

Considerations for Adapting or Adopting RLA Curriculum

Module 4 : August 3, 2020

In partnership with





Where to find materials

You can find the recording of today's webinar on the Strong Start page on **TEA's website**.





Meet the Team!



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The Current Reality

- As schools closed out this unprecedented academic year and moved from crisis into reentry planning, it has become clear that we need to reimagine how we can leverage high-quality instructional materials.
- Given the unpredictable nature of this year, leaders and teams must be nimble and ready to adjust instruction as schools oscillate between remote and in-person learning scenarios.





Two Essential Questions

How do I make sure all of my students experience high-quality, TEKS-aligned instruction, regardless of their learning environment, level of connectivity, etc.?

How do I accomplish that without seeing all or some of my students in-person every day?





Module 1: Designing for Instructional Quality, Coherence, and Continuity

Module 2: Adapting or Adopting Pre-K Curriculum for Remote Settings

Module 3: Adapting or Adopting Math Curriculum for Remote Settings

Module 4: Adapting or Adopting Reading Language Arts Curriculum for Remote Settings

Module 5: Adapting or Adopting Science & Social Studies Curriculum for Remote Settings

Module 6: Implementing Texas Home Learning 3.0





Agenda and Outcomes

Agenda

- Opening
- Considerations for Adoption
- Considerations for Adaptation
- Case Study
- Q&A
- Texas Home Learning 3.0 Overview
- THL Q&A

Outcomes

- Identify quality considerations for adoption of curricula for **ELAR K–12 and SLAR K–6**
- Prioritize considerations for adaptation of curricula for **RLA**
- Engage in an example adaptation for distance learning and identify next steps to operationalize adaptations for **RLA**





This fall, teachers and leaders will be asking:

A. What are we going to teach in RLA?

- a. How will we ensure that ALL students can access grade-level complex text?
- b. Will we have enough time to engage students in cycles of repeated readings of texts to help them discern deep meaning?
- c. How will we ensure foundational literacy practices happen, in accordance with HB3?

B. How are we going to integrate the seven strands of the TEKS with grade-level complexity and nuance?

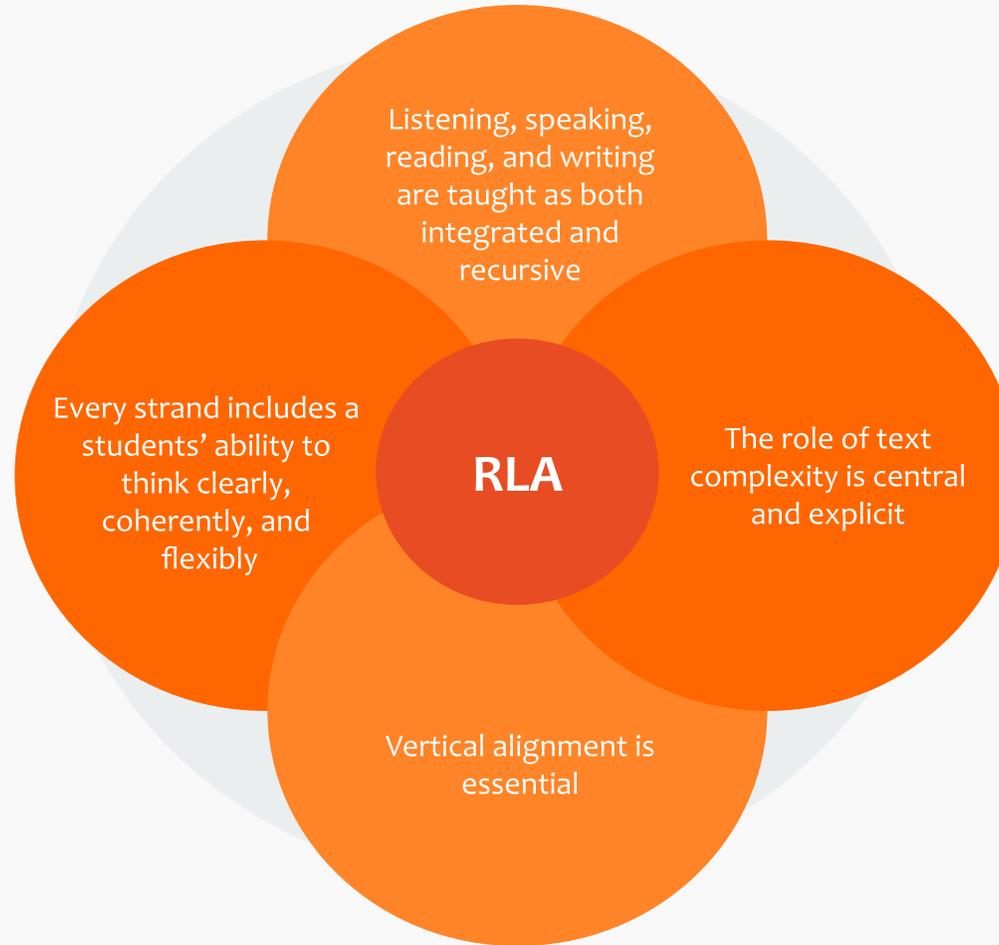
C. How are we going to figure out what about the RLA we're teaching works for distance learning and what doesn't?

- a. How do I prioritize my face-to-face time with students?
- b. How will students engage in academic oracy if they're not in a classroom together?



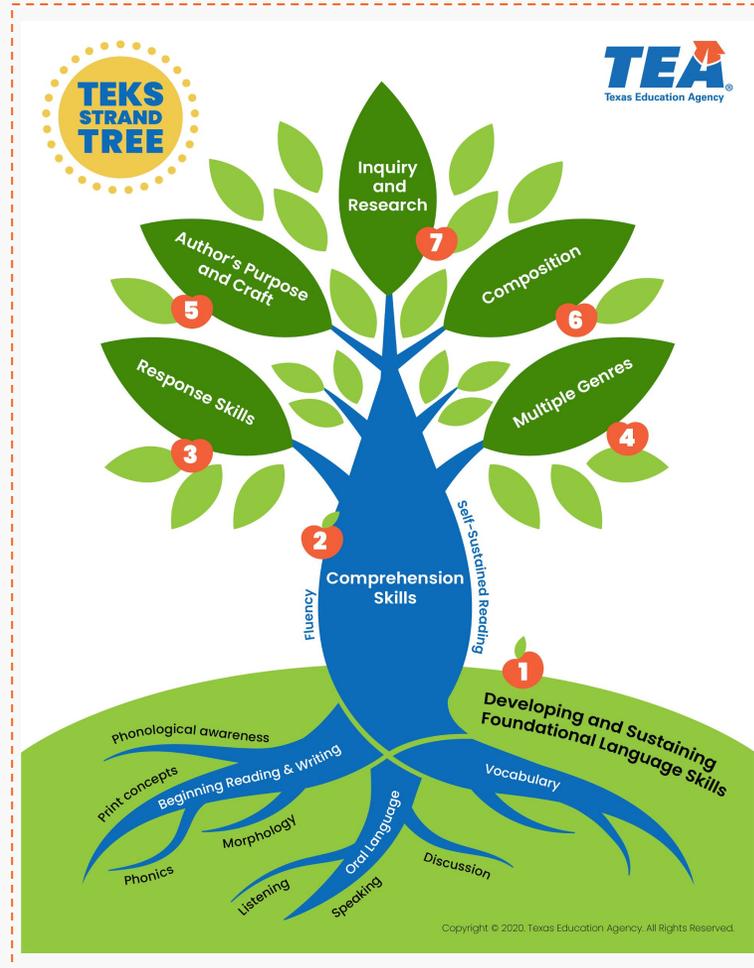


TEKS Literacy Principles





The structure of RLA is . . .





The structure of RLA is not...



A collection of discrete skills

All these standards or question types aimed at: **main idea, central message, key details, supporting details, inferencing, application, tone, comparison, purpose** are fine, but none are repeatable in real reading situations... Not only does each text have its own main ideas, but because the expression of each text is so different, what it takes to locate, identify, or construct a main idea will vary greatly from text to text.” **-Timothy Shanahan**





KEY CONSIDERATIONS FOR QUALITY RLA MATERIALS ADOPTION

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High-Quality Instructional Materials Include . . .

- TEKS-aligned content
- Support for all learners
- Support for content connections
- Progress monitoring
- Support for educators, including support for unfinished learning
- **Usability both on-campus and in a virtual, remote setting**
- **Usability and additional supports for families**





High-Quality Instructional Materials (HQIM) and COVID-19

The Challenge

Teachers developing their own curricula had a difficult time adapting to remote learning in the spring.

Leaders needed to navigate multiple sets of resources to support teachers in the spring.

Schools are relying on groups of adults for an unprecedented amount of student support, care, and guidance.



HQIM

Alleviate the burden of designing lessons, adapting them to work both in-person and remotely, and supporting cohorts of students with diverse needs.

Make it easier for principals and coaches to support all teachers, despite changing teaching and learning scenarios.

Provide consistency and predictability for those supporting students, while teachers remain the core instructors.





In Module 1, you were asked:

Can I adapt my current materials to meet the definition of high-quality instructional materials (HQIM) and the needs of remote settings?

Should I adopt new HQIM to meet the needs of remote settings?





Key Considerations for Adopting HQIM for RLA

TEKS RLA

- Are the materials aligned to grade-level ELAR and SLAR TEKS?

TEXTS

- Do the materials require students to spend the majority of time engaged with high-quality, grade-level texts that include a variety of
 - genres
 - lengths
 - purposes

CONTENT AND INSTRUCTIONAL CONCEPTS

- Do the materials provide abundant opportunities for:
 - repeated reading of text
 - examining textual evidence
 - building academic vocabulary
 - discerning deep meaning
 - evidence-based discussions and writing
 - research
 - opportunities to read text of their choice

SUPPORT FOR ALL LEARNERS

- Are there built-in supports to ensure all students, including students with special needs and emerging bilingual students, can access grade-level content?





Additional Considerations for Bilingual Programs

- Reading selections are of parallel quality and quantity and include authentic literature of both languages
- Sufficient teacher and student materials for the flexible implementation modes (includes all four state-adopted models and the varied allocation plans within each)
- Teacher materials that provide explicit instruction and guidance that is authentic to the Spanish language and recognize the similarities and differences between English and Spanish:
 - cross-linguistic transfer
 - contrastive analysis in phonemic awareness, phonics, cognates, vocabulary, comprehension skills, and writing
 - research on SLAR and two-way immersion instruction
- Resources that promote additional practice in oral language development and foundational skills in English and Spanish





Example from the Texas Resource Review



American Reading Company Grade 3

Grade 3 | ELAR | 2018

Published by: [American Reading Company](#)

Series includes: [Grade 4](#), [Grade 5](#), [See Full Series](#)

[View Review](#)

Student TEKS

98%

Student ELPS

N/A

83%

93%

100%

83%

100%



Amplify Education Grade 6

Grade 6 | ELAR | 2019

Published by: [Amplify Education](#)

Series includes: [Grade 7](#), [Grade 8](#), [See Full Series](#)

[View Review](#)

Student TEKS

90%

Student ELPS

100%

83%

100%

N/A

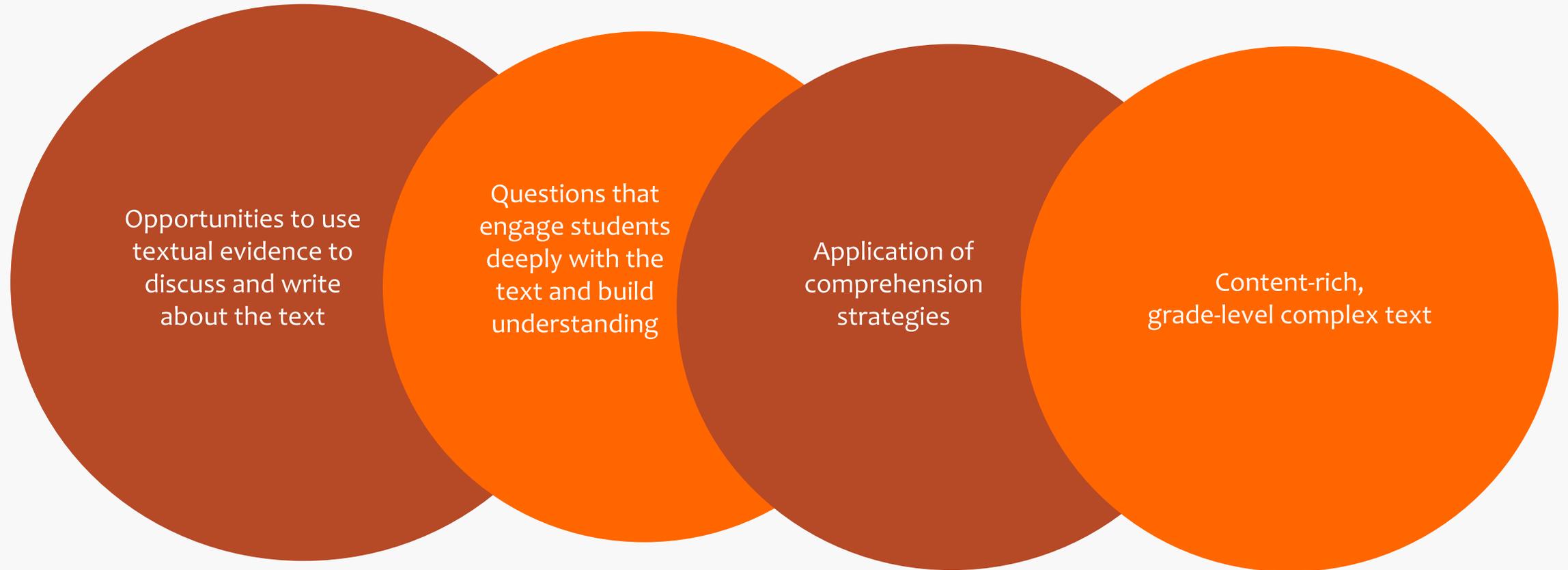
50%

75%





Content-Rich, Grade-Level Complex Text Is at the Center of HQIM In RLA





Key Considerations for Adopting a High-Quality Phonics Program

Materials are accompanied by a **systematic, explicit, and research-based scope and sequence** outlining the essential knowledge and skills that are taught in the program and the order in which they are presented.

A research-based K-3 phonics program is a non-negotiable.





Adopting High-Quality Instructional Phonics Program

Foundational literacy materials provide systematic and explicit instruction aligned to the Science of Teaching Reading, including:

- print concepts and letter recognition
- phonological awareness
- phonics
- word recognition
- fluency

Materials should

- have a scope and sequence
- include frequent and regular assessments
- provide guidance and resources for students who need more practice
- be aligned with Strand 1 TEKS
- Texas Reading Academy modules can support customization for local adoption of a particular set of instructional materials.





Key Considerations for Adopting HQIM for Distance Learning Scenarios for RLA



- How will grade-level standards be prioritized?

- In what ways will students be able to access the high-quality texts (e.g., hard copies, digitally from the curriculum publisher, online from another source)?

- What opportunities for virtual student discourse can be leveraged?
- How will you provide opportunities for students to engage in a cycle of repeated readings of grade-level text, work with textual evidence, discern deeper meaning, and write recursively?

- What scaffolds can be provided so that ALL students can access grade-appropriate text in a distance learning scenario?

Pre-K through 2:

- Only eligible for funding for asynchronous learning scenarios.
- Caregivers (parents, family members, sitters, etc.) will play an increasingly important role as schools move in and out of different learning scenarios (in-person, distance, hybrid). Teachers will however, remain the main instructors
- It is critical to consider caregiver capacity to support our youngest learners when selecting foundational skills materials.





Suggested Actions for Adoption

Form your selection team and determine how a final decision will be made



Map the timeline of review to adoption and **collect input from stakeholders**



Form the review committee and **complete the review of materials**



Decide what to adopt



Organize the next steps and communicate the plan





ADAPTING FOR INSTRUCTIONAL QUALITY, COHERENCE, AND CONTINUITY

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Suggested Actions for Adaptation

Prioritize units and TEKS



Prioritize texts within a unit



Determine plan for unfinished learning



Align to the appropriate instructional setting



Ensure access to appropriate scaffolds





Case Study

District A

- Mid-sized, urban district
- Has a bilingual program through grade 5 and a significant emergent bilingual population
- Adopted HQIM for 3-5 ELAR and SLAR last year
- Decided to adapt for this year
- Anticipating rolling school closures and concerned about learning loss as a result of COVID closures last year





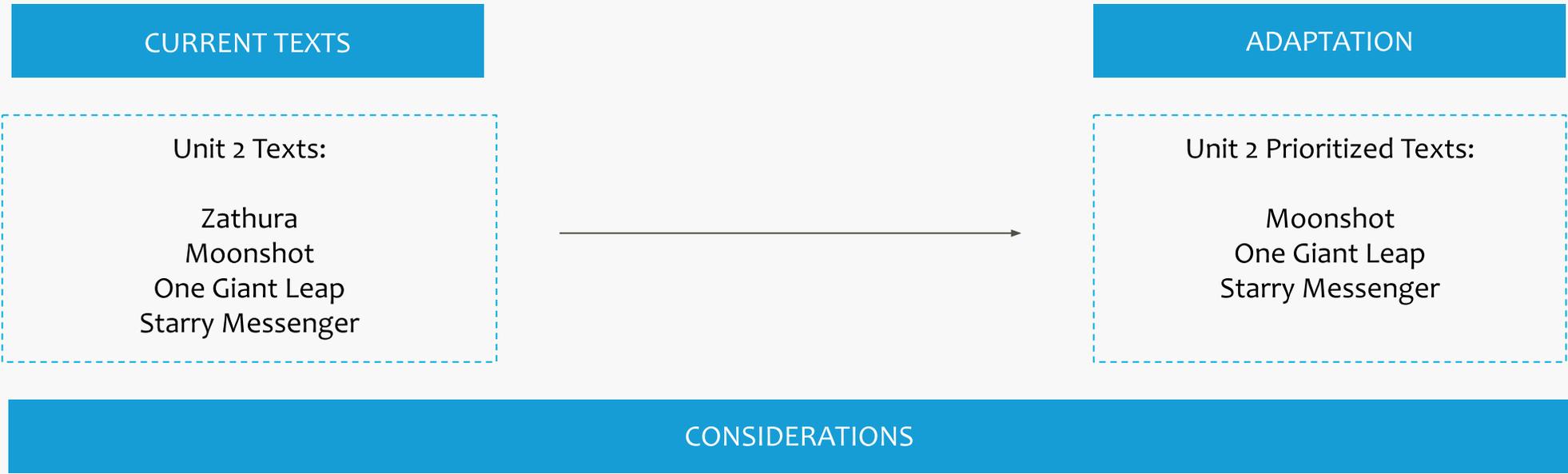
Grade 3: Prioritize units and TEKS

CURRENT HQIM	CONSIDERATIONS	ADAPTATION
Unit 1: The Sea	<ol style="list-style-type: none">1. What is the knowledge story for each unit?2. How can I maintain diversity across the grade-level in genres, authors, and subjects?3. How do I ensure modules are rich in scientific, historical, and literary content and vocabulary?	Unit 2: Outer Space
Unit 2: Outer Space		Unit 3: A New Home
Unit 3: A New Home		Unit 4: Artists Make Art
Unit 4: Artists Make Art		





Grade 3: Prioritize Texts



What is the importance or purpose of each text in this unit?

- Zathura, while it's the only literary text in this unit, does not connect as tightly to the story the unit is building.
- The three core informational texts--Moonshot, One Giant Leap, and Starry Messenger-- are narrative in nature.
- If I omit Zathura, I could ensure that anything lost from that text is gained in the remaining.





Grade 3: Consider Unfinished Learning

- Eliminating *Zathura* opens up space to build out additional time in the pacing guide for *Starry Messenger* which will likely need additional background building, vocabulary work, and fluency practice.
- Eliminating *Zathura* also opens up time to build in abundant opportunities for
 - Students to discuss text (in-person or virtually)
 - The teacher to provide scaffolded support to mitigate text complexities
 - Students to express their thinking with their peers
 - Small-group instruction (in-person or virtually) to address unfinished learning and specific needs





Grade 3: Align to the Appropriate Instructional Setting

Examples of RLA Practices Better Suited for Synchronous Learning

- K-3 foundational skills
- Asking/answering evidence-based questions
- Text-based student discourse
- Vocabulary that needs explicit instruction
- Learning a new skill (e.g., literal vs. nonliteral language)
- Addressing students' misconceptions
- Providing feedback

Examples of RLA Practices That Could Be Tackled Asynchronously

- Read alouds
- Fluency practice
- Pre-reading activities
- Prewriting tasks
- Text annotation
- Independent reading
- Critical inquiry and research





Grade 3: Access to Appropriate Scaffolds

- Scaffolds we will leverage for **asynchronous** learning:
 - Short articles, videos, pictures, and student-friendly explanations of key information that help build background knowledge about outer space and that will aid comprehension students' comprehension of the anchor texts.
 - For emerging bilingual students, videos with closed captioning capability.
 - Meet with small groups of students outside of the whole group.
- Scaffolds we will level for **synchronous** learning:
 - Daily fluency practice from *Starry Night* for which the teacher will model speed, accuracy.
 - Chunk text into short passages with accompanying text-dependent questions.
 - Leverage small formative assessments often, if not daily.





Suggested Actions

Prioritize units and TEKS



Prioritize texts within a unit



Determine plan for unfinished learning



Align to the appropriate instructional setting



Ensure access to appropriate scaffolds





OPERATIONALIZING ADAPTATIONS

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Action Step	Mid-Sized, Urban District Owner(s)	Small, Rural District Owner(s)
Gather input from stakeholders around reflections from the spring.	<ul style="list-style-type: none"> - RLA content supervisors - Bilingual/ESL Coordinators - Special Ed Coordinators 	<ul style="list-style-type: none"> - Director of Curriculum and Instruction
Prioritize units across each grade	<ul style="list-style-type: none"> - RLA content supervisors - Bilingual/ESL Coordinators - Special Ed Coordinators 	<ul style="list-style-type: none"> - Grade-level teacher leaders
Prioritize texts within units and plan for unfinished learning	<ul style="list-style-type: none"> - RLA content supervisors - Bilingual/ESL Coordinators - Special Ed Coordinators 	<ul style="list-style-type: none"> - Grade-level teacher leaders
Plan for instructional setting and access to appropriate scaffolds	<ul style="list-style-type: none"> - RLA content supervisors - Instructional coaches - Bilingual/ESL Coordinators - Special Ed Coordinators 	<ul style="list-style-type: none"> - Grade-level teacher leaders - Bilingual/ESL leads - Special Ed leads
Communicate to stakeholders	<ul style="list-style-type: none"> - Director of Curriculum and Instruction 	<ul style="list-style-type: none"> - Director of Curriculum and Instruction
Train teachers and leaders	<ul style="list-style-type: none"> - RLA content supervisors - Instructional coaches - Bilingual/ESL Coordinators - Special Ed Coordinators 	<ul style="list-style-type: none"> - Director of Curriculum and Instruction - Grade-level teacher leaders - Bilingual/ESL leads - Special Ed leads



Key Understandings

- School and district curriculum leaders should **keep the focus on grade-level content** and rigor, addressing learning gaps as needed within the context of grade-level work.
- Quality grade-level complex text is at the heart of any and all high-quality instructional materials. Whether you adopt or adapt, **put grade-level complex text at the center of instruction.**
- Prioritize **depth of instruction over pace.**
- Adopting a **phonics program** with a strong scope and sequence and explicit instruction in the code is a **non-negotiable.**





Suggested Actions for Adaptation

Collect input from stakeholders around reflections from the spring



Determine priority units and texts within units



Identify plan for unfinished learning



Determine plan for instructional setting and ensuring access to appropriate virtual scaffolds, if necessary



Communicate to stakeholders and train teacher and leaders





Upcoming Webinars

Adapting or Adopting Science and
Social Studies Curricula for Remote
Settings

Wednesday | August 5, 2020

Implementing Texas Home Learning
3.0

Friday | August 7, 2020

All webinars are at 10 AM CT.

Module 4 Session



Considerations for Adapting or Adopting RLA Curriculum





Q&A





Survey and Recording

https://bit.ly/tea_module4



You can find the recording of today's webinar and the Strong Start Reflection tool [here](#).



Texas Home Learning 3.0

THL 3.0 is a freely accessible, optional, aligned suite of resources that educators can use fully or in-part to support the new learning environment



Texas Home Learning 3.0

CURRICULUM



PreK-12 digitized, standards-aligned curricular content customized for Texas and the current learning environment

TECHNOLOGY



Suite of technology tools including a learning management system to support student engagement and instructional collaboration

PROFESSIONAL DEVELOPMENT



Content and technology focused professional development to support educators with implementation both in classroom and remote settings

Districts may optionally adopt none, part, or all of any of the three components above



THL 3.0 offers free access to TEKS-aligned, digitized resources to be facilitated by teachers that are customized for Texas



Districts/schools can **choose** to adopt any portion or subset of the materials as they see fit

Subject	Grades Offered
Math	PreK through 12 th grade
English Language Arts and Reading*	PreK through 12 th grade
Spanish Language Arts and Reading	PreK through 5 th grade
Science	PreK through 5 th grade
Social Studies	PreK through 5 th grade

Works with required asynchronous plans for remote teaching

Each grade level and subject resource is customized to Texas and includes:

Unit plans and daily lesson plans aligned to Texas standards

Formative & summative unit assessments

Built in progress monitoring

Teacher, student, and family supports

Digital format with printing capability

Accessibility supports for all learners

*Includes foundational skills and phonics in K-2

TEA has negotiated a statewide license for Schoology for all interested districts for two years



A PowerSchool Unified Classroom™ Product



Free two-year license

for Schoology LMS for any interested LEA
paid for by TEA

- Districts must **begin using Schoology** anytime between today and **March 1st, 2021** to benefit from license
- License allows for **integration with existing platforms, forthcoming THL instructional resources** and other products as needed
- **Current Schoology customers may pause** current contract to benefit from additional 2 years of LMS
- **Implementation support** available from TEA, Schoology, and Texas ESCs

Learn more about the THL LMS on the TEA Instructional Continuity webpage or sign up today at www.powerschool.com/texas!



Districts and teachers will have access to ongoing professional development throughout the 2020-2021 school year



Remote Learning and School Models

PD offered to districts to optimize remote or hybrid learning. PD comes in the form of:

- ESC support
- Webinars
- Office hours
- Targeted support

Instructional Materials

PD offered to from vendors and ESCs.
PD comes in the form of:

- Live webinars
- On-demand tutorial videos
- “Train the trainer” sessions
- Customized training for purchase



Storage, Classroom, and Learning Management System

PD offered to districts to give training on system use and implementation.

PD comes in the form of:

- ESC support
- 3-hour district on-boarding course for the LMS
- Interactive online trainings
- Self-paced learning courses

ESCs will fully support district implementation and training for THL 3.0



Q&A



You can find the recording of today's webinar and the Strong Start Reflection tool [here](#).



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