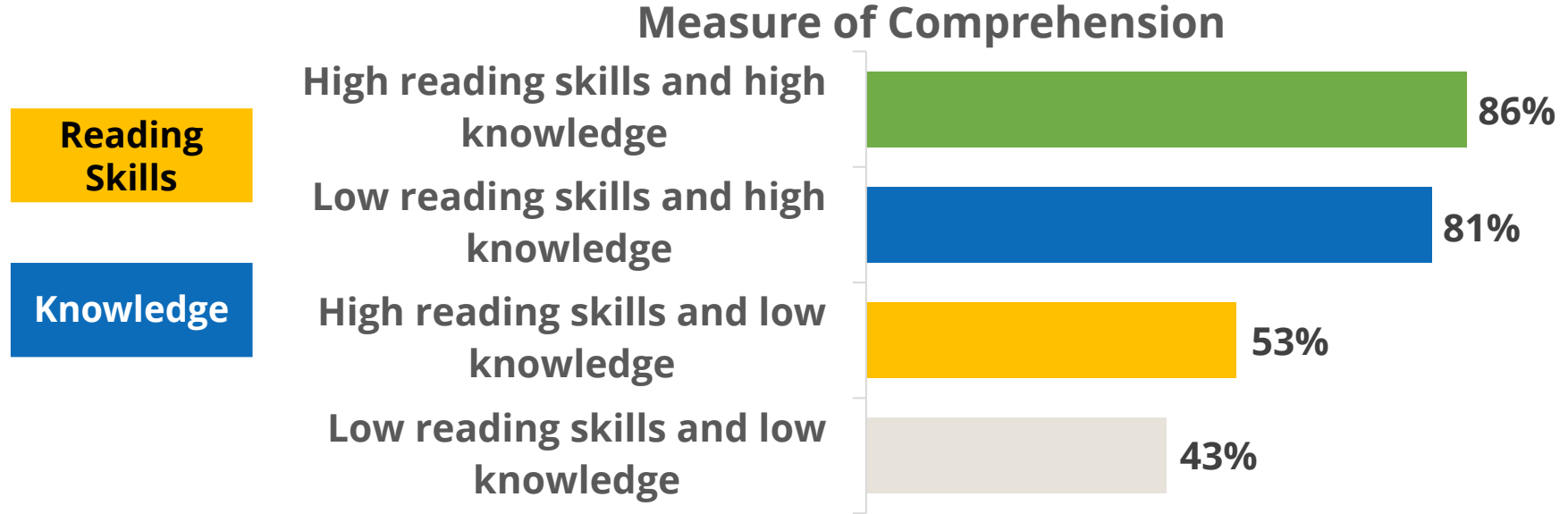
## RLA RBIS 3: Knowledge Coherence



# RBIS Align to Simple View of Reading



# Background knowledge is critical



# A student's knowledge is often impacted by their socioeconomic status.

In 2014, a study on background knowledge tested Pre-K students' comprehension on texts about birds and found significant gaps between lower and higher SES students in their comprehension.



**When those same students were given texts about a fictional species called wugs, those gaps in comprehension disappeared.**

# Knowledge Builds Schema



- Any topic that you've built a strong schema around is much more likely to 'catch' similar, applicable knowledge.



At the lesson level, a building knowledge approach means centering the meaning of the text in every lesson.

## Traditional Comprehension Approach

Starting with a standard and picking a text to “teach” to that standard.  
Teaching skills in isolation like “cause and effect.”



## Knowledge Approach

Starting with a complex text and using the standards in service of understanding the deeper meaning of that text or topic.

“The **mistaken idea** that reading is a skill—learn to crack the code, practice comprehension strategies and you can read anything—may be the single biggest factor holding back reading achievement in the country.”

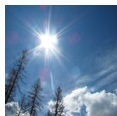
--Dr. Daniel Willingham, Cognitive Scientist

# In effective classrooms, teachers are building students' background knowledge and vocabulary across subjects

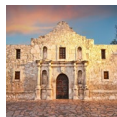
## 4<sup>th</sup> Grade – Student A



ELAR - Stories of the nautical adventures of a sailor who is also a giant



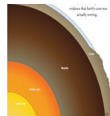
Science – Lesson about the sun as a source of energy



Social Studies – Lesson about the battle of the Alamo

**Student A learns different things in Science, Social Studies, and ELA that don't connect to each other.**

## 4<sup>th</sup> Grade – Student B



ELAR – Writing lesson to explain the characteristics of earth's layers as part of a geology unit



Science – Weathering lesson describing changes in the earth's surface



Social Studies – discussion of terrain and adaptations made by American Indians to navigate the land

**Student B is building background knowledge through connections across subjects.**

# Student's will see cross-curricular content in STAAR Redesign

## Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

### Searching for Water

- 3 Regardless of the cholla's size, desert animals have learned to rely on it for survival. Chollas have many stems that are similar to tree branches. Precipitation is scarce in the desert, **but cholla stems store rainwater that is absorbed through the plant's root system**. Some desert animals depend on the water stored in cholla stems.
- 4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. **The bighorn gets water by eating the moist insides of the cholla.**



A Desert Bighorn Sheep

## Direct connections to grade four and grade five science TEKS

- 4.10.A: explore how structures and functions enable organisms to survive in their environment
- 5.9.A: observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components

# And although the passage content is connected to science TEKS, students will continue to be assessed only on RLA TEKS

## Excerpt from Sample Grade 5 RLA Passage, *The Cholla Cactus*

### Searching for Water

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A Desert Bighorn Sheep

## Sample Question from Grade 5 RLA Passage, *The Cholla Cactus*

### Assesses Grade 5 Reading TEKS 5.R.7.C: Use text evidence to support an appropriate response

Which sentences from paragraphs 4 through 6 show that the cholla cactus is difficult to harvest?

Select **TWO** correct answers.

- 4 The desert bighorn sheep, for example, has learned to get water from the cholla cactus. Like many other desert animals, the bighorn rests when the temperatures rise and then goes in search of a cholla when the temperatures cool. The animal uses its large curled horns and its hooves to tear off pieces of a cholla and remove the spines. The bighorn gets water by eating the moist insides of the cholla.
- A Prickly Feast**
- 5 The cholla cactus also provides tasty meals for many other desert animals. Bees enjoy the pollen of its colorful blooms. Birds, insects, reptiles, and mammals dine on the cholla's juicy fruit.
- 6 The cholla also provides nutritious food for people. Members of the O'odham tribe and other desert-dwelling people eat the flower buds of some types of chollas. They roll the buds on a hard surface to remove the spines and then roast them slowly on an open fire. Once the buds have been thoroughly roasted (usually for a day), they are ready to eat. Cholla buds contain protein, calcium, and fiber—all of which are important to good health.

### RLA RBIS 4: Text-Based Responses

1

Foundational  
Skills

Explicit,  
**systematic**  
practice with  
**Literacy Founda-  
tional Skills.**

2

Text  
Complexity

Regular practice  
with grade-  
level, **complex  
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language.**

3

Knowledge  
Coherence

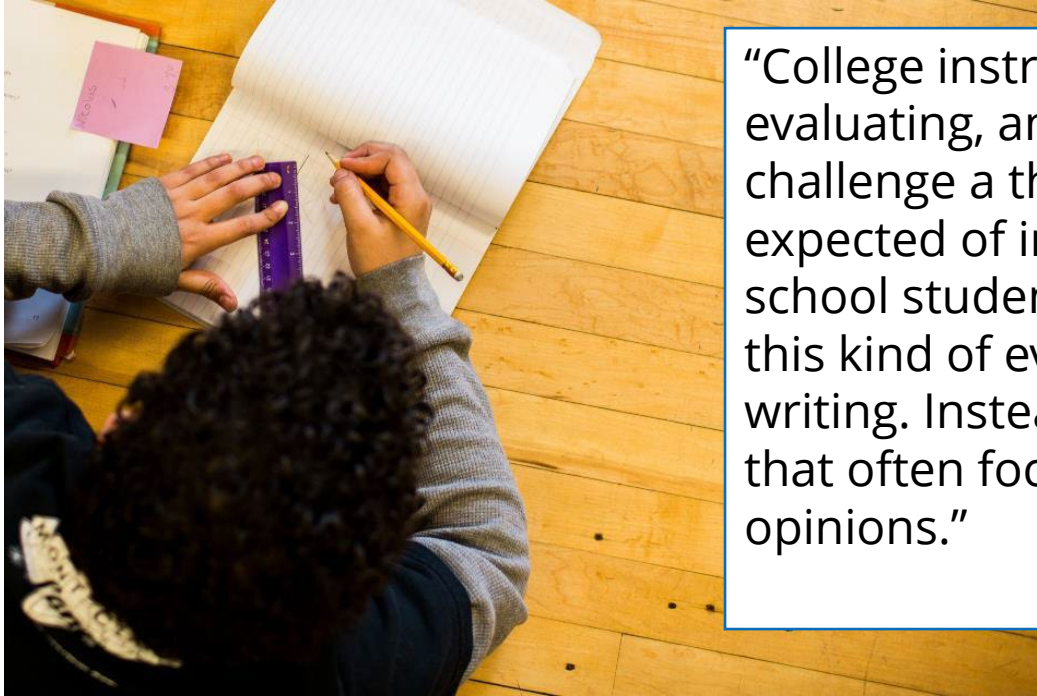
**Building  
knowledge  
and  
vocabulary**  
through text in  
all content  
areas.

4

Text-based  
Responses

Reading, writing  
and speaking  
grounded in  
**evidence from  
text**, both  
literary and  
informational.

# We've not provided students the right writing and speaking opportunities at scale.



"College instructors reported "identifying, evaluating, and using evidence to support or challenge a thesis" the most important skills expected of incoming college students. High school students were rarely required to do this kind of evidence-based argument writing. Instead, they were assigned writing that often focused on offering their own opinions."

*from The Chronicle of Higher Education*

# Why do text-based responses matter?

- ✓ Reading and writing are reciprocal processes. Writing about what you read strengthens comprehension.
- ✓ By grounding the discussion in the text, all students are **given an equal opportunity to engage**.
- ✓ Support **knowledge building** in content-rich text and point students toward the **most important parts of the text**.
- ✓ The **length and quality of student recall improves** when responding to content-based lessons grounded in text
- ✓ The **ability to cite evidence differentiates strong from weak** student performance on National Assessment Education Progress, AP Exams, and other college-readiness assessments.

# Basing writing (and speaking) in text better reflects effective instructional practices

## Prompt based on personal knowledge and experience:

"What is your favorite place that you've traveled to? What did it look like and what was your favorite part?"

## Prompt based on text:

"Read these two articles about two different locations. Using evidence from the articles, write a summary of the advantages and disadvantages of each location and your recommendation on which one to visit."

**Which of these prompts relies less on school-based instruction and more on outside-of-school experiences?**



# Text-Dependent Questions (TDQs) ensure that teachers keep discussion and writing grounded in text.

## What is a text-dependent question?

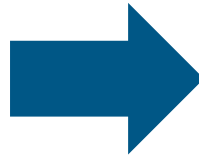
- Text-dependent questions are questions that can only be answered with evidence from the text

### Strong text-dependent questions:

- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.
- Focus on the **complex features** of a text (meaning, structure, language, knowledge demands)
- Built into HQIM\*\*

#### Common Practice:

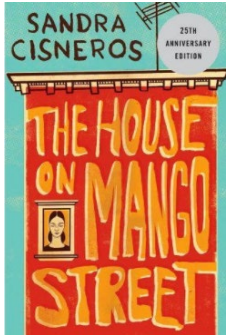
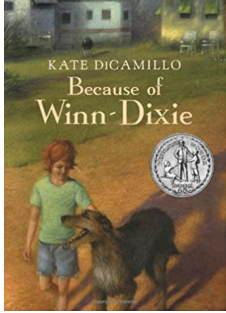
Students relate texts to their experiences, personal views, or to support personal narrative.



#### RBIS Approach:

Student responses (both oral and written) must be answered by using evidence from the text.

# Let's look at some examples



1. "Opal opens up a lot to Winn-Dixie in this text. Do you ever think it's easier to talk to pets than it is to people"
2. "Miss Franny is very scared of Winn-Dixie at first. What is something that you used to be afraid of? What changed your mind?"
3. "Esperanza's family is very close. What do you think makes a family close-knit?"

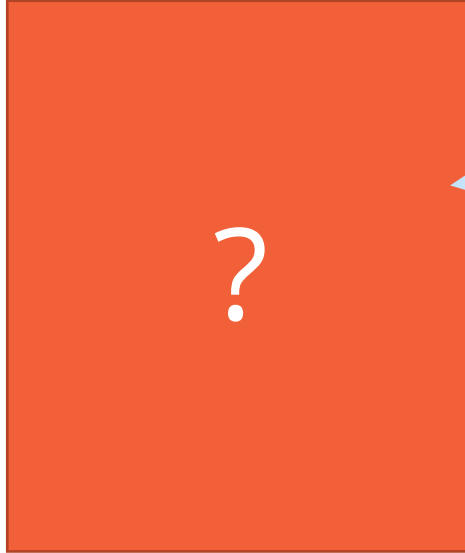
## **Text-Dependent Questions and Responses:**

- ✓ Can only be answered with text.
- ✓ Focus on complex features of the text (meaning, structure, language, knowledge demand)

# Connected to Text, but not Text-Dependent

## How can we revise this question?

"Miss Franny is very scared of Winn-Dixie at first. What is something that you used to be afraid of? What changed your mind?"



## Text-Dependent Questions and Responses:

- ✓ Can only be answered with text.
- ✓ Focus on complex features of the text (meaning, structure, language, knowledge demand)

# In the classroom, strong teachers are supporting students in becoming better readers by...

Having students write  
in **all grade levels** and  
**all subject areas**

Having students write  
**using evidence from**  
**texts** they are reading

# In alignment with the research and stakeholder feedback, redesigned STAAR will ask students to write using evidence from text

In the redesigned STAAR, writing prompts in **all grade levels** will ask students to write **using evidence from the text** to support their response.

*Excerpt from Sample Grade 4 RLA Passage, **The Spelling Test***

**The Spelling Test**

Characters

**NARRATOR**  
**HERBIE JONES**  
**MISS PINKHAM**  
**MR. JONES**  
**OLIVIA JONES**  
**ANNABELLE LOUISA HODGEKISS**

1 [Settings: Miss Pinkham's third-grade classroom; Herbie's home.]

2 [Time: One week in March.]

3 **MISS PINKHAM:** As a special bonus this week, I have a special assignment for you. You will spell your name, address, town, state, and zip code correctly.

4 **HERBIE:** Hmmmmmm, I know I usually don't study, but I want to get good news for Dad to find in the mail.

5 **NARRATOR:** Herbie's dad works the night shift at an electronics store. He gets up around 2:00 p.m. and is looking for a letter in the mailbox.

6 **HERBIE:** I can hear him now . . .

7 **MR. JONES:** Bills! Bills! Bills! There's nothing but bills in the mailbox.

8 **HERBIE:** I can do something about that.

9 **NARRATOR:** As soon as Herbie got home that afternoon, he started studying. His sister Olivia was shocked.

10 **OLIVIA:** What are you doing?

11 **HERBIE:** Studying.

12 **OLIVIA:** Studying? Since when?

13 **HERBIE:** Since I got my spelling list. How do you study?

14 **OLIVIA:** You're asking my advice about something?

15 **HERBIE:** Well, you do make better grades than I do.

16 **OLIVIA:** Well, Herbie, I write the words down. . . .

17 **HERBIE:** Yeah?

Read the play "The Spelling Test." Based on the information in the play, write a response to the following:

**Explain how Herbie's behavior changes and how this is developed by the playwright.**

Write a well-organized informational essay that uses specific evidence from the play to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

# Breakout Rooms – Reflect and Debrief



## Directions:

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- 1 From what we went over today, does your LEA have a vision or framework aligned to research?

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- 2 How does this literacy support meet the needs of all learners in your LEA?

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- 3 Where do you see strengths or gaps in your instructional practices for math?

## Next Steps

- **District Panels [Optional]:** Sign up for District Panels to hear from districts already engaging in this work
  - Date: 8/18; Registration: [Here](#)
- **Research Overview Series [Optional]:** Sign up for overview of research topics series aligned with STAAR Redesign to see if your district may want to explore further
  - Date: 8/19 ([Math](#)) and 8/25 ([RLA](#))
- **TEA Consultation [Optional]:** District leaders may sign up for one 30-minute session with TEA [here](#) to help determine what application decision may be best based on local context
- **Apply to grant [Required]**
  - Open: June 22<sup>nd</sup>, 2022; Closing: July 29th **and** August 26<sup>th</sup>