

Literacy Leadership Network

April 22, 2026

Presentation Link:

<https://bit.ly/April26-LiL>



AI Notice

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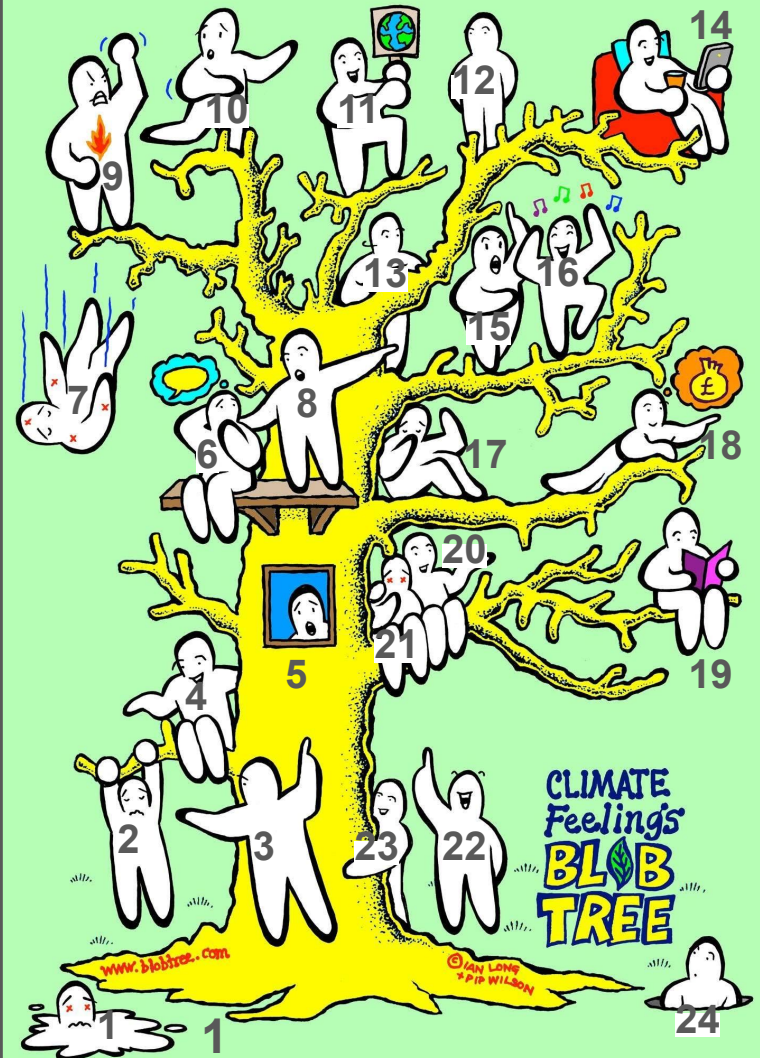
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Agenda

- Taking Stock: A Blob Tree Reflection
- Region 20 Data Focus: Early Literacy
- TEA Updates
- The Essential 25: Academic Vocabulary
- Curriculum Updates
- Connect 20 Updates
- Next Year's Focus

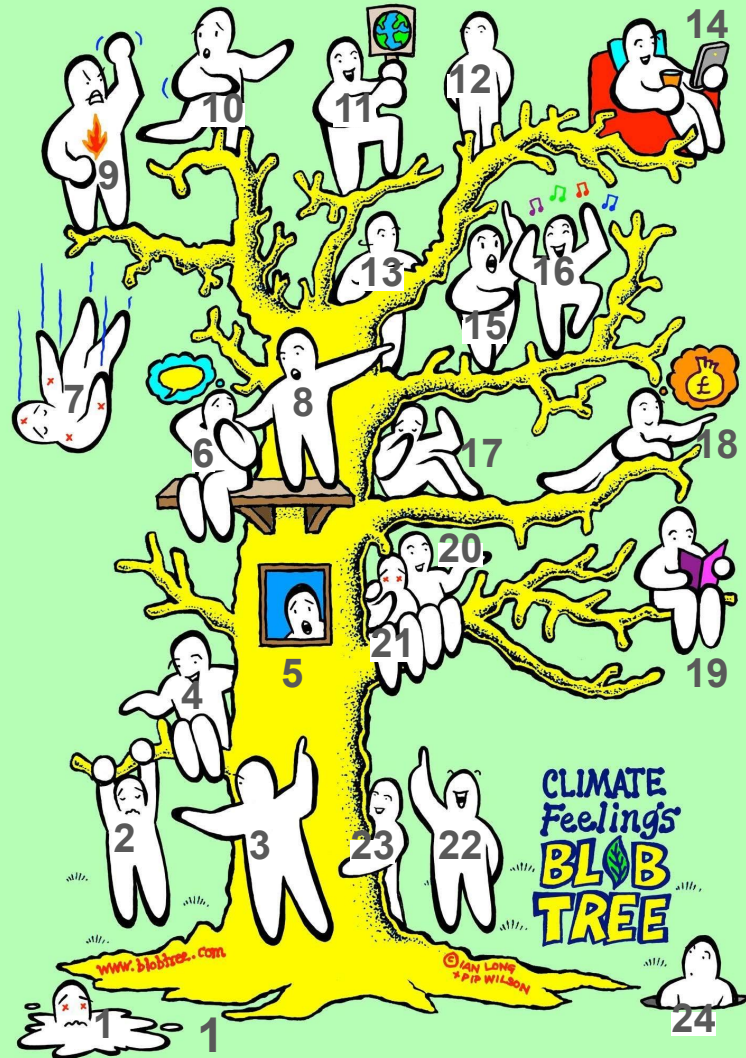
With your partner, discuss:

- Reflecting on student achievement and progress in RLA in your district/school, which blobs best represent:
 - how you feel right now?
 - how you felt at the beginning of the year?
- What information is influencing these feelings?



With your partner, discuss:

- Where would you like to be on this tree by the end of next year?
- What is one next step you will take to move toward your ideal spot on the tree?



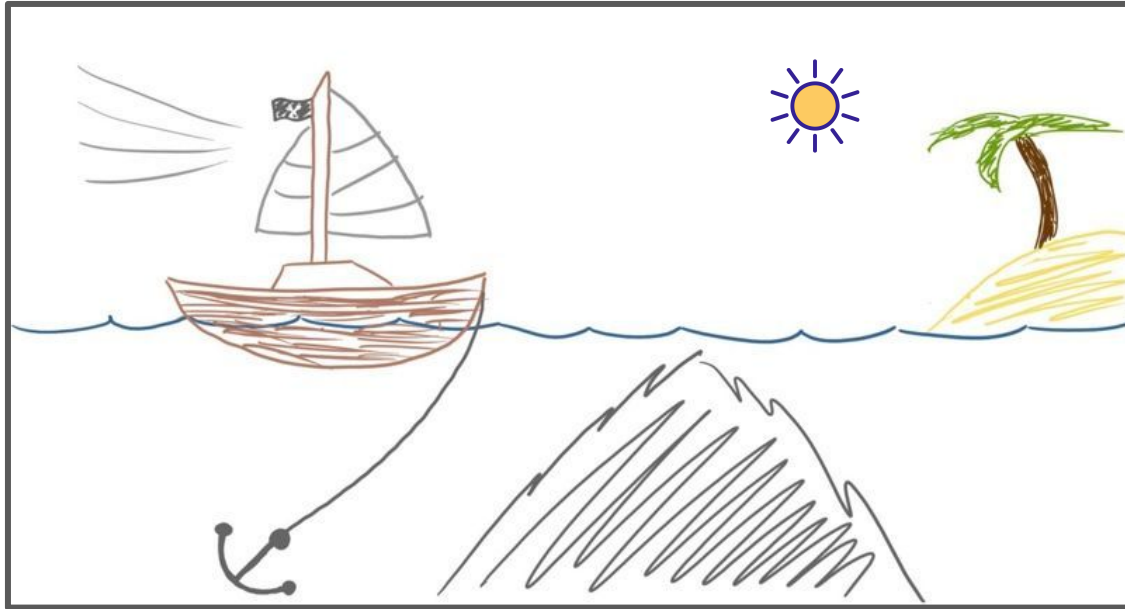
Region 20 Reality Check

Data Focus: Early Literacy

HB3: 60% Meets on 3rd Grade Reading by 2030

	School Year	State	Region 20	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2025	77%	76%	71%	72%	87%	75%	89%	81%	84%	50%	84%	77%	72%	68%	67%
	2024	74%	72%	66%	67%	84%	75%	87%	77%	81%	46%	76%	72%	70%	63%	63%
At Meets Grade Level or Above	2025	52%	50%	43%	44%	67%	45%	72%	50%	60%	26%	57%	51%	46%	39%	38%
	2024	48%	46%	41%	40%	63%	41%	68%	51%	57%	24%	49%	47%	44%	35%	35%
At Masters Grade Level	2025	23%	20%	14%	16%	33%	14%	37%	24%	25%	6%	22%	21%	17%	13%	15%
	2024	21%	19%	17%	14%	29%	14%	35%	31%	25%	6%	19%	19%	18%	12%	14%

Sailboat Exercise: Early Literacy



1. **Island** = Vision, goal working towards
2. **Sun** = what we feel good about
3. **Wind** = what is pushing us towards the goal
4. **Anchors** = slowing progress
5. **Rocks** = potential or future threats that will hinder progress

Table work: Discuss

- **Instruction:** What does Tier 1 instruction look like across our campuses?
- **Monitoring:** How many of our PK-2nd grade students are on track for 3rd grade proficiency and how do we know?
- **Intervention:** How are we identifying students who need intervention and how early?
- **Impact:** Are we intervening in a way that closes gaps or maintains them? How do we know?

25-26 Key Dates for PK-2nd Grade Instruments

This document outlines the Texas Education Agency's guidance for early childhood instrument administration and the related required reporting [due dates for ECDS and PEIMS data collections](#) for prekindergarten through grade 2 students for the 2025–2026 school year.

Prekindergarten (Pre-k) Key Dates

Date	Recommendation/Requirement
First 60 days of school	Recommended pre-k BOY instrument administration window
December 2025 – February 2026	Recommended pre-k MOY instrument administration window
April 2026 – June 2026	Recommended pre-k EOY instrument administration window
June 25, 2026	Submission window closes for prekindergarten ECDS data collection

Kindergarten (K) Key Dates

Date	Recommendation/Requirement
No later than the 60 th day of the school year*	BOY reading instruments must be administered no later than the 60 th day of the school system school year.*
No later than the earlier of the 20 th school day or the 30 th calendar day after BOY reading instrument results are available*	Families must be notified of BOY results in writing or electronically*
January 29, 2026	Submission window closes for kindergarten ECDS data collection
By the end of the school year	Required dyslexia screener administered to all K students
June 18, 2026	Student dyslexia risk descriptor due in PEIMS

*These new requirements are established in House Bill 2, Article 5, Section 5.09, 89th Texas Legislature.

Grade 1 Key Dates

Date	Recommendation/Requirement
First 60 days of school	Recommended BOY reading instrument administration window
January 31, 2026	Required dyslexia screener administered to all students by this date
June 18, 2026	Student dyslexia risk descriptor due in PEIMS

Grade 2 Key Dates

Date	Recommendation/Requirement
First 60 days of school	Recommended BOY reading instrument administration window

TEA Updates



Upcoming Commemorative Celebration

Celebrating the 250th anniversary of the signing of the Declaration of Independence

On July 4, 2026, our nation will commemorate and celebrate the 250th anniversary of the signing of the Declaration of Independence.

The journey toward this historic milestone is an opportunity to pause and reflect on our nation's past, honor the contributions of all Americans, and look ahead toward the future we want to create for the next generation and beyond.



A joint resolution of the 87th Texas Legislature, SCR 23, signed by Governor Greg Abbott on May 28, 2021, established the Texas America250 Commission, "to help celebrate the semiquincentennial of the United States."

The Texas America250 Commission aspires to promote a deeper understanding of the founding of the United States and the contributions of Texans as we strive towards a more perfect union for future generations.



- <https://www.texasamerica250.com/>
- <https://america250.org/>
- <https://www.nps.gov/subjects/npscelebrates/usa-250.htm>
- <https://aaslh.org/programs/250th/>

Five key goals of commemorative efforts in Texas

- Enhance civic knowledge of the founding principles of the country and the rights to life, liberty, and the pursuit of happiness
- Encourage Texans to unite in commemorating the Semiquincentennial
- Promote scholarship and research that illuminates the history of the American West and Texas' role in the formation of the nation
- Recognize the service and sacrifices of veterans and their families who have protected our liberties and independence for future generations
- Collect, track, and share information about Texas events and activities planned for the 250th, and assess and report to the State on their impact

- <https://www.texasamerica250.com/>
- <https://america250.org/>
- <https://www.nps.gov/subjects/npsc/celebrates/usa-250.htm>
- <https://aaslh.org/programs/250th/>



Texas 89th Legislative Session

What is House Bill 2?

House Bill 2 is a comprehensive school finance bill that supports students and infuses more dollars and resources into Texas public schools than ever before. Passed by the 89th Texas Legislature and [signed by Governor Greg Abbott](#), this bill provides critical supports in several key areas.



**Teacher
Compensation**



**Educator
Preparation**



**Educator
Rights**



**Special
Education**



**Early Literacy
& Numeracy**



**Career and
Technical
Education**



**Finance
& Safety**

For additional information and updates, please visit the [House Bill 2 | Texas Education Agency](#) web page.



House Bill 2 Implementation

HB 2 Implementation: Foundational Literacy and Numeracy Instruments and Extension of Current K-2 Reading Instruments

hb-2-implementation-foundational-literacy-and-numeracy-instruments-and-extension-of-current-k-2-reading-instruments.pdf

342.43 KB

Date:	January 29, 2026
Subject:	HB 2 Implementation: Foundational Literacy and Numeracy Instruments and Extension of Current K-2 Reading Instruments
Category:	Assessment and Reporting
Next Steps:	Share with appropriate school system and education service center (ESC) staff

House Bill (HB) 2, 89th Texas Legislature, established statewide requirements related to foundational literacy and numeracy instruments. The purpose of this correspondence is to provide implementation guidance for these requirements, notify school systems of extensions to existing commissioner-approved K-2 reading instruments, remind school systems of universal dyslexia screening requirements for the 2026-27 school year, and share information regarding the upcoming solicitation for new commissioner-approved instruments.



<https://bit.ly/TAA HB2 Implementation>



TEA Foundational Literacy and Numeracy Instruments



Foundational Literacy and Numeracy Instruments and Extension of Current K–2 Reading Instruments

Implementation Guidance for Foundational Literacy and Numeracy Instruments

Until the commissioner adopts the list of foundational literacy and numeracy instruments for kindergarten through grade 3 as required under [Texas Education Code \(TEC\), §28.0063](#), a school system may choose to comply with the requirements to administer these instruments by administering a foundational literacy and numeracy assessment instrument selected by the board of trustees of the school system, as stated in [TEC, §28.0063\(m\)](#), that meets statutory requirements listed under [TEC, §28.0063\(b\)](#).

School systems are **encouraged but not required** to administer board-selected literacy and numeracy instruments during the interim period (2026–27 school year). Note that the instruments under [TEC, §28.0063](#) are different from the kindergarten readiness assessments required under [TEC, §28.006](#). **Administration of a beginning-of-year kindergarten reading readiness instrument using one of the two commissioner-approved kindergarten reading readiness instruments continues to be required.**

Foundational Literacy and Numeracy Instruments Under TEC, §28.0063 to be Implemented in the 2027–28 School Year

Implementation Guidance for Foundational Literacy and Numeracy Instruments

[TEC, §28.0063](#) requires the commissioner to adopt a list of reading and mathematics instruments to measure a student's foundational literacy skills in reading development and comprehension and foundational numeracy skills in mathematics. To meet all requirements of statute, **this list is expected to be approved ahead of the 2027–28 school year.**

Beginning in the 2027–28 school year, school systems will be required to select and administer only instruments from the commissioner-approved list. All students in kindergarten through grade 3 must be assessed using commissioner-approved foundational literacy and numeracy instruments, in accordance with [TEC, §28.0063](#). These instruments will be required to be administered as follows:

- Kindergarten: Middle-of-year (MOY) and end-of-year (EOY)
- Grades 1–2: Beginning-of-year (BOY), MOY, and EOY
- Grade 3: BOY and MOY (*For Grade 3, the EOY component will be administered through the state's summative academic achievement assessment—currently STAAR—which will transition to the Student Success Tool, as required by HB 8, beginning in the 2027–28 school year.*)

Foundational Literacy and Numeracy Instruments Under TEC, §28.0063 to be Implemented in the 2027–28 School Year

Extension of Current Commissioner-Approved K–2 Reading Instruments

To ensure continuity and avoid disruption to school systems currently monitoring student reading performance in kindergarten through grade 2, as these were required under former statute prior to the passage of HB 2, the Texas Education Agency (TEA) has extended the authorization period for commissioner-approved reading instruments through August 2027. **These tools will continue to be provided at no cost to school systems for the 2026–27 school year.**

- **For kindergarten:**
 - Circle Kindergarten Progress Monitoring (formerly TX-KEA) by CLI
 - mCLASS Texas by Amplify
- **For grades 1 and 2:**
 - TPRI/Tejas LEE
 - mCLASS Texas by Amplify

School systems may continue to select an alternate reading instrument for grades 1 and 2 through their district-level committee in accordance with TEA guidelines.

Foundational Literacy and Numeracy Instruments Under TEC, §28.0063 to be Implemented in the 2027–28 School Year

Universal Dyslexia Screener for Kindergarten and Grade 1

[TEC, §38.003](#) requires universal screening for dyslexia in kindergarten and grade 1. These screeners must continue to be administered in the 2026–27 school year in accordance with [The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, 2024 Update](#).

The Dyslexia Handbook



<https://bit.ly/3ZBJDOP>

Foundational Literacy and Numeracy Instruments Under TEC, §28.0063 to be Implemented in the 2027–28 School Year

Upcoming Solicitation for K–3 Instruments

TEA will initiate an application process to identify commissioner-approved kindergarten reading readiness instruments and commissioner-approved foundational literacy and numeracy instruments for kindergarten through grade 3. These instruments will:

- Assess foundational reading and mathematics skills; and
- Meet all statutory requirements under [TEC, §28.006\(b\)](#) or [§28.0063\(b\)](#).

Additional information, including timelines, criteria, and submission requirements, will be posted on the [Call for K–3 Literacy and Numeracy Instruments](#) webpage and published in the [Texas Register](#) in the upcoming weeks.

Call for K–3 Literacy and Numeracy Instruments



<https://bit.ly/4rj6Np3>

State Board of Education (SBOE)

HB 1605 Literary Works and Vocabulary Lists

With the passage of [HB 1605](#) (88th Legislative Session, 2023), the SBOE is required to adopt an addition to the TEKS for K–12 reading language arts (RLA) to **specify literary works and vocabulary lists for each grade level**.

The literary works and vocabulary lists will support the essential knowledge and skills adopted **for foundation curriculum subjects** in public school districts and open-enrollment charter schools.

Foundation curriculum subjects:

- English and Spanish Language Arts and Reading
- Social Studies
- Science
- Mathematics



bit.ly/TEA-HB1605



January State Board of Education (SBOE) Meeting



**Session
Livestream
Recording**



bit.ly/SBOE-Livestream

Wednesday, January 28, 2026- Committee of the Full Board

Item 3: Discussion of Vocabulary Lists for Kindergarten-Grade 12 Reading Language Arts
START TIME: 2:26:00

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provided an opportunity for the committee to receive an update and discuss commissioner of education recommendations for vocabulary lists to be taught in each grade level K-12 as required by House Bill (HB) 1605, 88th Texas Legislature, 2023. Statutory authority is the Texas Education Code (TEC), §28.002(c-4).



January State Board of Education (SBOE) Meeting



**Session
Livestream
Recording**



bit.ly/SBOE-Livestream

Discussion continued April 10th, 2026- SBOE General Meeting

Item 3: Start Time 30:05

- 3 **Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30 Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grades 6 and English Learners Language Arts (ELLA), Grade 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026 (First Reading and Filing Authorization)**



Tentative SBOE Literary Works and Vocabulary List Timelines

Nov 25

Jan 26

April 26

June 26

SBOE Discussion of
Commissioner's
Recommended
Literature Lists in RLA
TEKS grades K - 12.

SBOE Action First
Reading and Filing
Authorization of
Literature Lists in RLA
TEKS grades K - 12.

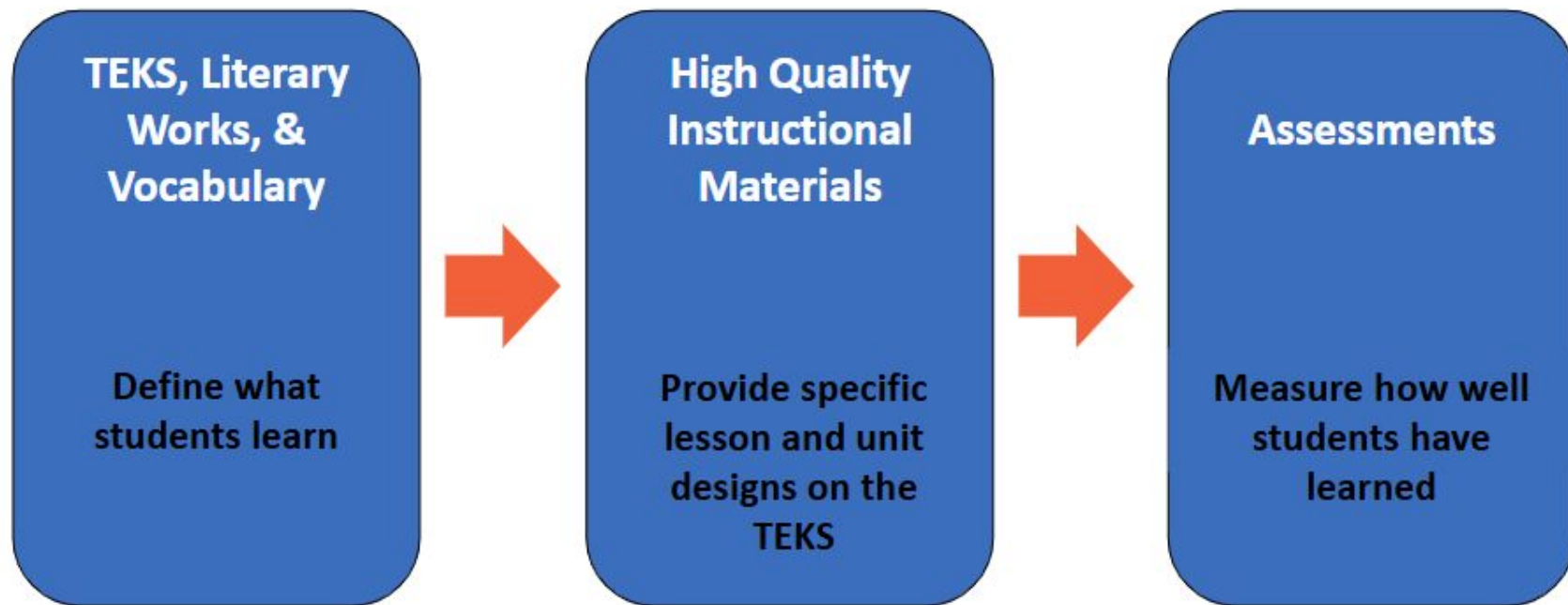
SBOE Action Second
Reading and Final
Adoption of
Literature Lists in RLA
TEKS grades K - 12.

SBOE Discussion of
Commissioner's
Recommended
Vocabulary Lists in RLA
TEKS grades K - 12.

SBOE Action First
Reading and Filing
Authorization of
Vocabulary Lists in RLA
TEKS grades K - 12.

Please note that this information is subject to change.

Systemic Interdependencies

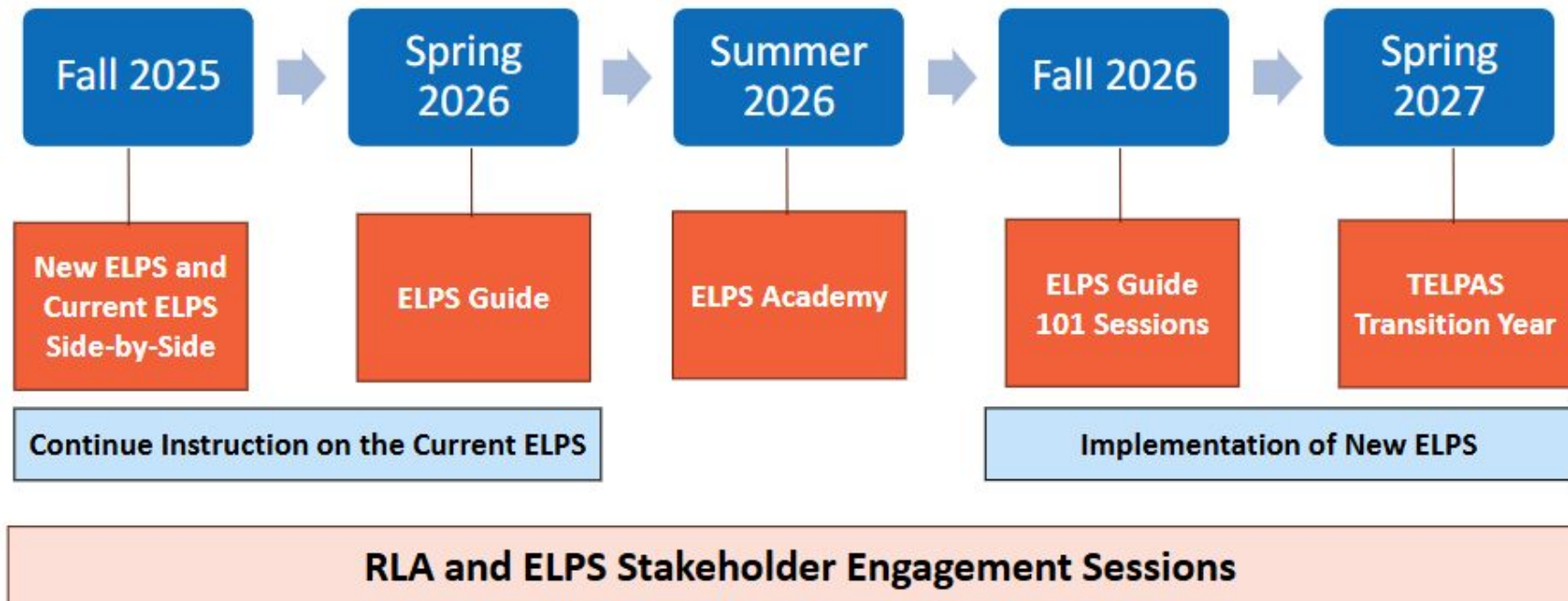


Tentative Timeline for Future Interdependencies

SY26-27	SY27-28	SY28-29	SY29-30	SY30-31
April 2027: SBOE consideration for approval of IMRA rubrics for RLA grades K - 12.		May 2029: IMRA cycle 2029 reviews RLA K – 12 Products.	November 2029: SBOE considers RLA K – 12 products for IMRA cycle 2029 approval.	Spring and Summer 2030: Districts order and receive approved RLA K – 12 materials.
Publishers make product updates aligned to adopted RLA and Social Studies TEKS grades K - 12.				District implementation of adopted RLA K - 12 TEKS through SBOE approved HQJM.
RLA and Social Studies K – 12 TEKS aligned state assessment items developed and field tested.				SST 2030-31 assessments include items based on adopted Social Studies and RLA K – 12 TEKS.

New English Language Proficiency Standards (ELPS) Implementation

ELPS Implementation Timeline



TRANSITION-YEAR ASSESSMENTS

1. New ELPS are implemented in classrooms.
2. The current blueprints will be used.
3. Assessments will only include questions aligned to standards where there is overlap between the current and the new ELPS.



TELPAS Transition Year: Additional Information

Additional information about the transition-years, including assessed curriculum documents, can be found on the [Student Assessment Overview | Texas Education Agency](#) web page.



<https://bit.ly/4kvXY8A>

Please contact the TEA Student Assessment [Help Desk](#) if you have any questions related to the TELPAS transition-year assessments.



<https://bit.ly/4kEkqfZ>

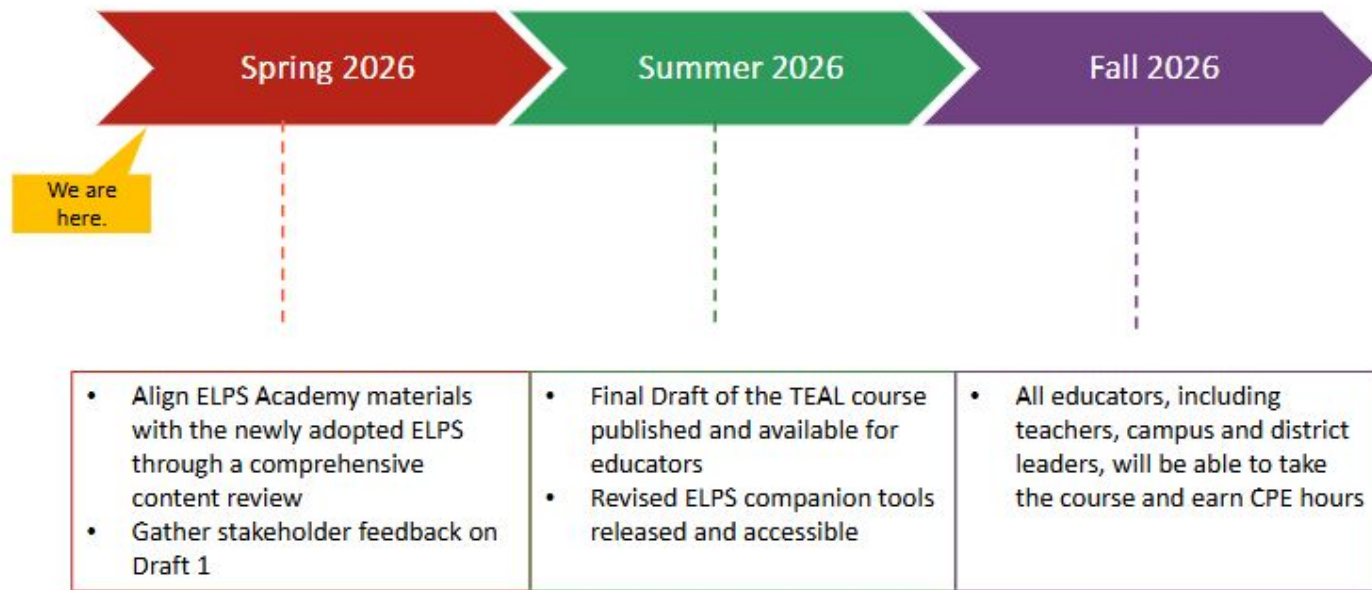
Helpful ELPS site:

<https://www.txel.org/ELPS>

ELPS Academy Update

OSP/OER – Emergent Bilingual Programming Team

- The new ELPS adopted by the SBOE for kindergarten- grade 12 in September 2024 and are available in TAC Ch. 120 Subchapter B.



What to Expect in New ELPS Academy

- Revised **ELPS** courses will continue to equip educators with the knowledge and skills needed to effectively serve all EB students across classroom environments.
- Integration of Content Based Language Instruction (**CBLI**) methods embedded throughout ELPS courses





ELPS Academy

4 CPE Hours

FREE



Implementing the ELPS in ELAR



Implementing the ELPS in Social Studies



Implementing the ELPS in Science



Implementing the ELPS in Math

3 CPE Hours Per Content



Second
Language
Acquisition



Varied
Instructional
Support



Linguistically
Sustaining
Practices

ELPS

- Required to implement as an integral part of each subject in the required curriculum
- Make sure EB students get the support needed so they can succeed linguistically and academically
- Separated into **two grade bands (K-3 and 4-12)** with vertical alignment to continue building strong language skills while mastering academic content.
- Proficiency level descriptors (PLDs) are organized into general and content-specific proficiency level descriptors.



CBLI

- Directly supports ELPS requirements for linguistically accommodated instruction
- Supports rigorous content learning with scaffolds
- Increases access to grade-level content
- Applies cross-curricular second language acquisition skills required by the ELPS



[EB Portal - CBLI](#)

Texas Prekindergarten Guidelines

Texas Prekindergarten Guidelines (TPG)

Full implementation of the revised TPG is planned for SY 2031–2032, aligning with the 2030 Instructional Materials Review and Approval (IMRA) cycle.

The Texas Prekindergarten Guidelines review process will include the following key steps:

- Gathering stakeholder input through a statewide survey (closed on January 23)
- Conducting a preliminary internal review of the current TPG
- Convening a TPG review committee composed of early childhood stakeholders to develop recommendations for revisions to the TPK
- Hosting feedback sessions to gather input on the proposed changes

Updates on the TPG review process will be sent through the TEA Early Childhood newsletter. If you are not currently subscribed, you can sign up on the [TEA Email Update](#) page and select “Early Childhood” from the list of options.



https://bit.ly/TEA_NewsletterSign-up

If you have any questions or need further information, please do not hesitate to reach out to the TEA team through the [Early Childhood Support Portal](#).



<http://bit.ly/EarlyChildhood>

Assessment Calendar & IMRA

Assessment Calendar

School Year 2027–28 Student Assessment Testing Calendar

The 2027–28 Student Assessment Testing Calendar has been redesigned to address changes to the Texas Assessment Program required by House Bill (HB) 8, 89th Texas Legislature, 2nd Called Session, 2025. The proposed calendar has been posted on the [Test Administration Resources](#) web page of the Texas Education Agency (TEA) website for public comment. This calendar includes, as established by law:

- testing dates for the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) administrations of the instructionally supportive assessment program referred to as the Student Success Tool (SST), which replaces the State of Texas Assessments of Academic Readiness (STAAR®) starting with the 2027–28 school year (the last administration of STAAR will be spring 2027 for grades 3–8 and December 2027 for end of course);
- earlier testing dates for the writing portion of reading language arts (RLA), to allow time for scoring to be completed and combined with the remainder of the RLA assessment scores; and
- a stand-alone field-testing window.

For additional information, please reference the To the Administrator Addressed correspondence on [School Year 2027–28 Student Assessment Testing Calendar](#).

Proposed Changes to IMRA Approved Instructional Materials

The [Substitutions and Content Updates web page](#) has been updated to include requests for changes to IMRA-approved materials.

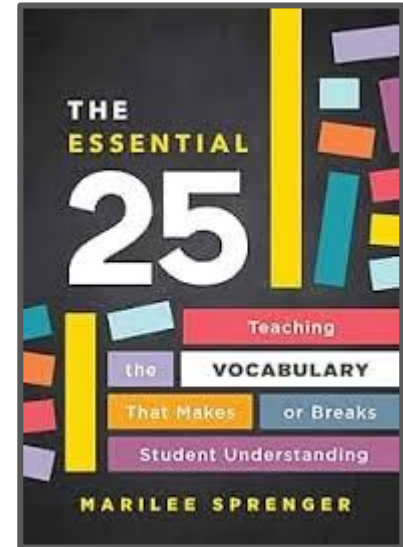
The public is invited to review and provide [comments on](#) the proposed content updates.

For assistance, please submit an Instructional Materials Review and Approval (IMRA) [help desk ticket](#).

Break Time



The Essential 25: Vocabulary for Academic Success



Pick a quote and discuss with your partner

The most important vocabulary to know in a language is often the most overlooked.

@comprehensibleclassroom


"The language of academic vocabulary is a decisive factor in closing the achievement gap."

(Silver, 2004)



Vocabulary enables us to interpret and to express. If you have a limited vocabulary, you will also have a limited vision and a limited future.

VOCABULARY MATTERS

"The more words you know, the more clearly and powerfully you will think ... and the more ideas you will invite into your mind."



—Wilfred Funk



What are the Essential 25?

- Tier 2 words
- Critical for comprehension and test success
- Show up in questions, directions, and tasks
- Derived from standards and assessments
- Informed by Bloom's revised taxonomy and Webb's Depth of Knowledge

Foundational 11

1. Compare
2. Contrast
3. Demonstrate
4. Describe
5. Details
6. Determine
7. Distinguish
8. Explain
9. Point of View
10. Support
11. Trace

Necessary 9

1. Develop
2. Evidence
3. Infer
4. Interpret
5. Main Idea
6. Paraphrase
7. Summarize
8. Structure
9. Theme

Ultimate 5

1. Analyze
2. Cite
3. Evaluate
4. Persuade
5. Relevant

Elements for each word

- ★ Meaning
- ★ Word Family
- ★ Synonyms/Antonyms
- ★ Examples/ Mnemonic
- ★ Jingle/Movement
- ★ Stories- Emotional connections
- ★ DOK/Blooms connections
- ★ Teaching & assessment ideas

Determine the main idea of the selection and explain how it is supported by key details.

In the directions above, **Determine** means

- a. Locate
- b. Choose
- c. Predict
- d. Look for clues

In the directions above, **Explain** in means

- a. Show support
- b. Tell how
- c. Decide
- d. Make a guess

Sesame Street Approach



Which one doesn't belong?

- a. Explain
- b. Categorize
- c. Classify
- d. Sort

Which one doesn't belong?

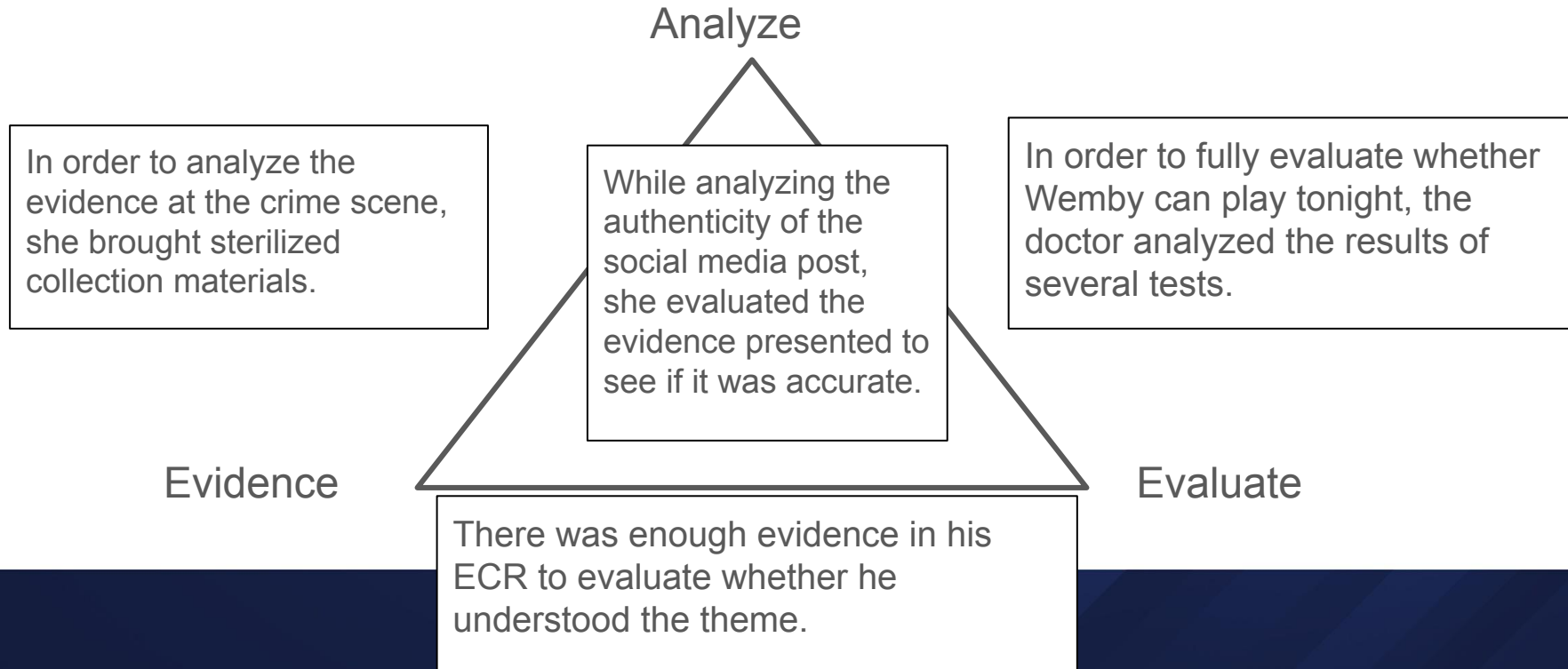
- a. I will *retell* the story to the class.
- b. Jamal can *describe* the scene in the play.
- c. The *theme* of a story is sometimes stated at the beginning.
- d. Reporters *recount* the news.

Cloze Strategy

I had to _____ to
my mother what I was doing up
so late.

If I had _____ Holden
Caulfield, I would start by saying
he is over six feet tall and already
has some gray hair.

Vocabulary Association Triangle



Analyze the characters actions and **infer** the motivation.

Maya adjusted her spectacles and looked at the clock for the third time in as many minutes. Beside her, the blank page of her notebook seemed to mock her, yet she hadn't added a single word to her story since lunch. She watched her classmates laughing across the room, sharing their drafts, but she quickly turned back to her desk and snatched up her eraser, vigorously rubbing out a paragraph she had written an hour ago. She leaned down, focusing intensely on the blank lines, determined to get it right before the final bell.

Analyze

- Break down: Look at components, patterns, information closely to understand
- To analyze is to take a piece of information and examine each part in order to interpret what the author is saying
- Examine, inspect, study, scan, scrutinize

Infer

- Connect the dots: Use the evidence from analyzing to make a judgment or prediction
- To infer is to use information to make educated guesses based on what is between the lines and prior knowledge
- Conclude, deduce, derive

Analyze the characters actions **and infer** the motivation.

Maya adjusted her spectacles and looked at the clock for the third time in as many minutes. Beside her, the blank page of her notebook seemed to mock her, yet she hadn't added a single word to her story since lunch. She watched her classmates laughing across the room, sharing their drafts, but she quickly turned back to her desk and snatched up her eraser, vigorously rubbing out a paragraph she had written an hour ago. She leaned down, focusing intensely on the blank lines, determined to get it right before the final bell.

STAAR-like questions

- Why does Maya "quickly" turn back to her desk after watching her classmates?
- Based on the passage, what can the reader conclude about Maya?
- Explain how the author uses Maya's actions to reveal her internal conflict. Support your answer with evidence from the selection.

- What are the highest leverage words for you?
- How does your district/school currently address academic vocabulary?
- What is a takeaway from this presentation you wish to share with colleagues at your school or district?



**Discuss at
your table.**

Thinking Ahead: Literacy Leadership Network



<https://bit.ly/LiL26Survey>

A screenshot of a web form titled "ELAR" with the subtitle "18C-20 ENGLISH LANGUAGE ARTS & READING". Below the title is "Literacy Leaders Quarterly Meeting Feedback". The form contains several sections with input fields: "Email*", "Your email", "Which District are you from?", "Your answer", "What is your role?", "Your answer", and a final question: "What district or campus initiatives are most influencing your literacy work right now?".

Scan me

Curriculum Updates: Bluebonnet, TCMPC, HQIM

Cesar Chavez updates TEA Bluebonnet Guidance

[Suspension of Instruction and Activities related to Cesar Chavez](#)



TEKSCON 2026

June 9-11, 2026
Frisco, TX
[Google Site](#)

TCMPC Assessment Center

Allen Wilson, Project Manager TCMPC

<https://bit.ly/TCMPCAssessment>

TCMPC Updates

Bilingual/Pre-K/Spanish I:

- Spanish I components for TCMPC are '*flowing*' and should be ready for August 2026
- Final touches are being worked on for the the last unit for Pre-K
- Revised ELPS are being addressed, and they are looking towards a mid-July release
- A Cross-Curricular Resource is in development that will house several resources, including the Cross-Curricular Alignment Document (CCAD)

Social Studies:

- References to Cesar Chavez have been removed from TCMPC. They were mostly found in 5th grade and U.S. History. This includes from the IFDs, assessment questions, guiding questions, and unit understandings. If one does find a mention of him, please use the feedback option in TCMPC with that specific information.
- All Storyboards, except for U.S. History, are complete and these will be done very soon
- 4th, 5th, 8th U.S. History, and World History and their Primary Sources for Narrative History that are currently in TCMPC is aligned with the direction the state is going with the Social Studies TEKS Revision

Professional Development Offerings

3/23/26 8:30-11:30 Fiesta Rm	TCMPC in Action: Practical Planning for Effective Instruction in Elementary Literacy. (#112382)
4/13/26 8:30-11:30 Fiesta Rm	TCMPC in Action: Practical Planning for Effective Instruction in Secondary Literacy. (#112363)
4/20/26 8:30-11:30 Hickory	STAAR/EOC Constructed Response EOC Calibration (#111894)
4/22/26 1:00-4:00 Magnolia Room	Literacy Leadership Network (#110814)
6/2/26 Conference Center	Tri-Coach Literacy Conference
6/29/26 10:00-11:00 Virtual	Virtual: Bluebonnet and Beyond: Phonemic Awareness for Young Learners (#111932)

Connect 20 Updates: Upcoming Professional Development

(link is regularly updated with class offerings)

2026-2027 Literacy Leadership Network Meetings

September 9, 2026

Virtual #119652

October 28, 2026

Virtual #119654, In-Person #119655

January 13, 2027

Virtual #119656

April 14, 2027

Virtual #119659, In-Person #119660

Please make sure to complete:

Evaluation

Sign-In

Both are required for attendance credit.

Thank you for today.

Have a wonderful summer!