Welcome to the Literacy Research-Based Topics!

Strong Foundations Framework Grant Learning Opportunity
June 2022
Introductions

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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:

- **Build a Roadmap**
  - Build a math/literacy committee
  - Plan framework development process
  - Create and norm on decision making process

- **Communications Plan**
  - Determine who are the larger stakeholder groups
  - Develop customized communication plan for each group
  - Set up systems of coaching for stakeholders throughout process

- **Collective Learning**
  - Develop collective learning scope and sequence focused on research in math and/or literacy
  - Complete collective learning with committee
  - Stamp key collective learning take-aways

- **Develop Framework**
  - Based on learning, draft vision and framework
  - Collect feedback and iterate upon the draft with the committee
  - Vote on final framework

- **Implement Framework**
  - Use final framework to assess existing district resources and supports including:
    - curriculum and instructional materials
    - professional learning focus and design
    - coaching structures and tools
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*
TEA developed a set of Research-based Instructional Strategies → RBIS → Arby's
## What are the RBIS?

<table>
<thead>
<tr>
<th>RBIS are...</th>
<th>RBIS are NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A set of research-based practices that highlights common misconceptions in the field.</td>
<td>• Topics that are commonly agreed upon (e.g., materials should be aligned to the standards).</td>
</tr>
<tr>
<td>• Topics that require conceptual or philosophical changes in approach to instruction.</td>
<td>• Topics related to any one specific set of instructional materials.</td>
</tr>
<tr>
<td>• A set of practices that are supported by research and should be present in classrooms, regardless of instructional materials.</td>
<td>• An attempt to address all practices that are necessary for strong student outcomes (e.g. classroom management).</td>
</tr>
<tr>
<td>• A set of practices that relate directly to the design of instructional materials AND/OR the approach required to implement them well.</td>
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</table>
What are the essential best practices in literacy instruction?

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RBIS in Context

Effective Instruction

Strong School Leadership and Planning

Effective, Well Supported Teachers

High-Quality Curriculum

Positive School Culture
How Do Children Learn To Read?

Decoding
Ability to apply sound-symbol relationships to read words

Language Comprehension
Ability to understand spoken language

Think: Phonics

Think: Knowledge (Vocabulary)

= Reading Comprehension

How We Learn to Read: What is Reading Acquisition?
RBIS Align to Simple View of Reading

Simple View of Reading

- Decoding
- Language Comprehension

= Reading Comprehension

RLA Research-based Instructional Strategies (RBIS)

1. Foundational Skills
2. Knowledge Coherence
3. At Grade Level Text Complexity

= Reading Comprehension
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 academic language.

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

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   - 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

Young, 2012 [Updated 2017]; (Lyons 1998, NRP 2000)
Instruction in foundational literacy should be systematic, explicit, and include student practice.

<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Systematic</th>
<th>Explicit</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Systematic and sequenced K-2 instruction and intervention.</td>
<td>Explicit and intentional daily instruction.</td>
<td>Practice of specific skills in and out of text, including making meaning from what is read.</td>
</tr>
</tbody>
</table>

Explicit, systematic practice with Literacy Foundational Skills.
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.

**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

The Swim Meet

Josh and Jen like to swim. They take Gran to their swim meet.

Jen lines up in lane five.
Josh lines up in lane six.
The kids are up on the blocks.
Then there is a beep.
All the kids dive in. Splash!
“Swim!” yells Gran. “Swim fast!”
This is true for both English and Spanish.

### Practice

**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

Seth

This is Seth Smith.
Seth is ten.

Seth must get in bed at ten.
Seth can jump on his bed, but not past ten.
Seth can stomp and romp and stand on his hands, but not past ten.
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. My garden has rabbits. My garden has weeds.

**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! Same and his dad grin.
Predictable text and decodable texts are fundamentally different.

1. **Practice**

   - **Predictable pictures. Students fill in missing words**
     - My garden has seeds.
     - My garden has birds.
     - My garden has sun.
     - My garden has water.
     - My garden has rabbits.
     - My garden has weeds.

   - **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.

   - **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.

Text 1: Reading A-Z level C “My Garden”; Text 2: Amplify Texas ELP Skills Unit 8 Kindergarten
**A Word About Three-Cueing Methods**

**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
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 movies.

I go to the zoo.

I go to the library.

Picture Cue Words
However, as text gets more complicated, this will start to fail them. By 3rd 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.
Decodables are critical for:

- practice/application of phonics
- connecting phonics to reading
- building fluency
RLA RBIS 2: Text Complexity

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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

Three Factors Determining Text Complexity

Quantitative Dimensions

Qualitative Dimensions

Reader and Task Variables

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 3rd grade reading schedule:

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Level</th>
<th>Instructional Time w/ Grade Level Texts</th>
<th>Instructional Time w/ Grade Level Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Group</td>
<td>K–1st</td>
<td>(~10 min daily)</td>
<td>(~30-40 min daily)</td>
</tr>
</tbody>
</table>
| 20%            | 0%            | Students who are in first two groups may spend **10 min or less** daily on grade level texts.
| 1st – 2nd grade| 20%           | 0%                                     |
| 3rd and above  | 100%          | 100%                                   |
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:

- Based on students’ reading levels
- Based on grade level
- Something else

<table>
<thead>
<tr>
<th>Year</th>
<th>Based on Reading Levels</th>
<th>Based on Grade Level</th>
<th>Something Else</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>23%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>2017</td>
<td>17%</td>
<td>26%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Over half the teachers selected text based on reading levels, instead of student’s grade level.

The practice of choosing texts based on reading level has been increasing overtime, limiting the ability to close gaps.

Tier 1 Instruction Must Focus on Grade-Level Complexity. That doesn’t mean that students don’t read other levels of complexity.

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

Examples:

- Esperanza Rising (4th grade)
- Harry Potter
RLA RBIS 3: Knowledge Coherence

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RBIS Align to Simple View of Reading

Simple View of Reading

- Decoding
- Language Comprehension
- Reading Comprehension

RLA Research-based Instructional Strategies (RBIS)

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Reading Comprehension
Background knowledge is critical.

Measure of Comprehension

- High reading skills and high knowledge: 86%
- Low reading skills and high knowledge: 81%
- High reading skills and low knowledge: 53%
- Low reading skills and low knowledge: 43%

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.

**4th 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

**4th 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 A learns different things in Science, Social Studies, and ELA that don’t connect to each other. Student B is building background knowledge through connections across subjects.
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 inside of the cholla.

**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

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.

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

Sample Question from Grade 5 RLA Passage, The Cholla Cactus

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

**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.”
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)
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

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:

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

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

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 22nd, 2022; Closing: July 29th and August 26th