Celina ISD Literacy Board Update

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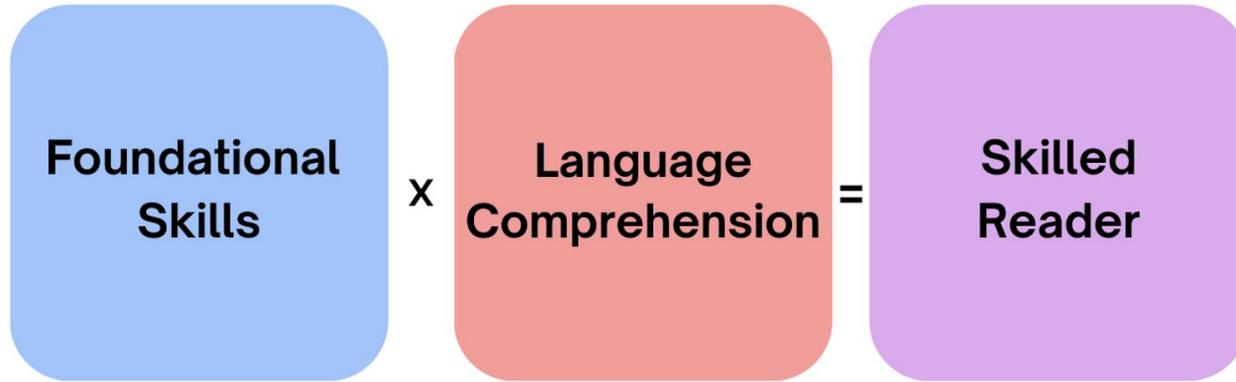
District Literacy Coordinator

Overview

- Continued implementation of the Science of Reading and Research-Based Instructional Strategies

- Share next steps for HQIM implementation and future Reading Language Arts Priorities

- Ongoing support and completion of the Texas Reading Academies

- Highlight community connections to support student/staff learning

Science of Reading: What is Structured Literacy?

The Simple View of Reading

Foundational Skills x **Language Comprehension** = **Skilled Reader**

Gough and Tunmer, 1986

Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle, spelling-sound correspondence

Sight Recognition
of familiar words

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

Diving Deeper: Research-Based Instructional Strategies (RBIS)

The Research-Based Instructional Strategies (RBIS) equip educators with the knowledge and skills to implement evidence-based teaching practices and better meet the needs of all students.

As part of expanding access to High-Quality Instructional Materials (HQIM), the Texas Education Agency developed RBIS to highlight the key instructional shifts needed for high-quality Math and Reading instruction across Texas classrooms.

R.L.A. Research-Based Instructional Strategies (RBIS)

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

Connecting The Simple View of Reading + RBIS

The Simple View of Reading

| Foundational Skills | X | Language Comprehension | = | Skilled Reader |

RLA Research Based Instructional Strategies (RBIS)

① Foundational Skills X

② At Grade Level Text Complexity

③ Knowledge Coherence

④ Text-Based Responses

= Reading Comprehension
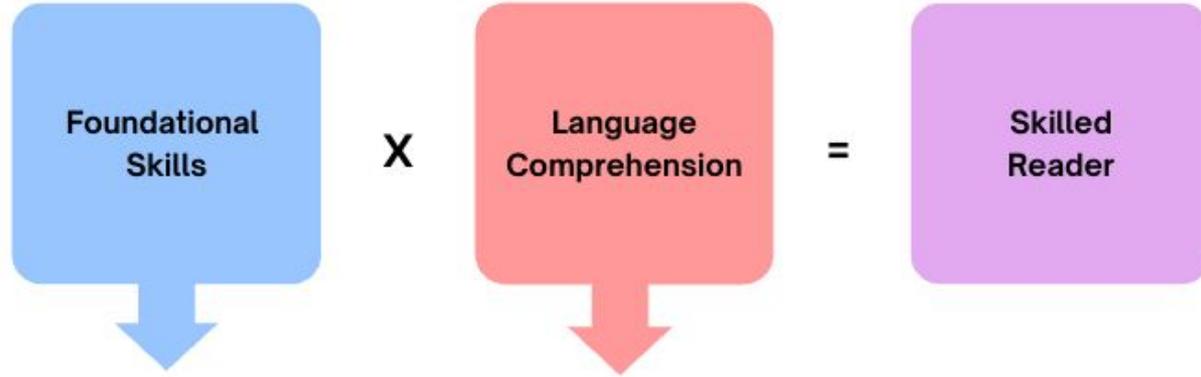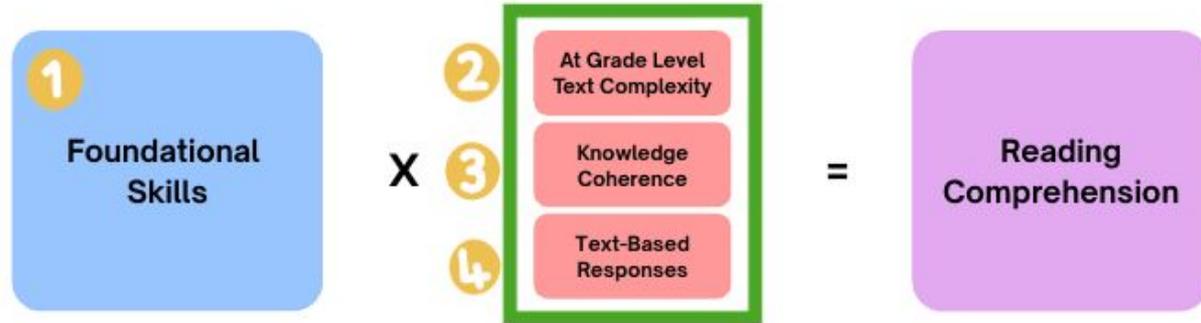
HQIM Implementation Best Practices

Support HQIM implementation planning and change management for school systems.

1 Clear Vision

2 Implement with Fidelity

3 Align Assessment Strategy

4 Curriculum-Based Professional Learning and Coaching

5 Continuous Learning and Improvement

TEA
Texas Education Agency

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Since adopting High Quality K-5 ELAR Instructional Materials…

2 **Implement with Fidelity**

- All K-5 grade levels follow the scope and sequence of the adopted resource as outlined

- New Scope and Sequence documents have been created that outline common instructional components, allotted minutes, essential standards, and pacing

Since adopting High Quality K-5 ELAR Instructional Materials…

3 **Align Assessment Strategy**

- Teacher-created nine weeks summative assessments have been developed and are intentionally aligned to the corresponding units of instruction to ensure coherence between teaching, learning, and assessment

Since adopting High Quality K-5 ELAR Instructional Materials…

4 **Curriculum-Based Professional Learning & Coaching**

- Curriculum based professional learning provided by our HQIM representatives in August, September, and February

- Learning walks conducted in every elementary literacy classroom

- District-wide focus on ECR writing and scoring

- Monthly meetings with Instructional Coaches to strengthen HQIM implementation

Since adopting High Quality K-5 ELAR Instructional Materials…

5 **Continuous Learning and Improvement**

- District-wide focus on lesson internalization—shifting from lesson planning to intentional lesson preparation for 2026–2027

- Content Collaborator work this summer will focus on refining and strengthening teacher-created nine weeks summative assessments to ensure clarity, alignment, and rigor

Next Steps for RLA…

- Introduction of an S.T.R. Program that we will be able to implement locally and independently from Region 10

- Creation of a grades 3-10 shared CISD ECR instructional unit with resources, rubrics, etc.

- January 2027–begin the process of a grades 6-12 HQIM adoption

- A focus on adolescent literacy at the secondary level

- Strengthening cross-curricular links between reading and social studies content
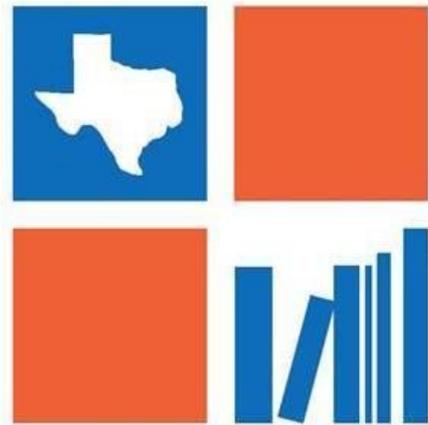
Texas Reading Academy Progress

	2021-2025	2025-2026
Total Number of Teachers Trained	139	34 currently enrolled
Average Course Grade Over the Last 5 Years	94.42%	Current cohort average: 92.1%
Number of People Successful in Completing the Course	139	34 on track to 100% completion
Number of People Successfully Completing Artifacts on the 1st Attempt	139	Module 6: 34 (Average grade is 99.7%) Module 10: Due in April

- 65 hours of instruction across 11 months, 4 coaching sessions per participant

Within and Beyond our Community

- Participating with Region 10 in STR Implementation Campus Visits (Lykins & Martin)

- New connection with Community ISD around the adoption and implementation of Savvas

- Continuing to collaborate with surrounding districts on Reading Horizons implementation

- Building out the Literacy Landing site

- Hosted three R10 Coaching Connections Quarterly Meet Ups

- PLC Collaboration with Prosper ISD for Texas Reading Academy

Questions