

Literacy Resource Update



Board Workshop
March 3, 2025

Purpose

The purpose of this presentation is to provide an update to the Board of Trustees regarding the selection process of new K-8 Reading Language Arts (RLA) materials.

Background

General Summary of Background Since 2023

- A Literacy Curriculum Assessment Team (LCAT) was convened.
- A curriculum audit was conducted by TX Reads.
- A determination was made to procure new materials.
- The last Board update was provided in October 2024.

Updates Since October 2024 Board Presentation

- The LCAT was reconvened in November 2024 to provide updates on the resource selection process and to provide a first look at finalist resources.
- Teacher and community feedback launched November 2024.
- Literacy Leads training with TX Reads continued.
- The District followed materials selection guidance from TX Reads as outlined in the next several slides.

TX Reads' Recommendations for Resource Selection

1.

Curriculum & Instruction (C&I) leadership determines an instructional vision for literacy.

2.

C&I leadership preselects 2-3 choices of curricula.

3.

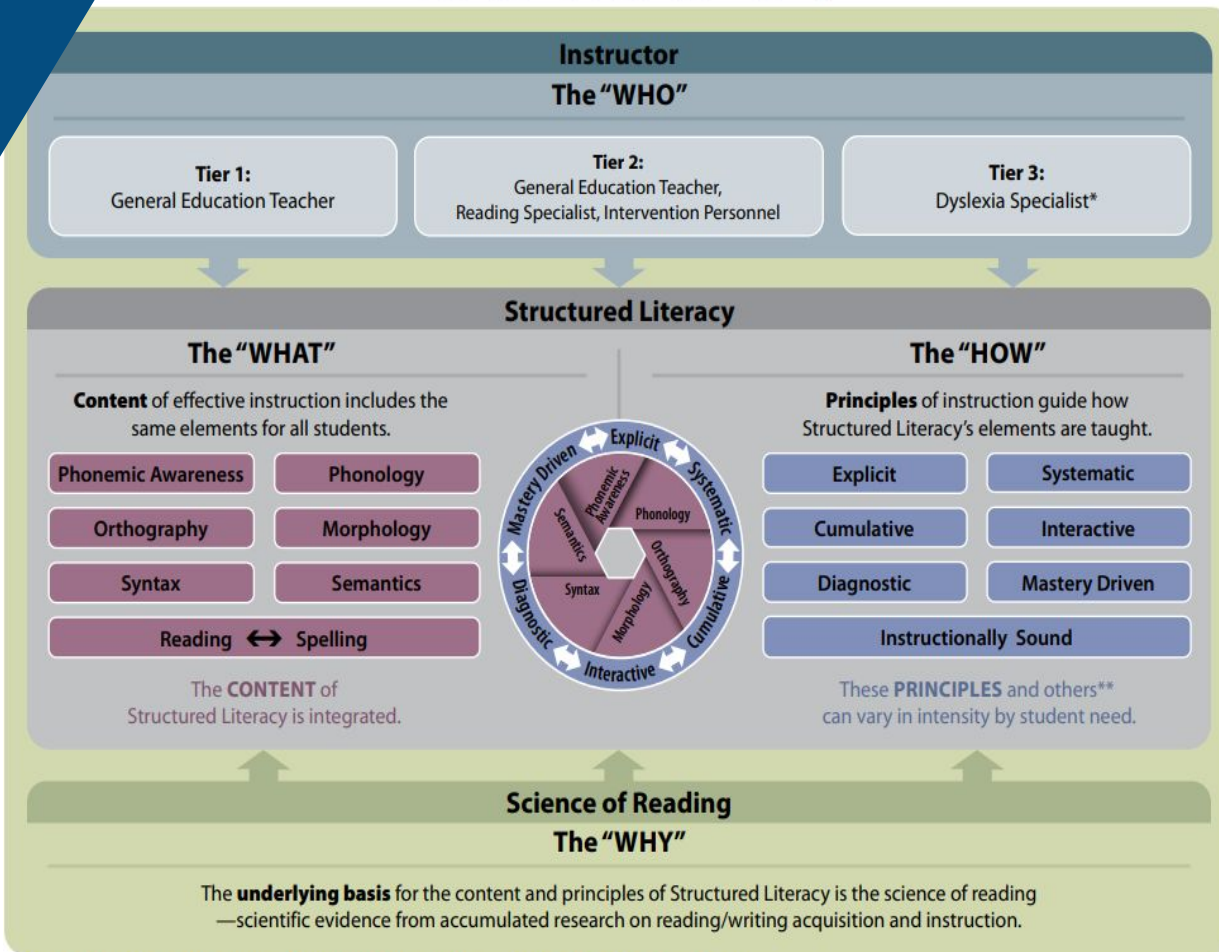
A committee of teachers and instructional leaders are tasked with conducting reviews.

4.

The committee of teachers and instructional leaders makes a formal recommendation to C&I.

1. Instructional Vision for Literacy

STRUCTURED LITERACY Grounded in the Science of Reading



Reading Instruction

- Classroom practices are aligned with the Science of Reading and follow a structured, systematic scope and sequence for explicit instruction.
- Lessons are designed to meet diverse learner needs through gradual release of responsibility.
- Curriculum offers strong phonics, reading, and writing instruction, with easily-implemented lesson plans that are aligned to the Texas Essential Knowledge and Skills (TEKS).

*For individuals with dyslexia in Tier 3, Structured Literacy must be delivered with more intensity and by a highly qualified instructor.

**See *Structured Literacy: An Introductory Guide*, available from www.DyslexiaLibrary.org. This brief is available for download at <https://tinyurl.com/iz3xa3dw> after logging into the digital library.

2. C&I Preselection of 2-3 Resources

C&I leaders reviewed the following resources and preselected 2 finalists:

- Resources listed in the the *TX Reads Spring Branch ISD Curriculum Evaluation Report*
- Resources included on the Texas Education Agency's (TEA's) Instructional Materials Review and Approval (IMRA) list
- Resources included on TEA's *List of Compliant Phonics Programs*.
- Other resources utilized by regional districts demonstrating success in implementing structured literacy and State of Texas Assessments of Academic Readiness (STAAR) Redesign.

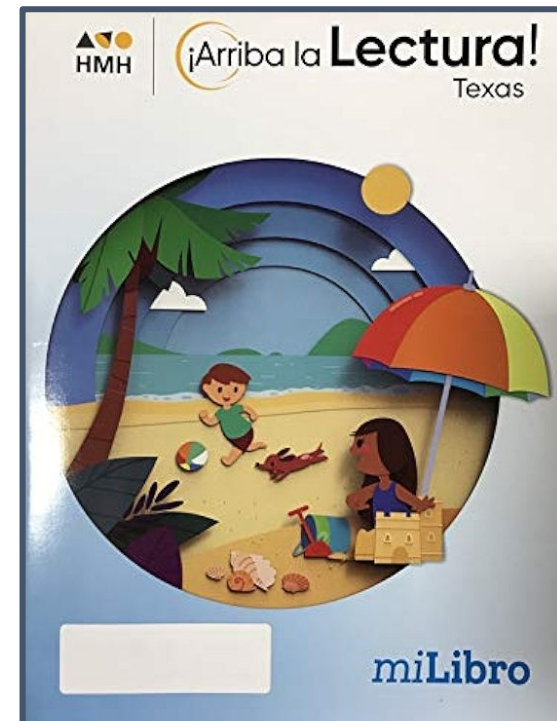
3. Selection of Committee and Gathering Feedback

- **October 2024:** Principals identified 2 committee members per campus (elementary) and 1 per campus (middle). Representatives were also selected from the following departments: Dyslexia, Special Education, Multilingual, and Technology.
- **November 11:** The 74 committee members received rubric training.
- **November 12:** The members attended publisher presentations, received resource samples, and prepared to lead their campuses in an analysis of resources.
- **November 13:** Principals received an update on the K-8 Reading Language Arts (RLA) selection process.
- **November 14:** An LCAT meeting was held to kick off the public feedback window.
- **November 18-December 5:** A public viewing of resources was provided where community previewed, asked questions, and shared their feedback.
- **January 10:** Campuses provided their recommendations through committee members.

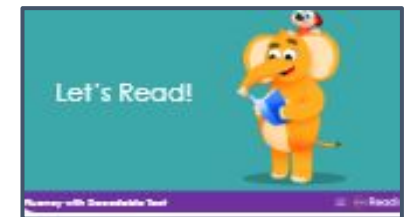
4. Recommendation for Elementary

Elementary Recommendation

- 91% of elementary campuses recommended *Into Reading* and *iArriba la Lectura!* published by Houghton Mifflin Harcourt (HMH)

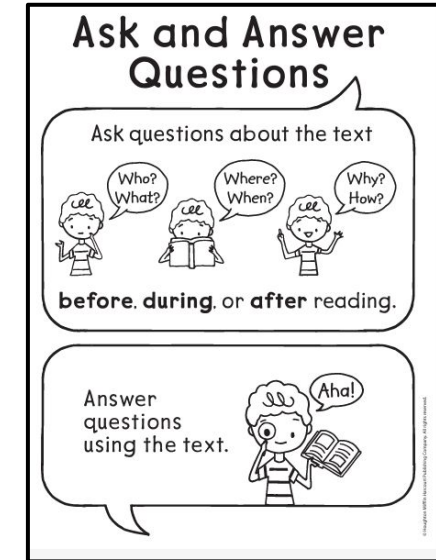


- Foundational resources include the following:
 - phonological awareness
 - review drills
 - blending routines
 - irregular word routines
 - handwriting
 - encoding practice
 - reading a connected text
- Decodable routines and multiple decodable texts are provided for each phonics skill.



<p>The pals go to the skate track. It is the best place to skate! It rents skates for ten cents. "Pads and other things help us be safe on skates," Liz tells them. "We should always be safe on skates."</p>	<p>Off went Dave, Tuck, and Kate. "Not too fast!" Liz yelled, but Tuck fell and spun out. Tuck was not hurt, but he lost a skate. "Come with me, Tuck! Hop on," Liz tells him.</p>

- Reading materials include the following:
 - knowledge-building and skills, gradually released through read aloud, small groups, and independent reading
 - explicit vocabulary instruction
 - oral and written responses; writing about reading



Build Knowledge and Language

ACCESS PRIOR KNOWLEDGE/ BUILD BACKGROUND

VOCABULARY

Big Idea Words

- orbit
- period
- solar

MULTIMEDIA

Active Listening and Viewing

- Get Curious Video: Light and Dark Together

GET CURIOUS VIDEO

Online Ed

- Writing materials include the following:
 - explicit lessons and practice in grammar
 - mentor texts
 - authentic writing genres aligned to TEKS
 - writing process with modeled lessons
 - printable tools and checklists

Grammar 1.4.4b

Review Subject-Verb Agreement

The subject of each sentence is blue. Choose the correct form of the verb in parentheses to complete each sentence.

- 1 **Jamal and Gina** (walk, walks) in the woods.
- 2 **Elena** (hurry, hurries) to the river's shore.
- 3 **She** (touch, touches) the cool water.
- 4 **Carmen** (splash, splashes) mud on Braden's boots.
- 5 **They** (wash, washes) their hands in the stream.
- 6 Some **dragonflies** (buzz, buzzes) near the water.

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Grade 3 | Grammar Minilessons Sentences • Subject-Verb Agreement

Editing

Editing Checklist

Ask these questions as you edit your folktale.

Do sentences begin with capital letters?	YES NO <input checked="" type="checkbox"/>
Do sentences end with punctuation?	YES NO
Does the folktale include a variety of verbs?	YES NO
Does the folktale have a beginning, a middle, and an end?	YES NO
Does the story have elements of a folktale?	YES NO
Does the folktale use pronouns?	YES NO

Name _____

Campus Feedback: Elementary

- *HMH was a very comprehensive curriculum that met the needs of all students in the classroom. We felt that the online navigation system was very user friendly and age-appropriate for students.*
- *The materials included a lot of cross-curricular connections to support all content areas. Scaffolded resources were provided to differentiate for all levels.*
- *We prefer HMH because it is more engaging and easier to navigate.*
- *Love the explicit moments to stop and ask questions. Includes depth of knowledge markers.*
- *Has explicit instruction and practice opportunities to ensure mastery.*
- *HMH's listening and speaking resources will be helpful to prepare our EB students for TELPAS. It is well-organized with intentional instructional design. HMH is better at supporting EB students and provides more resources for our bilingual classes. The sequence is the same in both English and Spanish, which will help our teams plan together.*
- *Contains Tier 1 and Tier 2 lesson guides for students who may need additional supports.*

4. Recommendation for Middle School RLA

Middle School Recommendation

- 70% of middle school campuses recommended *StudySync* by McGraw Hill.




- Reading materials include the following:
 - multi-genre texts used for knowledge building and cross-curricular teaching
 - explicit vocabulary routines
 - writing about reading lessons and exercises
 - built-in accessibility supports

- Writing materials include the following:
 - explicit grammar instruction
 - TEKS-aligned writing genres

Blast: Testing Our Limits

Students will answer the unit's essential question: How do you respond when you're facing a challenge?

Teacher Resources: [Lesson Plan](#)




Assign
 Preview

Skill: Acquiring Vocabulary

Students will use concept maps to make connections between words and acquire new vocabulary in order to write a realistic scene.

Teacher Resources: [Lesson Plan](#)



Assign
 Preview

Campus Feedback: Middle School

- *McGraw-Hill online resources are much easier to navigate and much more user friendly.*
- *We liked that the McGraw-Hill gave a very accessible outline of the TEKS for each unit.*
- *Grammar is built into each cumulative writing task for the unit.*

Community Feedback

A public review and feedback opportunity was offered on November 18-22 and December 2-4, 2024.

- 28 community members attended in-person
- 15 feedback forms were submitted by -
 - 9 individuals who attended the review opportunity
 - 2 individuals who did not attend the review opportunity

Community Feedback

HMH Community Feedback for Elementary Grades

- Engaging and robust decodable texts
- Structured approach to the lessons
- Challenging and thorough materials
- Appropriate scaffolding
- Student-friendly
- Concern about not sufficient resources for decoding/encoding and foundational knowledge
- Concern about alignment to the Science of Reading

Community Feedback

McGraw Hill Community Feedback for Middle School

- Good selections for student appeal
- Like use of skill focus
- Concerns about the balance between print and digital

Next Steps

- Request for Board approval
- Purchase materials for 2025-2026 implementation
- Spring 2025 - Introductory training for teachers
- Summer 2025 - Ongoing grade-specific and leadership training
- Fall 2025-Spring 2026 - Job-embedded training on campuses
- Ongoing communication planning for family updates via the literacy website, Parent U, and campus-based sessions

Discussion

