

Accelerated Literacy and Language Development

2021-22 Strategic Challenges

1. Address the Learning Loss Accrued during 2020-21
2. NEW Reading Language Arts (R/LA) Assessments (HB 3906)
 - NEW 2017 TEKS RLA Assessed in 3rd-8th, English I, English II
 - NEW 3rd-8th embedded Writing Skills Items to address Revising and Editing
 - NEW STAAR Item Types coming in 2022-23
3. Elevating Teacher Practice in Writing in 3rd-5th-6th-8th grades
4. Teacher Attrition – New Teachers
5. Closing the Equity GAP with English Learners
 - Drive the Districtwide TELPAS Proficiency Growth rate
 - Mitigate the GAP from widening during the R/LA STAAR transition year

2019 Statewide ELAR and Writing STAAR

Statewide ELA/Reading results	Approaches	Meets	Masters	Domain 1
All	75%	48%	21%	48%
Economically Disadvantaged	67%	37%	13%	39%
English Learners (ELs)	63%	29%	11%	31%
Statewide Writing results	Approaches	Meets	Masters	Domain 1
All	68%	38%	14%	40%
Economically Disadvantaged	60%	29%	8%	32%
English Learners (ELs)	53%	22%	6%	27%

2022 Integrated Reading-Writing STAAR?

Domain 1
44%
35%
29%

This analysis is too simplified because it does not account for the following key performance factors:

- **Learning loss** accrued in 2020-21 that will impact all sub-populations and potentially widen the GAP
- All new ELAR (2017) TEKS and the **NEW R/LA STAAR Test** with Integrated Reading-Writing in 3rd-8th
- The need to **Elevate Teacher Practice** in grades 3, 5, 6, and 8 in Writing
- Higher than normal **Teacher Attrition**



NEW Reading Language Arts (R/LA) Assessments

- Pre-tests, Interim Benchmarks, Formative and Summative Assessments for 3rd-8th, English I & II
- K-8th and English I-II Writing Skills Lessons, Practice and Assessments
- Formative Assessments include the 5 NEW STAAR Item Types coming in 2022-23



Closing the Equity GAP with English Learners

- English Language Development Courses
- Scaffolded and Linguistically accommodated Instruction, cognates, realia, pictures, and vocabulary in context to support ELs
- TELPAS Readiness in all four Language Domains
- Targeting One Proficiency Level Growth per year



K-12 Academic Vocabulary Mastery

- 15,000 TEKS+STAAR Academic Vocabulary Words
- Patented Vocabulary Mastery Process
- Engaging Visuals and linguistic accommodations
- Students learn academic vocabulary in context
- K-8th Grade Core Subjects plus 16 High School Subjects including the 5 EOC tested subjects



K-12 Science Mastery and STAAR Review

- Engaging Visual Science TEKS Video Lessons
- Science Content, Process, and Tools Vocabulary
- Rigorous 5-step STAAR Review Process and Plan Patented Optimization Plan – 5th-8th-Biology
- Pre-test, Interim benchmarks, Formative and Summative Assessments + 7 NEW Item Types

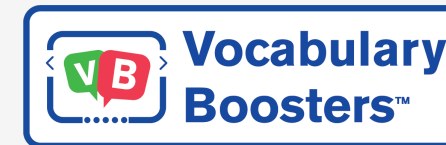
Manage ▾

Reports ▾

ACCELERATED LITERACY

(Edna Carter)

Students Enrolled: 30





Reading Language Arts (R/LA) Progress Monitoring Assessments	Assess	PLD
R/LA Pre-test	68%	Approaches
Interim R/LA Benchmark #1	81%	Meets
Interim R/LA Benchmark #2	⌚ Start	
Summative R/LA Assessment	⌚ Start	

Formative Lesson Assessments	Assess	PLD
Formative Assessment – Standard Grammar and Usage	68%	Unmet
Formative Assessment – Verbs, Nouns, and Pronouns	71%	Approaches
Formative Assessment – Adjectives and Adverbs	84%	Meets
Formative Assessment – Prepositions and Prepositional Phrases	91%	Masters
Formative Assessment – Connecting Words		
Formative Assessment – Capitalization and Punctuation		

R/LA Class Progress

Student	Pre-test	Benchmark #1	Benchmark #2	Practice Test	PLD
Alonso, Maria	64%	73%	76%	79%	Approaches
Avocado, Denisse	71%	77%	81%	83%	Meets
Cartier, Edna	58%	69%	76%	84%	Meets
Chimichanga, Julianna	52%	72%	82%	85%	Meets
Chimichanga, Tiffany	69%	78%	84%	91%	Masters
Fritierrez, Debbie	48%	64%	75%	78%	Approaches
Gretsky, John	75%	79%	82%	89%	Masters
Hanandez, Beth	65%	78%	83%	92%	Masters
Huerta, Oliver	48%	68%	77%	79%	Approaches
Juana, Annette	64%	74%	79%	82%	Meets
Lopez, Guadalupe	78%	81%	84%	86%	Meets

Accelerated Literacy & Language Development

English High-Frequency Sight Words



Spanish High-Frequency Sight Words



Thinking Words Word Study



Antonyms Word Study



Synonyms Word Study



Homonyms Homographs Homophones



Abstract Nouns Word Study



Idioms Expressions Adages & Puns



Common and Proper Nouns



Complete Simple Sentences with Subject Verb Agreement



Video Lessons, Practice, and Assessments
for 100% of K-12 ELAR Writing TEKS

Prepositions and Prepositional Phrases



Capitalization

**Official
Titles of
People**



3rd Grade TEKS Writing Skills Table Sample

TEKS Writing Skills Lesson	TEKS	Learn	Practice	Assess	Revise	Edit	Lock/Unlock
Standard Grammar and Usage							
Complete Simple Sentences with Subject Verb Agreement	3.11.D(i)	✓	✓	83%	78%	91%	
Compound Sentences with Subject Verb Agreement	3.11.D(i)	✓	✓	▶ Start	▶ Start	▶ Start	
Verbs							
Past, Present, and Future Verbs	3.11.D(ii)	▶ Start	▶ Start	▶ Start	▶ Start	▶ Start	
Third-person Singular Verb Endings -s and -es	3.11.D(ii)	▶ Start	▶ Start	▶ Start	▶ Start	▶ Start	
Future Verbs	3.11.D(ii)	✓	✓	86%	81%	73%	
Nouns							
Singular and Plural with Irregular Nouns - Rules	3.11.D(iii)	▶ Start	▶ Start	▶ Start	▶ Start	▶ Start	
Singular and Plural with Irregular Nouns	3.11.D(iii)	▶ Start	▶ Start	▶ Start	▶ Start	▶ Start	
Common and Proper Nouns	3.11.D(iii)	▶ Start	▶ Start	▶ Start	▶ Start	▶ Start	



Provide Comments for students
Reference TEKS Skills
Embedded Interactive Rubric

WRITING TYPE: Informational Text

WRITING PROMPT: Science: Think about the physical properties of matter. Tell about the physical properties of an everyday object such as a rock, a pencil, or a penny.

Student Name: Beth Hahn 5th Grade

February 11, 2021

368 words

Physical Properties of Matter

Matter is everything around us. Matter has many different properties that are observable, testable, and measurable. An everyday object such as a pencil has many properties.

Some observable properties of a pencil include it's color, it's shape, and it's size. For example, my pencil is yellow with black writing, is approximately 6 inches long, has a red eraser on one end and a pointed lead tip on the other end. My pencil is light and weighs only a couple of ounces. My pencil is made

Writing Process Stage: Final

Grade: Not yet graded

Teacher: Edna Carter

Comments

TEKS

RUBRIC

Select Grade Level:

5

5.11.(D) edit drafts using standard English conventions, including:

- i. complete simple and compound sentences with subject-verb agreement;
- ii. irregular verbs;
- iii. collective nouns;
- iv. descriptive adjectives, including their comparative and superlative forms;
- v. adverbs that convey frequency and intensity;
- vi. prepositions and prepositional phrases and their influence on subject-verb agreement;
- vii. indefinite pronouns;
- viii. correlative conjunctions such as either/or and neither/nor;
- ix. capitalization of abbreviations, initials, acronyms, and organizations;
- x. punctuation marks, including commas in compound sentences and quotation marks in dialogue; and

Vocabulary Boosters™ K-12 Academic Vocabulary Mastery

Engaging Images



Context Sentences

To show how heavy my books were, I used the word "exaggerate" in my sentence. "My books weigh a million pounds."

Audio Support

hyperbole
la hipérbole
noun

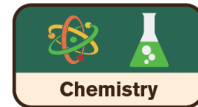
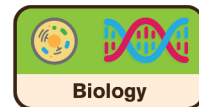
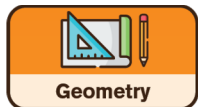
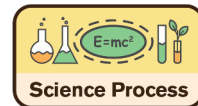
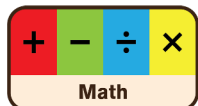
Hyperbole are exaggerated statements not meant to be taken literally.

1st Language Scaffolds

Part of Speech

Grade appropriate definition

Patented Mastery Process covering 15,000 words in all core subjects, TEKS, and STAAR Academic Vocabulary



Recover the Learning Loss

- Options to utilize ESSER III funds for multi-year licenses
- Address the Learning Loss Accrued during 2020-21
- Preparing for the NEW Reading Language Arts (R/LA) Assessments
- Differentiated Instruction and evidence-based Interventions
- Closing the Equity GAP with English Learners
- Multi-year Implementation Plan to elevate teacher & student practice
- Professional Development models to Build Capacity and Sustainability

Implementation Partnership Goals Summit K12

- Build **Sustainable** Recovery Plans
- Recovering **Learning Loss** will require a multiyear Strategic Growth Plan
- Delivery Quality, **Differentiated**, and Engaging Digital Curriculum
- Track and **Monitor Progress** regardless of where learning takes place
- Ensuring **Equity** and Learning for all students
- **Build Capacity** within your school and district instructional support teams through year-round synchronous and asynchronous Professional Development
- Leverage AI to enable all ELs to improve their language proficiency
- Solutions to Directly Impact **Student Growth in Domains 1, 2, and 3**