

Center for the Collaborative Classroom, Collaborative Literacy K-2 Program Summary

February 24, 2020

Section 1. Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade K TEKS Student: 76.79%	Grade 2 TEKS Student: 72.58%
Grade K TEKS Teacher: 76.79%	Grade 2 TEKS Teacher: 72.58%
Grade K ELPS Student: N/A	Grade 2 ELPS Student: N/A
Grade K ELPS Teacher: 100%	Grade 2 ELPS Teacher: 100%
Grade 1 TEKS Student: 78.33%	
Grade 1 TEKS Teacher: 78.33%	
Grade 1 ELPS Student: N/A	
Grade 1 ELPS Teacher: 100%	

Section 2. Texts (what students read, see, and hear)

- The materials include high-quality texts across a variety of text types and genres but lack persuasive texts and dramas in Kindergarten and Grade 1 materials.
- The materials are accompanied by a text complexity analysis and include texts that are appropriately challenging and at an appropriate level of complexity.

Section 3. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, Thinking, Inquiry, and Research

- The materials provide students the opportunity to synthesize knowledge and ideas to deepen their understanding of the texts.
- The materials provide students the opportunity to make inferences and draw conclusions while interacting with texts and study the language authors use to support their understanding of the texts.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences, except Grade 1 students have limited opportunities to compose procedural texts or correspondence, and Kindergarten students do not have systematic opportunities to apply grade-level English conventions to their writing.
- The materials provide students the opportunity to build key academic vocabulary across the year.

- The materials provide students limited opportunities to engage in both short-term and sustained inquiry processes throughout the year.

Section 4. Developing and Sustaining Foundational Literacy Skills

- The materials provide systematic foundational skills instruction and practice targeted to grade-level TEKS.
- The materials regularly and systematically include assessment opportunities.

Section 5. Supports for Diverse Learners

- The materials offer differentiation options for students performing above or below grade level throughout all units.
- The materials provide some support and scaffolding strategies for English Language Learners.

Section 6. Ease of Use and Supports for Implementation

- The materials do not include a TEKS for English Language Arts and Reading-aligned scope and sequence.
- The materials include annotations and support for engaging students in the materials, as well as annotations and ancillary materials that provide support for student learning and assistance for teachers.

Section 7. Technology, Cost, and Professional Learning Support

- The publisher submitted the technology, cost, and professional learning support worksheets.

Collaborative Literacy, Grade 2

Indicator 2.1:

Materials include **high-quality texts** for ELAR instruction and cover a range of student interests.

- The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Texts include content that is engaging to K-1-2 students.
- Materials include increasingly complex traditional, contemporary, classical, and diverse texts.

Meets 4/4

Materials include well-crafted texts of publishable quality that are traditional, contemporary, classical, and diverse and represent the quality produced by experts in various disciplines. Texts include content that is engaging and relevant to second-grade students.

Examples include but are not limited to:

McDuff Moves In by Rosemary Wells is a fiction picture book about a white dog that finds a home and a name.

POP! A Book About Bubbles by Kimberly Brubaker Bradley is an expository nonfiction book that explains how bubbles are made, why they are round, and why they pop.

The article “Draw, Draw, Draw: A Short Biography of Tomie dePaola” by Center for the Collaborative Classroom is a narrative nonfiction text that describes the life of the author and illustrator Tomie dePaola.

Jamaica Tag-Along by Juanita Havill is a realistic fiction story about Jamaica’s brother who refuses to let her play basketball with him. Juanita goes off on her own and makes a new friend.

“My Baby Brother” by Mary Ann Hoberman is a poem in which an adoring older sibling sings praises to a beloved baby brother.

The Three Little Pigs by James Marshall is a retelling of the classic folktale. In this story, the third pig cleverly outwits the “lean and hungry” wolf.

Indicator 2.2:

Materials include a **variety of text types and genres** across content that meet the requirements of the TEKS for each grade level.

- Materials include opportunities for students to recognize characteristics and structures of literary and informational texts.
- Materials include opportunities for students to recognize characteristics of persuasive texts, including stating what the author is trying to persuade the reader to think or do and distinguishing fact from opinion.
- Materials include opportunities for students to analyze the use of print and graphic features of a variety of texts.

Meets 4/4

The materials include a variety of text types and genres across content areas that meet the demands of the second-grade English Language Arts and Reading TEKS. The materials provide opportunities for students to analyze the use of print and graphic features within a variety of texts.

Examples of literary texts include but are not limited to:

“The Library” from *Poppleton* by Cynthia Rylant (picture book)

Sheila Rae, the Brave by Kevin Henkes (picture book)

“Bees, Bothered by Bold Bears, Behave Badly” by Walter R. Brooks (poem)

Me First by Helen Lester (picture book)

Big Al by Andrew Clements (picture book)

“A Small Stall” from *Cowgirl Kate and Cocoa* by Erica Silverman (dramatic fiction)

Examples of informational texts include but are not limited to:

“Classic Smoothie” by Center for Collaborative Classroom (functional text)

“Hey Joe, How’s It Going?” by Jennifer Marino Walters (expository article)

“Giant Jellyfish Invasion” by Ruth A. Musgrave (expository article)

Erandi’s Braids by Antonio Hernández Madrigal (expository picture book)

“Zoos Are Good for Animals” by Center for Collaborative Classroom (opinion article)

“Zoos Are Not Good for Animals” by Center for Collaborative Classroom (opinion article)

Bend and Stretch: Learning About Your Bones and Muscles by Pamela Hill Nettleton (picture book)

Examples of print and graphic features include but are not limited to:

In *Snails* by Monica Hughes, students use text features, the table of contents, and chapter titles to locate key information. Facilitated discussion questions include “After looking at the table of contents, what do you predict, or think, you will learn about snails? On which pages might we find information about [what snails eat]?”

In “Snail Food” by Center for Collaborative Classroom, students compare two texts to talk about what snails eat. Students use diagrams, the back-of-book summary, the table of contents, and the index to locate key information in an expository nonfiction text. The teacher facilitates a discussion of what is the same and different in the two passages.

In “Giant Pandas” by Center for Collaborative Classroom, students preview the nonfiction article and use text features such as the title, headings, and a map to locate key information. Students are directed towards the book’s title page. They analyze what information is included on the front and are specifically directed toward the headings. Facilitated discussion questions include “After reading the title and the headings, what do you think you might learn from this article?”

Indicator 2.3:

Texts, including read-aloud texts in K-2 and shared reading in Grade 2, are appropriately challenging, and are at an **appropriate level of complexity** to support students at their grade level.

- Texts and the series of texts connected to them, including read-aloud and shared-reading texts, are accompanied by a text complexity analysis provided by the publisher.
- Texts are at the appropriate quantitative levels and have the appropriate qualitative features for the grade level.
- Read-aloud and shared-reading texts are above the complexity level of what students can read independently.

Meets 4/4

The materials include texts that are appropriately challenging and are at an appropriate level of complexity, accompanied by a text complexity analysis document provided by the publisher. The materials expose students to high-quality texts in small-group instruction that targets increased complexity at a student's differentiated level.

Examples include but are not limited to:

The materials' reading instruction is divided into two sets: 1, "Comprehension: Making Meaning" (composed of whole-class, guided-practice, and differentiated-instruction support) and 2, "Foundational Skills: Being a Reader" (composed of whole-class, differentiated-small-group, and independent instruction support).

The text complexity analysis includes quantitative and qualitative analyses of the texts in Making Meaning, Being a Reader, and Being a Writer. The "Collaborative Literacy Text Complexity Analysis" notes "teachers should consider...three dimensions: (1) quantitative analysis, (2) qualitative analysis, and (3) the reader and task." The publisher utilizes two leveling systems: The "Fountas & Pinnell Leveling System" and the "Lexile® Framework for Reading" for quantitative text complexity and the following metrics for qualitative text complexity: text structure, language features, meaning, and knowledge demands. The text complexity analysis includes a "final evaluation" metric that includes the following ratings: "Slightly Complex," "Moderately Complex," and "Very Complex."

Most whole-class instructional texts like *An Ocean of Animals* (Fountas & Pinnell Level M) and *Using Your Senses* (Level L) are above the level of complexity a second-grader would be able to

read independently, but some, like *People in My Neighborhood*, Fountas & Pinnell Level I, are not.

Other Lexile levels for Grade 2 texts include:

Making Meaning Program Read-Aloud Texts

Jamaica Tag-Along by Juanita Havill (490L)

The Paperboy by Dav Pilkey (AD530L)

The Tale of Peter Rabbit by Beatrix Potter (AD660L)

Being a Reader Program Whole-Class Instruction

Max's Words by Kate Banks (510L)

Based on qualitative features, texts are at an appropriate level. Most texts have a single layer of meaning, and some texts have multiple layers of meaning. Narrative structures are conventional and have single-point-of-view narration. Language in nonfiction is conventional and clear; fiction texts do include an appropriate level of figurative language. Text themes are common to readers; texts with unfamiliar culture or literary themes include scaffolds to make knowledge accessible.

Indicator 3.a.1:

Materials contain questions and tasks that support students in **synthesizing knowledge and ideas** to deepen understanding and identify and explain **themes**.

- Most questions and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information.
- Most formal and informal assignments and activities focus on texts students are reading/listening to and require close attention to the meaning and inferences as students demonstrate comprehension.
- Questions and activities grow students' understanding of topics and literacy skills over the course of each unit.
- Materials provide opportunities for students to evaluate and discuss information from multiple places within a text.

Meets 4/4

The materials include quality questions that require students to analyze literary elements within and across texts. Discussion questions and assessments are text-specific, target elements of the text, and are systematically arranged to deepen understanding of topics. The materials include frequent opportunities for students to engage in questions and tasks that support students' understanding of literacy. Through systematically planned read-alouds, students build conceptual knowledge of text with in-depth analysis of knowledge and connections. Formal and informal activities support and foster students' comprehension, giving them opportunities to grow their literacy skills and understanding of topics. Students consistently evaluate and discuss information to synthesize across texts.

Examples include but are not limited to:

Proficient readers wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. In "Making Meaning" Grade 2, students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding. During "Individualized Daily Reading Conferences" in Unit 2, students learn questions they can ask themselves to monitor their comprehension. Formal reading conferences begin in Unit 3. In Unit 3 and onward, the students apply the reading comprehension strategies to various types of texts and reflect on their use of the strategies.

A class discussion follows the read-aloud *McDuff Moves In* for students to show comprehension. Questions include "Why does the little white dog go to Fred and Lucy's house?"

What in the story makes you think that? Why do you think Fred drives around in circles? How do Fred and Lucy come up with a name for McDuff?" These questions build conceptual knowledge and are text-dependent.

Students are provided multiple opportunities to practice questioning as they continue through the week. Repeating these techniques over the next few weeks helps the students learn to participate in a class discussion. Later in the week, students compare and contrast stories in a series. The teacher reads aloud "Neighbors" in *Poppleton* and students compare it to "The Library." The teacher asks questions such as "What is the same in the two stories?" and "What makes the story 'The Library' different from the story 'Neighbors?'" It is also suggested that other books, such as *Poppleton Forever* or *Poppleton in Winter*, may be used to facilitate a discussion between stories.

In Unit 4 of Making Meaning, students make inferences to understand characters' feelings, motivations, and actions. They also identify key details and important ideas and discuss the story's message. In *Books* by Stephanie Stuve-Bodeen, students make connections across texts, noting similarities and differences in characters and plot. In *Sailboats*, students review nonfiction elements by responding to text-dependent questions and tasks on the topic of sailboats. For example, the question "What is a sailboat?" is text-dependent and prompts students to learn new information gathered from the read-aloud.

In Unit 7, students explore the index to build conceptual knowledge about a specific topic. The teacher explains that the index tells where to look for information on certain topics in a book like *antennae*, *caterpillars*, and *camouflage*. The teacher points out that the topics are listed in alphabetical order, and a relevant sentence found in the text is next to each topic. Students use this activity to go on to be insect detectives in the next task. Further activities and tasks that support comprehension include the use of the back-of-book summary and the table of contents.

In Unit 8, the teacher explains that each student will read the information on the back of the book cover and table of contents. Next, the students talk in pairs about the topic of their books and what information they think they will learn by reading them. The teacher asks, "What is the topic of your book?" and "How did the summary on the back of the book and the table of contents help you find out what your book is about?" In *Without Wheels*, text-dependent questions also build conceptual knowledge. The students are prompted to synthesize new information. For example, they are asked, "What solution is described in this section and where does that solution work well?" to discuss possible solutions using knowledge they have learned.

Questions and activities progress from a focus on comprehension through text-dependent questions and a focus on story elements to more advanced questions and activities on analysis, comparison, and writing. For example, in the Making Meaning “Teacher Manual,” Unit 4, students make text-to-self connections by answering the question “What do you like about going to the library?” and answering text-dependent questions such as “What are some of the things the paperboy does to get ready to deliver the newspapers?” Later in the year, in Unit 5, students write about the text connections between *Galimoto* and *Babu’s Song*, answering the questions “What is the same about the two stories?” and “What is different about the two stories?” By this point, comprehension questions have progressed to inferencing questions about the characters.

Indicator 3.a.2:

Materials contain questions and tasks that require students to **evaluate the language, key ideas, details, craft, and structure of individual texts**.

- Questions and tasks support students’ analysis of the literary/textual elements of texts by asking students to
 - analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
 - compare and contrast the stated or implied purposes of different authors’ writing on the same topic;
 - analyze the author’s choices and how they influence and communicate meaning (in single and across a variety of texts); and
 - study the language within texts to support their understanding.

Meets 4/4

Materials contain questions and tasks that require students to make inferences and provide evidence from text to support their understanding. With teacher guidance, students compare and contrast different authors’ views on the same topics. Analysis across a variety of texts occurs periodically within the curriculum. Students are able to make connections to communicate meaning and comprehension. Opportunities to study language occur within poetry and include prompts to support student understanding.

Examples include but are not limited to:

In Unit 2 of the “Making Meaning Teacher Guide,” teachers teach the story *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Alexander narrates his own account of his very bad day. Students are led to discover the author’s use of first-person point of view by answering guidance questions, like “Who is telling this story? How do you know who is telling the story? What word does the boy use to talk about himself?” The teacher dictates two sentences on the board and asks students, “Which of these sentences is written using first-person point of view? How do you know?” The teacher then confirms student understanding: “The use of the word *I* as Alexander narrates his story tells us that the author uses first-person point of view.” In this case, students are recognizing specific language—the word *I*—to further their understanding of narrative and first-person point of view.

In Unit 3, students practice visualization, rhythm, and alliteration by exploring the author’s use of descriptive language. During the reading of *A Tree Is Nice*, the teacher stops after reading the words “The leaves whisper in the breeze all summer long” and has students discuss the questions “What did you see in your mind? What sounds did you imagine?” This forces students to notice the relevant words *whisper* and *breeze* to aid in visualization. After reading and analyzing the poem “My Baby Brother,” students explore rhythm and rhyming words. First, students answer the question “What did you notice about the words *tiny* and *shiny*? How are they alike?” Students then have to identify two words in the poem that rhyme together, *tight* and *white*. Then, when students read the poem “Bees, Bothered by Bold Bears, Behave Badly,” the teacher prompts students’ understanding of author’s craft by asking:

- What do you notice about the words in this title? (Students evaluate their thinking.)
- Why do you think the poet chose to begin each word with the same sound?
- Where in the poem does the poet repeat the beginning sound of words?

Students provide evidence from the text to support their understanding.

In Unit 5, students continue to make inferences and refer to the story to support their thinking. For example, students explore point of view in *The Incredible Painting of Felix Clousseau*. The teacher explains that other characters in the story have strong opinions about Felix and his paintings, and students listen to the story again for opinions and how they change. Students participate in discussion questions: “What opinions do the other characters have of Felix’s painting in this part of the story? What do the other characters think of Felix’s art at the [beginning/ middle/end] of the story? Why do their opinions of Felix’s art change throughout the story?” Student explanations include evidence from text to support their thinking. Later in the unit, students read *The Paper Crane* and reflect on the story’s message. To support students with deeper thinking, students reread the story and participate in a facilitated discussion, which includes the following questions: “What did you think about during the second reading of *The Paper Crane* that you didn’t think about during the first reading? What important message is the author trying to tell us in this story? Why do you think that?”

In Unit 8, students explore the purpose of functional texts using the text *Classic Smoothie*. The teacher explains that “functional texts help readers do things in everyday life” and that “examples of functional texts include street signs, maps, menus, recipes, lists, and game directions.” When reading, students are prompted to reflect on the author’s structural choice when they answer the question “What makes these directions easy to follow?” Suggested student answers have teachers identifying numbered lists, headings, and pictures. This study of functional texts continues in the next lesson when students read the book *The City Zoo*. In this lesson, teachers focus on how authors intentionally organize information through charts.

Teachers point out headings and columns before reading the chart. After reading, students answer the two questions: “What information does the chart give you?” and “What makes the chart easy to use?” Here, students should be referencing how the author organizes the chart in their discussions. Characteristics mentioned in the student exemplar include chronological order, spacing, and labels.

In Unit 9, students read two paired opinion articles titled “Zoos Are Good for Animals” and “Zoos Are Not Good for Animals.” Using both of these articles, students must compare and contrast the purposes of different authors’ writing on the same topic. When reading these texts, they stop and answer questions like “How does the author feel about zoos? What is the author’s opinion of zoos? What in the article makes you think so?” After reading both, students apply their understanding in practice by comparing the two articles. Students discuss two questions: “Which opinion article do you agree with?” and “What did the author say that persuaded you?”

Indicator 3.a.3:

Materials include a cohesive, year-long plan for students to interact with and build key **academic vocabulary** in and across texts.

- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Meets 4/4

The materials include a year-long plan for students to interact with and build key academic vocabulary in and across texts. Materials provide teacher guidance with clear supports to apply vocabulary in context and to support tiered vocabulary instruction. The materials include scaffolds and supports for teachers to differentiate instruction for all levels of learners.

Examples include but are not limited to:

Direct vocabulary instruction is found in the “Making Meaning Vocabulary Teaching Guide.” The overview section titled “The Words” describes the rationale for the set of vocabulary terms each week, usually four to six words. These terms were selected from relevant paired read-alouds and are considered Tier 2 vocabulary. Instruction is broken down weekly, where students learn four words each week in 15- to 20-minute lessons. Under the “Teaching the Vocabulary Lessons” section, sample calendars show how these activities might be integrated into three, four, or five days of vocabulary instruction. As the materials note, early weeks of the program are reviewed in the later weeks to provide multiple instances of exposure for words. These lessons span three days of instruction and contain spiraled review of previously learned words. Vocabulary resources include a set of individual print picture cards, a set of individual print word cards, and access to vocabulary lessons. Materials provide a variety of activities to support vocabulary practice through partner and class conversations; a comprehensive list of activities can be found in the “Introduction” of the Making Meaning Vocabulary Teacher Guide; they include activities like “Act Out the Words,” “Imagine That!” “Finish the Story,” and “Which Word Goes With?”

This resource also provides teachers additional “Teacher Notes” to explain how to scaffold questioning so students acquire vocabulary knowledge. The sidebar states: “[E]ven when primary students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question, ‘What does the word

tumble mean?’ Instead, we ask them what they know about the word, giving them an opportunity to show their understanding of the word’s meaning in various ways. For example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word.”

The Making Meaning Vocabulary Teaching Guide also provides thirty weeks of vocabulary lessons for read-aloud texts used in “Making Meaning” lessons. The weekly overview includes the words to be discussed, past vocabulary terms to review, word-learning strategies, and vocabulary and social development foci. Each term is defined in developmentally appropriate, student-friendly language and is selected based on whether students will comprehend the text without the term’s definition as well as whether students could determine the term’s meaning from context.

Materials also contain a chart of “Independent Word Learning Strategies” that spans thirty weeks of instruction. These vocabulary lessons include word studies based on read-alouds, such as recognizing synonyms and antonyms, context clues, inflectional endings, affixes, and using dictionaries. In-context vocabulary instruction includes explicit strategies to determine unfamiliar words while reading. Found in the Independent Word Learning Strategies, the strategies are taught across the thirty weeks of instruction. Strategies include recognizing synonyms; recognizing antonyms; using knowledge of compound words to determine meaning; using the prefixes *un-*, *mis-*, *dis-* and *pre-*; using the suffixes *-less*, *-ful*, *-er*, *-ion*, *-tion*, and *-ly*; using context to determine word meaning; recognizing shades of meaning; recognizing words with multiple meanings; using a print dictionary to determine word meanings; using an online dictionary to determine word meanings; and using a glossary to determine word meanings.

Scaffolds and supports for teachers to differentiate vocabulary are included to increase development for all learners. Tier 2 words are specifically referenced in the Making Meaning Vocabulary Teaching Guide, explaining that students are not likely to use these words frequently, but educated adults regularly use them in their speech and writing. To support students with challenging vocabulary, the teacher guides students in their independent reading. In one unit, the teacher notes challenging vocabulary in independent reading books and has brief discussions with students to help them define as they read. It further states that in some cases, the teacher can read the text with the student to support him or her.

The “Being a Reader Teacher Manual,” Volume 2, includes a “Scope and Sequence” with a “Word Analysis” section for second grade that largely focuses on high-frequency words found within the read-alouds and frequently used words within lessons. The beginning of each individual “Teacher Manual Set” contains an overview with high-frequency words for each set,

as well as words further broken down into each week. A later manual has students explore the meaning of *ever*, *never*, *only*. These words are applied through the read-aloud, the “Word Wall,” and the high-frequency word cards. One lesson’s objective says students will “[l]earn and use the words *stuff* and *tourist*.” With the word *stuff*, students discuss, act out, and respond to prompts, like “I stuffed something when I...” With the word *tourist*, students apply words in appropriate contexts by discussing when they have traveled and were a tourist. Prompts for this discussion include “I was a tourist when I went to...” and “Imagine that you can travel to any place in the world. Where would you most like to travel to as a tourist? What would you want to do there?”

Indicator 3.a.4:

Materials include a clearly defined plan to support and hold students accountable as they engage in **self-sustained reading**.

- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Meets 1/1

The materials include a clearly defined plan to support and hold students accountable as they engage in self-sustained reading. There are procedures and protocols to support teachers adequately as they encourage students to engage with independent reading. Materials provide a plan for students to self-select texts and multiple opportunities for students to read independently for a sustained period of time with gradual increases in time.

Examples include but are not limited to:

The “Being a Reader Teacher’s Manual Set” introduces students to the purpose of independent work, beginning with independent reading at their seats. At the beginning, students read at their seats for ten to fifteen minutes at a time. On Day 1, the manual states: “The goal of independent reading is for the students to have enjoyable experiences making choices about what they read, reading at their own pace, and interacting with books in whatever manner is appropriate for them. We recommend making a wide variety of books available to the students to accommodate their different interests and reading levels.”

At the beginning of the Being a Reader Teacher’s Manual, the teacher discusses and explains what building stamina means: “[L]earning to do something for longer amounts of time.” The teacher informs students that they will be learning to read for longer amounts of time each week, and that each day they will read for a few more minutes than they did on previous days. On Day 1, students read for about ten minutes. Shortly after, the materials provide teachers with reflection questions to guide observations of the students during independent work and reading, such as “Do the students read for the entire time? Do the students handle the books responsibly? Do the students share the books fairly?” During the following week, students choose their own independent reading books. Students choose up to five books to put in their

toolboxes. The teacher models the expectation, stating: “When I choose a book, I read the title and look at the picture on the cover to find out what the book is about. Then I read the first two or three pages and look at the pictures. If it looks interesting or funny, I’ll choose it.” The teacher models thinking and actions: “Let’s see what I can learn about this book from the cover. I see [a mother and kids in a kitchen. There are footprints on the floor]. I’m curious about [why the mom is baking all of those cookies, and who is going to eat them]! I’m wondering about the title [The Doorbell Rang]. I’m excited about reading this book because it might be [funny].” The teacher guides students as they choose their books. The teacher asks, “What can you do if someone else chooses a book that you also want?” Students brainstorm ideas. The teacher gives students five minutes to pick books as they walk around the room to monitor, asking students, “Why did you choose this book?”

“Building Stamina” in the introduction of the “Making Meaning Teacher Manual” notes that second graders are expected to read up to ten minutes each day in Units 1–3 and up to 20 minutes from Unit 4 to the end of the year. These stamina goals are adjusted according to individual student attention levels.

“Reading Appropriately Leveled Texts” in the introduction of the Making Meaning Teacher Manual provides students with tips on choosing books that are at their independent reading level; it shows teachers how to listen in on students’ reading with accuracy using the “five finger rule” (a student turns to a random page in the book and holds up one finger for every word they cannot read); teachers can also pose basic comprehension questions, like “What does that mean?” or “Tell me what you just read.”

In the “Making Meaning Assessment Guide” introduction, students take a goals-and-interest survey to help teachers find trends in authors, series, and titles. This support helps teachers as they launch independent reading and tells them what books to include in book bags and classroom libraries. At the end of the year, the final “Individual Daily Reading” (IDR) conference is meant to review how a student’s desire to read has grown and how his or her stamina has increased.

Accountability for independent reading occurs in the “Making Meaning” student response journals, where students make open-ended entries throughout the year.

IDR procedures, routines, set-up, and tips for management are clearly explained in the Making Meaning Teacher Manual introduction; it defines the teacher’s role, explains how IDR conferences take place, guides teachers in finding independent reading levels, and supports

students in self-selecting texts. It explains setting up classroom libraries with leveled texts and provides ways for building stamina in readers along with IDR mini-lessons. Finally, the resource gives teachers management tips for independent reading. Each unit contains IDR conferences in which students read independently, then read a part aloud to a partner and share wonderings. Teachers simultaneously have individual conferences with independent readers using the “Resource Sheet for IDR Conferences” from the “Assessment Resource Book.”

Indicator 3.b.1

Materials provide support for students to **compose** across text types for a variety of purposes and audiences.

- Materials provide students opportunities to write literary texts for multiple purposes and audiences:
 - Students dictate or write poetry using poetry elements (1-2).
 - Students dictate or write personal narratives that convey their thoughts and feelings about an experience (K-2).
- Materials provide students opportunities to write informational texts (K-2):
 - Students dictate or write procedural texts (1-2).
 - Students dictate or write reports about a topic (2).
- Materials provide students opportunities to practice correspondence:
 - Students dictate or write thank-you notes and letters (1-2).

Meets 4/4

The curriculum includes support for students to compose across text types for a variety of purposes and audiences. Guidance is provided for students to dictate or write personal narratives that convey their thoughts and feelings about an experience. Additionally, students have the opportunity to write informational texts and practice correspondence.

Examples include but are not limited to:

In Unit 1, elements of personal narrative are listed by grade level in the “Being a Writer Teacher Manual.” In the first week, the teacher draws places like home and a favorite place to visit. Next, the teacher models by telling a story from his or her personal life. Then, students are given time to draw and write about their own lives. At the end of the first week, ideas for “Writing Throughout the Week” are given to encourage ongoing personal narrative writing. Units 1–3 focus on writing personal narratives and provide opportunities for the students to begin “writing about true stories” from their lives. The units are broken into weeks that each have a particular focus, which is part of the larger goal of the writing genre. Within Unit 1, students focus on writing “it happened to me stories”; there are some opportunities to include feelings in their narratives.

In “Being a Writer,” Unit 2, students write a narrative about a fun time outdoors. Here, students are clearly writing about their thoughts and feelings; they then respond to the question “When

you arrive, what do you feel?” This work is done after discussing and modeling how to “tell more” in writing and using temporal words. The following week focuses on family and using sketching to generate ideas.

In Unit 4, students write expository nonfiction, or informative writing. They learn that nonfiction authors write about subjects that interest them, and then they ask and answer questions and make careful observations. In Weeks 3 and 4, students write three nonfiction pieces about the lands, animals, and peoples of the polar regions. They choose interesting facts to include in their pieces and write opening and closing sentences. While composing a procedural text, students “explain what steps they took and what they found out about icebergs.” Students are encouraged to use transition words to convey the complete steps taken during the experiment. At the end of Week 4, students review their writing and pick one to publish as a book. Procedural writing continues during Unit 4, in the *Being a Writer Teacher Manual, Volume 2*. The lesson begins with a read-aloud, *How to Be a Friend: A Guide to Making Friends and Keeping Them*. This serves as a model for procedures on how to be a friend and a model for procedural texts. Students then begin their procedural writing. By planning how to be a good friend to a new student in class, on the playground, and at lunch, students are thinking through different means and procedures to make a new friend: “Imagine that a new student came to our class today. What could you do to make him or her feel welcome? How could you be a friend to the new student on the playground? How could you be a friend at lunch?” A suggestion for further writing in the week is to write about how to make up or apologize to a friend.

Unit 5 includes direct instructional practices for letter writing. Students explore audiences and purposes for friendly letters, identify the parts of a friendly letter, and address an envelope. During the first two weeks of this unit, the students hear and write many letters, including *First Year Letters*. In this lesson, students learn how to punctuate friendly letters before practicing on their own. Students begin writing letters by writing to their teacher and to a partner. They also write a reply letter to their partner. At the end of the second week, they begin drafting letters that they will revise, publish, and possibly mail during the third week.

In the *Being a Writer “Assessment Resource Book,”* Unit 6, students engage with poetry first by hearing and discussing poems that contain such poetic elements as rhyme, rhythm, repetition, and figurative language. They do this by reading and discussing the mentor poems, “The Coyote” and “The Tiger,” and crafting a shared animal poem as a whole class. Before writing independently, students go through this whole process again with the mentor poem “My Baby Brother.” Then, students generate a list of words for different topics, explore and use

interesting and descriptive words in poems, and explore and informally use figurative language, before publishing their poems. A sample rubric is given for evaluating student poems, which includes making sure it qualifies as a poem and not narrative writing, shows individual creativity, uses figurative language or creative word choices, and creates imaginative images for the reader. This resource ensures students dictate and write poetry that has all relevant poetic elements.

In *Being a Writer*, Unit 7, students read and discuss *I Wanna Iguana* and *I Wanna New Room* before brainstorming a list of ideas for a “Here’s Why I Should” letter. A shared letter is crafted amongst the class before students begin their independent writing of a persuasive “Here’s Why I Should” letter.

Indicator 3.b.2

Materials engage students **in the writing process to develop text in oral, pictorial, or written form.**

- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text:
 - Students utilize drawing and brainstorming to generate drafts.
 - In K-1, students plan and organize their drafts by speaking, drawing, or writing.
 - In Grade 2, students organize drafts by writing based on an idea and details.

Meets 4/4

The materials include support for students to engage in the writing process to develop text in oral, pictorial, or written form. Guidance is provided for students to coherently use the elements of the writing process to compose texts. Additionally, students have the opportunity to organize drafts by writing based on an idea and details.

Examples include but are not limited to:

In Unit 2 of the "Being a Writer Teacher's Manual," Volume 1, students visualize and orally brainstorm to write about a time they had fun outdoors. Some of the questions to prompt brainstorming are "Think about a time you had fun doing something outdoors. Where were you? What were you doing?" Students discuss with a partner and then begin their writing. In "Being a Writer," Unit 2, students work in partners to visualize as the teacher asks, "Imagine a pet you have or would like to have. What kind of animal is your pet?" Students tell their stories orally before writing their drafts. Prompting questions, such as "What does your pet look like? Sound like? Feel like?" are posed to support students' organization and to generate ideas and details in their writing.

In Unit 3, students explore fiction writing and draft, revise, and publish their own stories. They learn that interesting things happen to characters in fiction. Dialogue and descriptive language enhance the telling of their stories. As they take one story through the writing process, they learn to proofread their writing and to use a word bank to check their spelling. Socially, the students continue to develop the skills of listening respectfully to the thinking of others and sharing their own. Students also express an interest in and appreciation for one another's writing as they share their writing from the "Author's Chair."

In *Being a Writer*, Unit 4, before students begin to draft, they have an opportunity to “think before writing.” Students close their eyes and think about the following question: “Imagine that a new student came to our class today. What could you do to make him or her feel welcome?” Prompting questions, such as “How could you be a friend to the new student on the playground?” are posed to support students’ organization and to generate ideas and details in their writing.

In the *Being a Writer Teacher’s Manual*, Volume 2, Unit 6, students go through the writing process. The lessons begin with the reading of a poem. The class discussion prompts students to use figurative language to describe clouds. Next, students construct poems about rain in pairs. The process is repeated the next day. On Day 3, students are ready to move through the next steps of the writing process. Students choose a poem to contribute to the class book and consider adding or changing words to revise their poems. Next, they edit for spelling errors by circling words they are unsure about and referring to their word banks. Students write a final draft; it is recorded as students share published pieces in the Author’s Chair on Day 4. This week of poetry-writing lessons takes students from generating ideas with the read-alouds and discussion, to drafting, revising, editing, and publishing, with help from partners.

Indicator 3.b.3

Over the course of the year, students are provided opportunities to **apply grade-level standard English conventions to their writing**.

- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context.

Meets 4/4

The curriculum includes support for students to apply grade-level standard English conventions to their writing. Materials provide opportunities for students to practice and apply the conventions of academic language when speaking and writing, including punctuation and grammar. Grammar, punctuation, and usage are taught systematically both in and out of context.

Examples include but are not limited to:

In the “Being a Writer Teacher’s Manual,” the “Introduction” pages include a section on “Writing Development Across the Grades,” which explains how learning in the writing process happens through learning about conventions from published works and proofreading and editing for conventions. In Grade 2, these processes are taught formally through the writing process (prewriting, drafting, revising, proofreading, and publishing).

In the Being a Writer Teacher Manual, Volume 1, the Grade 2 “Skills and Conventions” chart states that students receive instruction in writing complete sentences; declarative, interrogative and exclamatory sentences; compound sentences; collective nouns; proper nouns; reflexive pronouns; and adjectives. Punctuation includes teaching commas in a series and using commas in correspondence, apostrophes in contractions and possessives, and question marks. All of these skills are taught in Units 2–7 in the “Skill Practice Teaching Guide.” In Grade 2, most skill instruction in the core lessons occurs during the shared or modeled portions of the lesson. Additional practice for conventions and skills is provided in this Practice Guide and accompanying practice pages.

In Unit 1, students learn the skills and conventions of written English. Lessons begin with students exploring capitalizing the first letters of sentences and using ending punctuation in a sentence. On Day 2, the teacher passes out lined writing paper and models writing on the chart. The teacher points out capitalizing the first letters of sentences and ending each sentence with

a period, question mark, or exclamation point. This in-context practice continues as the teacher uses commas and quotation marks as part of modeling.

The Being a Writer Skill Practice Teaching Guide includes “Mini-Lessons” that include grammar objectives. For example, Lesson 1 focuses on complete sentences. The teacher notes that complete sentences begin with a capital letter and end with an end mark. During guided practice, students identify the parts of the sentence (subject and predicate) and volunteer to circle the capital letter that began the sentence and circle the period at the end of the sentence. Students then copy the complete sentence with the correct conventions. Later on, students learn to use commas in greetings and closings of letters. Students discuss their observations of comma placement and discuss the conventions of punctuation; afterward, they practice placing punctuation correctly in a letter. Through guided practice in Being a Writer Skill Practice Teaching Guide, Lesson 9, students select the collective noun that best completes the provided sentences, with the aid of a word bank.

In the Being a Writer “Student Skills Practice Book,” Lesson 22, students practice selecting appropriate adverbs in the context of paragraphs and provided sentences.

In Being a Writer, Unit 4, the lesson focuses on informal proofreading. Students read their writing aloud, checking for punctuation and capitalization in each of their sentences.

Indicator 3.b.4

Materials include **practice** for students to write legibly **in print (K-1) and cursive (Grade 2)**.

- Materials include instruction in print (K-1) and cursive (Grade 2) handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

Does Not Meet 0/1

The materials do not include support for students to practice writing legibly in cursive. No evidence of guidance is provided for teachers to instruct cursive handwriting. A plan for procedures and supports to assess students' handwriting development is not provided.

Indicator 3.c.1

Materials support students' **listening and speaking about texts**.

- Materials provide opportunities for students to listen actively and to ask questions to understand information.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the topics they are discussing.

Meets 4/4

The materials include support for students' listening and speaking about texts. Materials provide guidance for students to listen actively and to ask questions to understand information. There are consistent opportunities for students to engage in discussions that require students to share information and ideas about the topics they are discussing.

Examples include but are not limited to:

In the "Making Meaning Teacher Manual," the "Program Overview" explains that the curriculum incorporates "Thinking Tools" to help students implement strategies they learn by allowing them to delve more deeply into text. In second grade, students informally use "Stop and Wonder" as a tool to prepare them for Grades 3–6, where they will use "Stop and Ask Questions." This gradual structure exposes students to the framework of understanding information. For example, the Making Meaning "Student Response Books" include Stop and Wonder activities that require students to write to record their thinking. The curriculum supports proficient readers to wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. Students have consistent opportunities to wonder and ask questions before, during, and after a read-aloud to make sense of the text.

In the Making Meaning "Vocabulary Teaching Guide," Unit 1, Week 1, students play "Imagine That." Students listen attentively to the story *McDuff Moves In*, learn the word *compassion*, and ask their partner the question "How is Lucy compassionate in the story?" The partner is given the prompt "Lucy is compassionate when...." Volunteers share classmates' responses in their own words. Students also discuss their predictions for the story. The teacher asks, "What can you tell about the book from the illustration and title? What else do you predict about this book?" Students engage in a discussion around the questions and then move to discuss, "Do you think this will be a serious book or a funny book?"

In Unit 3, students review the poem “POP!” The teacher guides students to visualize as they reread part of “POP!” Students visualize the words by closing their eyes, and the teacher covers the photographs. Partners work together to discuss the poem. Some questions they ask one another are “How do you picture the bubble? How do the words ‘the bubble shimmers in the sun’ help you imagine a bubble that someone is blowing with a bubble wand? How do the words ‘the air makes the soap on the wand start to stretch’ help you imagine a bubble that someone is blowing with a bubble wand? Now how do you picture the bubble? What words helped you imagine that? What do you see happening to the bubble as you blow harder? What does the bubble look like after it snaps free from the wand?” Students reflect on how they take turns talking and how they listen to one another.

In Unit 5, the teacher introduces the story *The Incredible Painting of Felix Clousseau* and models wondering: “I wonder what makes Felix’s paintings incredible.” The teacher directs students to the “What We Wonder About The Incredible Painting of Felix Clousseau” chart and provides a prompt (“I wonder...”) to guide students as ideas are recorded on a chart. The teacher continues by explaining that wondering, or having questions in your mind as you read, is another strategy that good readers use to enjoy and understand stories.

In Unit 7, students learn about animal habitats. The teacher shows the title and author of the book *Insect Detective*. The teacher asks, “What did you learn about social insects?” Students turn to their partner to discuss and share information. While reading, the teacher stops to ask questions, “What did you learn about solitary bees?” Students share information and ideas about the topics while reading. After reading, the teacher asks, “What did you learn about insects from this book that interested or surprised you? What are you still wondering about insects?” The class records “I wonder” statements on the chart. The class chart supports student comprehension in later lessons on similar topics.

Indicator 3.c.2

Materials engage students in **collaborative discussions**.

- Materials provide consistent opportunities for students to engage in discussion.
- Materials provide opportunities for students to practice grade-appropriate speaking skills using the standard conventions of English language.

Meets 4/4

The materials include opportunities for students to engage in collaborative discussions and to engage in and practice grade-appropriate speaking skills using the standard conventions of the English language.

Examples include but are not limited to:

The “Being a Reader” program incorporates “Cooperative Structures” to increase students’ engagement and accountability for participation. It notes: “These structures help the students learn to work together, develop social skills, and take responsibility for their learning.” Some structures the program provides are “Turn to Your Partner” and “Think, Pair, Share.” Specific protocols for “Turn to Your Partner” are provided and used throughout the year. For example, in Week 1 of Being a Reader, students are tasked to work in pairs during “Word Study”: “Tell them that working with partners gives the students a chance to talk about what they are thinking and learning before sharing ideas with the class.” The importance of both partners sharing their thinking and being a good listener is emphasized. Practice for this cooperative structure is ongoing throughout each unit. In Week 1, they use general questions, such as “What do you like to do at school?” Next, students turn and talk to a partner. Some questions are intentionally meant to build relationships between students, while some questions are posed to students to encourage discussion of a vocabulary. In Week 5 (Unit 2), during the Word Study activity, after students sort the syllables of words by numbers of syllables, they participate in a Think, Pair, Share where they first have to think and then discuss: “What might you name these categories? [pause] Turn to your partner.” Then, after a few moments of silence, in pairs, students share their thinking with the class. During Week 17, students are asked, “What do you know about the word fearless? Turn to your partner.” Students discuss with their partner and then share out to the entire class.

The “Being a Writer Teacher Manual” encourages students to look at the person who is speaking by giving their full attention to the person, use an appropriate rate when speaking by speaking slowly and clearly, and reflect on listening and speaking of self and others. The

program includes “Facilitation Tip” sidebars that provide teachers support in scaffolding grade-level-appropriate discussions. These pointers include teaching students to look at the speaker, having the speaker wait for the class’s attention before speaking, and having students ask the speaker to speak up if they cannot hear them. One states: “Continue to focus on pacing class discussions so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students’ attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques.”

In Unit 1 of “Making Meaning,” the teacher uses questions to guide students in sharing for a second cooperative structure—Think, Pair, Share. The materials state: “The difference is that the students think by themselves before they talk with their partners. Explain that you will ask the students a question and they will think quietly about it for a moment.” Reflection on this activity is also provided. For example, the students practice Think, Pair, Share by responding to “What is one thing you want to keep in mind today to help your partner conversation go well? [pause] Turn to your partner.” The materials provide a Facilitation Tip, which reminds the teacher to pay attention to students who are actively listening and participating in the discussion. This process supports student engagement and positive dialogue for students. A variety of questions are used throughout the curriculum to prompt content-related discussions. Students practice appropriate discussion techniques; for example, asking open-ended questions about specific texts, using wait-time, and not paraphrasing or repeating students’ responses. These techniques support teachers to increase class participation and encourage deeper conversation amongst students.

In Unit 1, a Facilitation Tip states: “During this unit, help the students learn that they are talking to one another (not just to you) during class discussions by directing them to turn and look at the person who is about to speak. Ask speakers to wait until they have the class’s attention before starting to speak. If students are unable to hear the speaker, encourage them to politely ask the speaker to speak up. Repeating these techniques over the next few weeks will help the students learn to participate responsibly in class discussions.” Suggested student responses also encourage the use of the vocabulary and terms from within the story. By setting these expectations, opportunities are provided for students to use the standard conventions of the English language.

Materials include a variety of tools for teachers to use to measure student speaking and listening skills. The “Class Assessment Record” in the Making Meaning “Resource Manual”

measures if students are speaking sufficiently clearly in order to hear one another when retelling. Three times throughout the year, the “Social Skills Assessment Record” measures student participation with partners and in class discussions, the quality of students’ explanation of their thinking, and their ability to speak clearly so others can hear. These activities are measured on three levels: *does not implement*, *implements with support*, and *implements independently*.

Teachers also measure student participation with partners and in group discussions. Students should respond to “What can you do to work well with your partner?” with phrases like:

- You can take turns talking.
- You can listen while your partner talks.
- You can look at your partner when he is talking.

Indicator 3.d.1

Materials engage students in both **short-term and sustained recursive inquiry** processes for different purposes.

- Materials support instruction for students to ask and generate general questions for inquiry.
- Materials support instruction for students to generate and follow a research plan.
- Materials support students in identification of relevant sources based on their questions (K-1).
- Materials support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research (K-1).

Partially Meets 2/4

The materials provide limited opportunities for students to ask and generate general questions for inquiry or to generate and follow a research plan. Exposure is limited to sustained inquiry, and students do not move beyond a single purpose in writing. There are no opportunities for short-term inquiry, and students do not return to inquiry after their single exposure halfway through the year.

Examples include but are not limited to:

There is no overview in the materials describing how students master research and inquiry skills throughout the school year. There are three main resources where materials may support instruction for students to engage in short-term and sustained recursive inquiry: the “Making Meaning Teacher’s Manual,” Volumes 1 and 2; the “Being a Writer Teacher’s Manual,” Volumes 1 and 2; and the “Being a Reader Teacher’s Manual,” Volumes 1 and 2. In Grade 2, evidence relevant to this indicator can only be found in “Being a Writer.” In both the Making Meaning and Being a Writer Teacher’s Manual documents, there is evidence that inquiry and research materials exist for Grades 3–6; however, they are not utilized for instruction in this grade level.

In Being a Writer, Unit 4, students are introduced to the research skills of “asking questions about a topic and taking notes about what they observed or learned.” This unit, however, is described as an “informal introduction to research and taking notes [that] lays the foundation for more formal instruction in later grades.” First, students generate and share questions related to the nonfiction read-aloud *Kate and Pippin*. An optional “Technology Extension” exists for students to learn more about Kate and Pippin; students “search online using the keywords ‘Kate and Pippin,’” find and investigate a few resources, and then discuss and write what they

learned. Later in the unit, students practice the research skills of observation and experimentation. They first observe and write about different types of paper, then conduct the “Which Is Stronger?” and “Suck It Up!” experiments. These skills are practiced during an optional extension activity where students observe recycling efforts around their school and then write a letter recommending improvements to these efforts. Over the next two weeks, students practice reading about, writing about, and discussing polar lands. However, this writing practice is less focused on the research process and more focused on the writing process. Students complete a final nonfiction writing piece on people who live in the polar regions. First, they discuss the writing prompt; then, they read the texts *Polar Regions* and *Polar Lands*; finally, they compose their nonfiction writing piece based on the information they have learned. This understanding, organizing, and communicating of ideas and information is in accordance with the purpose of research. Yet, the materials do not go so far as to directly tie this process to a research plan.

Following this instruction, students are given the opportunity to complete a research plan for future nonfiction topics. However, this activity is again listed as an “Extension” lesson and not part of the core curriculum. Students use the “Steps to Follow in Researching Any Nonfiction Topic” chart to list the necessary steps for a research project. As the teacher guides students through the process of identifying these steps, questions to support the discussion include “Where might you find texts about a topic that you want to research? What was the next step in our research?” The class develops the following steps:

- Step 1: Gather texts about the topic.
- Step 2: Read information about the topic.
- Step 3: List interesting facts you are learning about the topic.
- Step 4: Write questions you have about the topic.
- Step 5: Read and list more information, including information that answers questions you had about the topic.
- Step 6: Write down where facts were found.

Beyond generating this optional research plan, there are no further opportunities for students to apply and follow this research plan. While this instruction successfully supports students in practicing some research skills, all students are never fully expected to generate questions on their own and apply a research plan.

Indicator 3.e.1

Materials contain **interconnected tasks** that build student knowledge.

- Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, comprehension, and syntax; and provide opportunities for increased independence.

Meets 4/4

The curriculum includes support for interconnected tasks that build student knowledge and provide opportunities for increased independence. Guidance is provided for students to build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. Additionally, interconnected tasks include components of vocabulary, comprehension, and syntax and provide opportunities for increased independence.

Examples include but are not limited to:

In “Making Meaning” Grade 2, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text. The program provides cooperative structures such as “Turn to Your Partner” and “Think, Pair, Share” to engage students in discussion and increase the students’ engagement and accountability for participation. For example, in Unit 1, students practice listening. The teacher prepares students with the procedures to listen during a read-aloud. The teacher reads slowly and clearly, showing the illustrations and stopping as described. Vocabulary is clarified as it is encountered in the text, for example: “‘If there was a wonderful parade’—a parade is a ‘celebration in which musical bands and other groups of people march together down the street’—‘a wonderful parade in town on Monday, Poppleton would say, “Too bad. Library day.”’” Throughout and at the end of the text, the teacher facilitates a discussion: “What did you learn about Poppleton in the part of the story you just heard? Why is Monday Poppleton’s favorite day? Explain your thinking. What is your favorite day of the week? Why? What did you do that helped you listen to others today?” This inquiry process requires students to use interconnected skills. Increased independence is achieved as students learn to connect new texts to their real world. In Unit 2, students read, discuss, think, and write about *Jamaica Tag-Along* and make connections to the text from their own lives. In Making Meaning, Unit 8, after reading a nonfiction article titled “Snail Food,” students discuss text-to-text connections, then complete a writing piece comparing two texts based on what they learned.

Throughout the units, there are multiple opportunities for students to apply their knowledge and skills. The “Making a Reader” units contain questions and tasks designed for students to read, write, speak, listen, and think. At the beginning of the year, students are asked questions such as “What do you think is going to happen in the story?” The activities consist of a whole-class word study sort and a “Turn to Your Partner” to discuss how students knew which words to put together and details about the story. Later in the year, students transition to independent reading and work. Students discuss their predictions about the story and then reflect on the story by discussing what they liked about it. These opportunities embed many skills for students to build and apply knowledge.

In the Making Meaning “Vocabulary Teaching Guide,” the teacher revisits lessons that support and supplement reading comprehension lessons from the Making Meaning “Teacher Manual.” After students are introduced to a word, they practice using it by answering questions that require them to think about the word in other contexts. Many questions relate the word to their own experiences, and follow-up questions ask students to explain their thinking, encouraging them to think deeply about the word. For example, in Week 1, the teacher reminds students of the story *McDuff Moves In* and reviews the beginning of the story, where the little dog falls out of a dogcatcher’s truck. The teacher explains that the word they will be learning is *tumble*, which means “fall and roll over and over.” The teacher directs students to a card and reveals the word. The word card explains that things, as well as people and animals, can tumble. The teacher gives a few examples: “During an earthquake, books, dishes, and other things tumble off of shelves, falling every which way. Once, I accidentally knocked over my son’s toy chest, and cars, trucks, and action figures came tumbling out.” The students talk about tumbling using prompts: “I tumble when.... I saw someone tumble....” This exemplifies integrated tasks of writing, speaking, listening, and thinking.

Indicator 3.e.2

Materials provide **spiraling and scaffolded practice**.

- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

Meets 4/4

The materials include guidance for spiraling and scaffolded practice. Students engage in distributed practice over the course of the year. Included scaffolds for students provide opportunities to demonstrate integrated literacy skills that spiral over the school year.

Examples include but are not limited to:

The “Program Overview” of the curriculum states: “The Making Meaning program develops students’ ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards.” Each unit spans several weeks and addresses a sequence of standards repeatedly, within and across the course of the unit. Additionally, standards and skills are spiraled over the course of the year to provide in-depth exposure and instruction to students.

In Unit 1, students ask questions about key details in fiction stories. The skill of asking questions about texts is cycled throughout the entire curriculum. By Unit 7, students ask questions to make sense of nonfiction texts. Unit 3 requires students to make inferences and connections in fiction text. This concept reappears as a spiraled concept in Units 3–6 as students make inferences about characters and their understanding of the story. Poetry is introduced and taught in Unit 3 and also revisited in Sets 10 and 11 of the “Being a Reader Teacher Manual Set.” Literacy skills spiral across the year; for example, students answer questions about the setting and characters in the beginning units and then move to making text-to-self and text-to-text connections and applying skills to answer opinion questions regarding the reading material.

In the Being a Reader Teacher Manual, the “Scope and Sequence” provides detailed support for teaching literacy skills. In Appendix D, the standards taught are identified for each grade level. Evidence of standards being readdressed occurs in the “Small Group Readers.” For example, consonant blends are formally taught in Set 3, then applied individually in Sets 4 and 5. Elements of word study are scaffolded and assessed throughout the course of the year, as seen in the “Being a Reader Assessment Resource Book,” where each week a “Class Assessment

Record” is taken based on what students learned in word study that week. The requirements begin with distinguishing between long vowels and sorting into categories, then move to building words and naming the categories in word sorts, and then move to using strategies to analyze words.

The “Being a Writer Teacher Guide” includes an explanation of how the “Being a Writer” program follows the “6+ Writing Traits” program. Student writing is assessed on seven characteristics that are taught, practiced, and evaluated. These seven characteristics are ideas, organization, voice, sentence fluency, word choice, conventions, and presentation. At the beginning of the year, students begin writing using capitalization and ending punctuation. This skill is supported through writing practice all year and is mentioned in the sidebar “Teacher Notes” throughout the curriculum; students are reminded about the expectations. For example, in Unit 3, students write a story—visualizing to get ideas, revising to add more information, editing for spelling and capitalization of proper nouns, and sharing their writing with others.

In the Being a Writer Teacher’s Manual, the “Skills and Conventions” tables provide detailed support for teaching skills and conventions in writing. This design allows for spiraling over the course of the school year. For example, proper nouns are taught in Unit 4 and revisited in Unit 7. In Unit 4, the teacher assesses, while conferencing, if students capitalize all the /’s and all proper nouns. In Unit 7, the teacher reminds students to capitalize the first letter of all proper nouns. The teacher continues to hold conferences with students.

Indicator 4.1

Materials provide explicit instruction in **print concepts** and opportunities for student practice (K-1 only).

- Materials provide explicit instruction in print awareness and connect print awareness to books/texts.
- Materials provide opportunities for students to connect print awareness knowledge to texts.

Not Scored in Grade 2

Indicator 4.2

Materials provide explicit instruction in **phonological skills** and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K-1 only).

- Materials provide opportunities for students to practice oral language activities.
- Materials provide explicit instruction in each newly taught sound and sound pattern.
- Materials provide opportunities for students to practice each newly taught sound and sound/phoneme pattern.

Not Scored in Grade 2

Indicator 4.3

Materials provide explicit systematic instruction in **phonetic knowledge** and opportunities for students to practice both in and out of context (K-2).

- Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for sufficient student practice to achieve grade-level mastery.
- Materials systematically develop knowledge of grade-level phonics patterns as addressed in the TEKS for grades K-2.
- Materials provide opportunities for students to apply grade-level phonetic knowledge to connected texts (e.g., decodable reader) and tasks.
- Materials provide explicit instruction in grade-level high-frequency words.
- Materials provide opportunities for students to read grade-level high-frequency words both in (e.g., decodable reader) and out of context.
- Materials include building spelling knowledge as identified in the TEKS.

Meets 4/4

The materials include a research-based sequence of explicit systematic instruction in phonetic knowledge and sufficient opportunities for students to practice both in and out of context. The scope and sequence focuses on appropriate grade-level phonetic patterns, high-frequency words, and spelling knowledge as addressed in the Grade 2 TEKS. Phonetic knowledge is connected to texts and tasks throughout the curriculum. Students are given sufficient opportunities to read grade-level high-frequency words in and out of context.

Examples include but are not limited to:

The “Being a Reader Teacher Manual,” Appendix D, includes a scope and sequence for phonics instruction that outlines the skills taught across the five “Small-Group Manual Sets.” In Grade 2, targeted instruction occurs in word-study skills and polysyllabic decoding, with an emphasis on reading words with inflectional endings, prefixes, derivational suffixes, and common syllable patterns. Each Manual Set also includes an overview and calendar with the focus for whole-class instruction, small-group instruction, and work rotations each week. For example, Week 1 includes a read-aloud, word sort, word study, spelling activities, and independent work.

The materials provide explicit instruction in high-frequency words. Within the small-group lessons, high-frequency words are reviewed daily before being added to the class “Word Wall.” For example, in Manual Set 3, Week 1, students are introduced to the high-frequency words

after and *work*. The teacher says the high-frequency word, uses it in a sentence, shows the high-frequency word card, and says the word, sweeping under the card. Students have additional opportunities to practice reading the high-frequency words. For example, students identify high-frequency words through word games such as “Word Memory” or “Word Go Fish.”

The materials include explicit instruction and practice with spelling during “Word Study” and “Guided Spelling” lessons that review common complex vowel spellings, high-frequency words, inflectional endings, and compound words. For example, in Manual Set 7, Week 1, students spell the words *creeps*, *greet*s, and *again*. Prompts on how to spell the long *e* and focusing on the base word are used to guide students through the process of spelling.

The materials include explicit instruction and practice with phonetic knowledge. Manual Set 8 includes exposure to and practice with polysyllabic words. For example, on Day 3, as students read *Lightning*, they identify polysyllabic words. The teacher shows a “Words With Parts We Know” chart. The teacher explains that, if a word is challenging to read, it can be helpful to look for syllables or other parts of the word students recognize. The teacher models on page 4, pointing to the word *thunderstorm*. The teacher explains that, “when two or more words are joined together to make a longer word, the longer word is called a compound word.” Students continue reading as they record compound words. The class shares and discusses the compound words, and students explore the meanings. For Guided Spelling, students work with the words *partway*, *another*, and *someone*.

The materials include additional resources related to phonics instruction. There are additional activities in the “Extending the Instruction Program Overview” that provide more practice for students to apply foundational reading skills introduced in “Shared Reading” lessons. There are also monthly “Mastery Tests” that evaluate whether or not individual students have mastered the phonics patterns, high-frequency words, and spelling patterns taught in small-group reading sets from the previous four weeks of instruction. Additionally, word study for morphemic transformations happens on Week 18. For example, the students read a series of words as the teacher changes the affixes (prefixes and suffixes) one at a time. The activity reinforces students’ understanding that many words are composed of base words and affixes, and that the addition of affixes can transform a word’s meaning. Some examples are *hope*, *hopeful*, *hopefully*, *hopeless*, *hoped*; *use*, *useless*, *uselessly*, *useful*, *user*, *used*.

Indicator 4.4

Materials provide frequent opportunities for students to practice and develop **fluency** while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody. (Grades 1-2 only).

- Materials include explicit instruction in fluency, including rate, accuracy, and prosody.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.

Meets 4/4

The materials provide frequent opportunities for students to practice and develop fluency, including rate, accuracy, and prosody. This includes explicit instruction during shared reading and additional practice during small-group instruction. Teachers are guided to regularly monitor and provide corrective feedback to students; recommendations on best practices to support students who need additional support with fluency are included.

Examples include but are not limited to:

The materials include explicit oral fluency instruction in the “Individualized Daily Reading” (IDR) “Mini-Lessons.” These materials support and supplement the instruction. For example, in Mini-Lesson 4, students learn about reading fluency. The teacher models reading with and without fluency, to show expressiveness and voice as a means to reflect the character’s emotions, using the story *Sheila Rae, the Brave*. Students echo read the excerpt and practice using expressions with their IDR books. Students work in pairs, taking turns reading their pages aloud to each other with expression. Students reflect on their reading in discussions as the teacher asks, “What did you notice about your reading when you read from your book with expression? What did you notice about how your partner read?”

Fluency is monitored in small-group reading instruction where students read texts at their individual levels. The materials include assessments to evaluate students’ independent fluency and text comprehension for placement in small groups and guidance on differentiating for students in these small groups. For example, students who struggle with phrasing after completing Set 5 go on to Set 6, which continues focusing on accuracy and rate, while those who are reading with prosody continue to Set 7 or 8. In Set 6, the teacher explains that readers can make dialogue sound like talking by looking at what the characters say and thinking about how they might say the words. The teacher explains further that paying attention to characters’

feelings helps readers read dialogue in a way that sounds like talking. Next, students get the opportunity to try reading with fluency and prosody in pairs.

The materials provide additional guidance for teachers on monitoring students' fluency. For example, teachers are directed to administer an "Individual Reading Observation" with individual students during small-group lessons, especially when a new leveled book is introduced, to make sure it is appropriate for the reader. After teachers have conducted an Individual Reading Observation, they are prompted to consider the following questions: "Is the student able to group words together in phrases? Does the student use appropriate expression and intonation? Is the student able to read at an appropriate rate? Does the student's voice reflect the punctuation marks? Does the student read in a way that reflects an understanding of how the characters are feeling?"

Indicator 4.5

Materials include **placement (diagnostic) assessments** and provide information to assist in foundational skills instruction (K-2).

- Materials include support and direction for teachers to assess students' growth in and mastery of foundational skills (e.g., skill gaps in phonetic knowledge).
- Assessments yield meaningful information for teachers to use when planning small-group instruction and differentiation.

Meets 4/4

The materials include placement assessments and information to assist in foundational skills instruction. In order to support students' growth in and mastery of foundational skills, the materials provide detailed guided support and directions so that assessment data provides information for teachers during the planning of small-group instruction and differentiation.

Examples include but are not limited to:

In the "Being a Reader Assessment Resource Book," the "Placement Assessment for Small-Group Reading Sets 7–12" is designed to help the teacher group students for instruction in these sets. Specifically, the assessment looks at a students' accuracy, fluency, and comprehension of texts read independently. The Small-Group Placement Assessment record is used to record whether the student reads each word, sound, or letter correctly or incorrectly to determine whether or not to continue on to the next section. Instructions are included for the teacher to administer the assessment: "When you and the students are ready to begin Small-Group Reading, use the Placement Assessment for Sets 7–12 or another assessment such as the Fountas & Pinnell Benchmark Assessment System, the Developmental Reading Assessment® (DRA), or the Teachers College Reading & Writing Project's (TCRWP)."

The placement assessments included in the "Being a Reader" program are designed to help teachers make informed instructional decisions and track and evaluate student academic growth and needs over time. All materials for assessment, including instructions and forms, are included in the "Being a Reader Assessment Guide" and in the "CCC Learning Hub." Progress-monitoring forms may be copied from the guide or printed from the "CCC ClassView" app.

For diagnostics of individual progress and needs, the placement assessments are given in small groups for Small-Group Sets 7–12 and in Sets 1–5 if needed. A step-by-step guide on how to conduct the small-group placement assessments is provided; this includes guidance for

preparing the materials, delivering the assessment, and interpreting the results. Components of the assessment include foundational skills in silent and oral reading of text with accuracy, grade-level appropriate rate, and expression. This assessment for Sets 7–12 measures percentage of accuracy, fluency, and phrasing. If students score 95% or higher on accuracy, they move to Part B. If accuracy is 94% or lower, teachers stop the assessment and give a lower-level text. Part B measures comprehension by asking a few questions; if three or four questions are answered correctly, students may move on to a higher-level assessment; if not, instruction will take place at that reading level. A running record is also taken along with comprehension questions. A record sheet allows teachers to keep track of growth in and mastery of foundational skills.

“Word Study Progress Assessments” are included in Grade 2 and are designed to help teachers assess how well each student is able to apply word study strategies to a list of words. A Word Study Progress Assessment “Note” icon alerts teachers when assessments are suggested (three times per year). Each Word Study Progress Assessment Note in Grade 2 has a corresponding Word Study Progress Assessment “Record” and “Student Card.” The “Class Record” sheet allows the teacher to easily see whether the whole class, a smaller group, or individual students might benefit from reteaching.

The “Class Assessments” are designed to help the teacher assess the academic, and sometimes social, performance of the whole class. Each “Class Assessment Note” in the “Being a Reader Teacher Manual” has a corresponding “Class Assessment Record” sheet where observations will be recorded. The record sheet reiterates the suggestions for how to proceed with the instruction based on the observations. A “Forming and Managing Small Groups” section of the Manual provides guidance on how to proceed after administering placement tests; there is a “Reading Levels Correlation” chart for students who place in Sets 6–12. The teacher is instructed to place students where they are able to read a text with 98–100% accuracy. Tips for grouping students into reading groups are provided, including “If the number of reading levels in your class is greater than the number of reading groups you would like to have, if a student’s reading level falls somewhere between the levels of two reading groups, if a student’s reading level is below the level of your lowest reading group, if a student’s reading level is far below the level of your lowest reading group, and if a student’s reading level is far above the level of your highest reading group.” Lastly, within the actual assessments, there are suggestions for students who struggle; for example: “Support any student who struggles to record the sort by reviewing the categories and the procedure for copying”; and “If most of your students struggle to use their work habits consistently, to read and write independently for about 15 minutes,

and to do word work independently for about 10 minutes, adapt and repeat this week's instruction before going on to Week 3."

Indicator 4.6

Materials regularly and systematically offer **assessment opportunities** that genuinely **measure student progress** as indicated by the program scope and sequence (K-2).

- Materials support teachers with guidance and direction to respond to individual students' literacy needs, based on assessments appropriate to the grade level.
- Materials include assessment opportunities to assess student understanding of print concepts (K-1).
- Materials include assessment opportunities to assess student understanding of phonological awareness (K-1).
- Materials include assessment opportunities to assess student understanding of phonetic knowledge (K-2).
- Materials include assessment opportunities to assess student reading fluency (1-2).

Meets 4/4

The materials regularly and systematically offer assessment opportunities that measure student progress as indicated by the program scope and sequence. The program provides guidance for teachers to respond to individual students' literacy needs after assessments. The assessments measure the students' understanding of phonetic knowledge and fluency.

Examples include but are not limited to:

The "Being a Reader Assessment Resource Book" includes "Word Study Progress Assessments" that are designed to help teachers assess how well each student is able to apply word study strategies to a list of words. Each Word Study Progress Assessment "Note" in the Grade 2 "Teacher Manual" has a corresponding Word Study Progress Assessment "Record" and Word Study Progress Assessment "Student Card." Materials also include a Word Study Progress Assessment "Class Record" sheet allowing the teacher to easily see whether the whole class, a smaller group, or individual students might benefit from reteaching. For example, in Week 14, the teacher reflects, "Do the students use the correct consonant-*-l-e* spellings and do the students omit letters?" Reteaching activities are included if students are unsuccessful.

In the Being a Reader Assessment Resource Book, the "Small-Group Reading Assessment" for Set 8 measures if the students can read polysyllabic words. Materials suggest that students who

struggle with decoding multisyllabic words clap out the syllables; materials give guidance if students are not able to do so.

In the *Being a Reader Assessment Resource Book*, beginning in Week 1, teachers use a “Class Assessment Record” to track students’ abilities by answering questions such as “Are they able to distinguish between the long vowel sounds?” Materials provide suggestions on addressing if students are unable to do so: “If many students are struggling, you may wish to compile a different list of final *e* words and repeat Steps 2–5 of the Day 4 lesson.” Tasks to display phonetic knowledge become more challenging throughout the year. The Word Study Assessment for Week 18 instructs the teacher to assess, “Are the students able to identify word parts? Are they able to read syllables and then read the word?” By Week 21, students are assessed to measure their ability to read open- and closed-syllable words. Individual Word Study Progress Assessments are administered three times a year. The teacher is directed to mark words read correctly, cross out words read incorrectly, and write the incorrect responses on the provided “Student Card” (SC1).

Accuracy of reading high-frequency words is assessed in Week 6, using the “Group Progress Assessment for Small-Group Reading” found in the *Being a Reader Assessment Resource Book*. Teachers ask themselves, “Is the group mastering the high-frequency words taught in the lesson?” A rubric measures if all, most, or few readers have mastered these concepts. Fluency tracking continues throughout the program in each of the Group Progress Assessments. In Set 7, the teacher asks questions such as “Do the students read fluently by paying attention to punctuation? Do they read aloud in voices that are just loud enough for their partners to hear? Do they follow along and listen carefully as their partners read?” Materials suggest supporting students who are unable to complete these tasks; for example, “Support any student who struggles to read fluently by echo-reading or choral-reading part of *Chameleon!* with him or her.”

Indicator 5.1

Materials include supports for students who demonstrate proficiency **above grade level**.

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills above that expected at the grade level.

Meets 2/2

The materials include supports for students who demonstrate proficiency above grade level. Guidance is provided for planning and learning opportunities for students, including extensions and differentiation. While most extensions are framed for the general classroom population, extension and differentiation opportunities do successfully support students who demonstrate literacy skills above grade level.

Examples include but are not limited to:

In the “Making Meaning Teacher Guide,” Volume 1, the introduction in “Extending the Instruction” describes that one way to extend instruction is through reader response. Students are given the opportunity to connect to the text and cite evidence after reading. In addition, students may choose to extend or deepen their learning through reading more about a topic, giving their opinion about a book read aloud, reading other books an author wrote after hearing one read aloud, or imagining another ending to a story.

In Unit 1, students who are proficient are encouraged to try digital storytelling as an extension of their reader’s response. In digital storytelling, students create digital stories by uploading pictures and recording narration to go with them. Once the narration is recorded, the application turns the pictures and audio into a video, allowing students’ stories to come to life. Week 6 includes the “Extension” activity “Reread and Act Out *The Little Old Lady Who Was Not Afraid of Anything*.” Students reread the story and physically act out the movements; then, they write their own stories about what else the little old lady might meet in the woods. Students use their own sight and sound words.

In Unit 6 of “Being a Writer,” students explore poems and words in “Tree House” by Shel Silverstein and “The Coyote” and “The Tiger” by Douglas Florian. An Extension activity in the unit describes an opportunity for students who are proficient: to learn, discuss, and practice using rhyming in their poetry. For example, while reading “Boa Constrictor,” students underline

rhyiming words they discover in the poem. Students are encouraged to try this rhyiming technique in their poetry as they write.

In Unit 7, students are introduced to *Butterflies*. The teacher reads aloud the story while students discuss, visualize, and participate in a “Learn and Wonder” activity. For the extension lesson, it is suggested that students draw mental images of and write about butterflies. Students are encouraged to write one or two sentences that describe their drawings. Later in Unit 7, students receive the “Technology Extension” to explore a website about butterflies. Students use the browser page and navigate to a recommended website. Afterward, discussion questions extend their learning: “Did you find out more about something you wondered? What did you find out? Which did you like better: learning about butterflies from the book or learning about butterflies from the website? Why?”

In Unit 9, students proficient and above engage in extension work to explore more about zoos online after reading the persuasive articles “Zoos Are Good for Animals” and “Zoos Are Not Good for Animals.” The online research supports students in their opinion writing about zoos. After their online research, students discuss the following questions: “What is something that you learned about [the San Diego Zoo]?” and “Did exploring the website change your opinion about animals in zoos?”

There are opportunities for students to extend their learning within the units of the “Being a Reader Teacher Manual.” In the Extension section, Week 18, the focus is on continued spelling practice. In a “Build that Word” activity, the students cut tiles apart to set up the game and then proceed to say a word and build the word with tiles. The focus is to build words with suffixes. The remaining Extension activities within the manual are “Connect Spelling to Writing” activities.

The “Program Overview” section of the Making Meaning Teacher Manual provides a reference for “Setting Up A Classroom Library.” This section guides teachers in making decisions as they set up books for students to read. It states: “The library should include a balance of fiction and nonfiction books. To accommodate various reading levels, at least 25 percent of the library should be books that are one to two grades below grade level, and at least 25 percent should be books that are one to two grades above grade level.” In addition, in order to support students above their independent reading levels, the “Teacher Note” in the “Individualized Daily Reading Mini-Lesson 2” states: “During other times throughout the day, you might provide the students with opportunities to read books that are above or below their independent reading levels.”

Indicator 5.2

Materials include supports for students who perform **below grade level** to ensure they are meeting the grade-level literacy standards.

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills below that expected at the grade level.

Meets 2/2

The materials include supports for students who perform below grade level to ensure they are meeting the grade-level literacy standards. Guidance is provided for planning and learning opportunities for students, including extensions and differentiation. While supports for students are of high quality, the lack of teacher guidance makes the implementation of these supports challenging.

Examples include but are not limited to:

In the “Making Meaning Teacher Manual,” Volume 1, the introduction identifies where to find information on leveling text in order to meet the needs of students performing below, on, or above the expected grade level. It is suggested to refer to the “Fountas and Pinnell” or “Lexile” leveling systems to know how to identify the level of the texts. Texts in “Being a Reader” and “Making Meaning” are not leveled for the teacher. This includes sets of readers for small-group instruction. The “Reading Appropriately Leveled Texts” program details the importance of building reading fluency as a foundation for comprehension. Guidance is provided regarding below-grade-level readers: “Make sure they have time every day to practice reading decodable texts, and check in with them regularly to monitor their rate and accuracy.”

In Unit 3 of Making Meaning, teachers are provided guidance in assessing the class and providing learning activities to reinforce struggling students. The “Class Assessment Note” for the poem “Bees, Bothered by Bold Bears, Behave Badly” asks teachers, “Are the students able to visualize images that connect words in the poem? When asked, do they refer to the text to describe the connections they are making?” If students struggle, alternative poems must be used as practice for visualizing and making connections to the text. “Guided Strategy Practice” is also included; in this lesson, students use a previously read poem, “Raccoon,” to connect mental images to the poem. After creating drawings from their mental images, students are asked to share, “What words or phrases from the poem helped you draw your picture?” Additionally in Unit 3, Class Assessment Notes outline various “if” and “then” options for

students. Teacher instructions note: “If about half of the students are creating images and descriptions that are linked to the text, proceed with the lesson and plan to check in with students who are struggling to describe how the text helps them visualize during their independent reading. You might have them draw mental images that connect to their books during IDR.”

In Unit 8, after reading the expository text *Snails*, the teacher is prompted to reflect: “Do the students recognize text features? Are the students able to make sense of the text features?” If only a few students are able to complete these tasks, repeated lessons using alternative texts are suggested. Extensions are also provided. The lesson “Read and Discuss More Books in the *Creepy Creatures Series*” provides practice for text-to-text connections between books.

Another opportunity to plan learning opportunities for students performing below grade level occurs during the “Individualized Daily Reading” (IDR) conferences. In the beginning, the conferences focus on getting to know the students as readers. As the year progresses, the IDR conferences focus on assessing student comprehension, encouraging self-monitoring strategies, and supporting students demonstrating literacy skills below their grade level. Suggestions for supporting students reading below grade-level expectations are given in the conference notes. Some of those suggestions include finding books with predictable text and sharing texts with repeated vocabulary and engaging pictures. In addition, teachers are advised to ensure the text is at the right reading level and are given details on ways to help if comprehension or fluency is an issue. For example, if a student is unable to tell what the passage is about, “have the student reread the passage silently.” If the student continues to struggle after the second reading, the teacher and student discuss if the text is at the right level for the student.

In the “Being a Reader Teacher Manual,” the “Program at a Glance” includes guidance to support students during small-group instruction. The materials provide a range of small-group reading books and a “Small-Group Teacher Manual” for each set. The “Program Overview” explains: “You might find that you need more books at a certain level or sets below or above your grade-level materials in order to meet your students’ needs. Individual small-group reading sets at all levels are available to meet the needs of different classrooms.” The “Teaching the Program” overview states: “Small-Group Reading begins no earlier than Week 5 of the school year, after the foundation for Independent Work is set and the students have been assessed for grouping.”

Differentiated small-group reading instruction includes varied practice in which students are grouped with others at a similar stage and provided appropriate reading material. The groups

read their stories and answer questions to reinforce their comprehension and fluency. For example, in Set 7, after reading the text *Jellies*, the teacher is prompted: “Are they able to distinguish between new information and information that overlaps with the facts presented in *Jellyfish*?” Suggestions are provided for struggling students. After rereading the text, discussion questions are provided, such as “What does this page tell you about [how jellyfish look]?” Fluency support is also provided regularly. In Set 8, while reading *The Great Gracie Chase*, the teacher pays close attention to whether the student acknowledges punctuation and typography while reading aloud. Echo reading is recommended to support students who are not performing on level.

In the “Being a Reader Assessment Resource Book,” if the students struggle with rhyming, they are to repeat the phonological awareness activity at another time. Additional suggestions for helping struggling readers occur when teachers are instructed to identify those who do not master the concepts. Next, they are to “Reteach with *Life in a Plains Tribe, Part 2.*” In addition, if students struggle with retelling, the suggestion is to have them break up the content by retelling after rereading each facing page.

The Program Overview section of the Making Meaning Teacher Manual provides a reference for “Setting Up A Classroom Library.” This section guides teachers in making decisions as they set up books for students to read. It states: “The library should include a balance of fiction and nonfiction books. To accommodate various reading levels, at least 25 percent of the library should be books that are one to two grades below grade level, and at least 25 percent should be books that are one to two grades above grade level.” Additionally, the Teacher Note in IDR Mini-Lesson 3 provides a necessary resource for the creation of the classroom library.

Indicator 5.3

Materials include supports for **English Learners (ELs)** to meet grade-level learning expectations.

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS.
- Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input.
- Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development).
- Vocabulary is developed in the context of connected discourse.

Partially Meets 1/2

The materials provide some supports for English Learners (ELs) to meet grade-level learning expectations. Limited guidance is provided for accommodations commensurate with the levels of English language proficiency defined by the ELPS. Furthermore, materials lack activities and scaffolds for the specific proficiency levels. Materials provide general scaffolds, and vocabulary is developed in the context of connected discourse. However, there is a lack of strategic use of students' first language as a means to development in English.

Examples include but are not limited to:

In the “Being a Reader Teacher Manual,” “ELL Support Features,” “ELL Vocabulary,” and “ELL Notes” are incorporated in each lesson to support teachers in supporting ELs. ELL (English Language Learner) Support Features include notes on previewing the text in order to define vocabulary or discuss illustrations that may assist in the comprehension of the read-aloud text. Additional support features include building background knowledge through visual aids, technology, photographs, and realia to increase comprehension. For example, in Week 1, an ELL Support Feature discusses the letter *a* and its representation in the Spanish language: “In Spanish, the letter ‘a’ represents the short ‘o’ vowel sound in *top* and *spa* (/õ/). Help students distinguish between the short ‘o’ and short ‘a’ (/ă/) vowel sounds by having them repeat a number of minimal word pairs such as *map/mop*, *pot/pat*, and *gnat/knot*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word’s meaning.”

Each read-aloud includes specific ELL Vocabulary: “This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.” For example, in Unit 1, with the text *McDuff Moves In*, ELL Vocabulary terms include *dogcatcher*, *tulip*, *collar*, and *dog pound* to aid students’ comprehension of the text. A “Vocabulary Teaching Guide” is also included. Vocabulary is taught and developed with words introduced in a familiar text read aloud and with definitions in student-friendly language. Aligned support is provided through photographs, illustrations, realia, acting, and modeled sentence starters. Other scaffolds to help students make personal connections to the vocabulary words include opportunities to discuss the words in connected discourse, gestures that convey meaning, and spiraling of the words throughout the curriculum.

ELL Notes provide additional guidance to the teacher to support ELs during daily literacy lessons. For example, in Volume 1, the ELL Note suggests sharing pictures of objects that include focus sounds and sharing what the sound is in other languages; the letters *a* and *i* in Spanish and Korean are provided as examples. The support is included to help students distinguish the vowel sounds by having them repeat a number of minimal word pairs such as *feet/fit*, *bean/bin*, and *seal/sill*. Later within the unit, an ELL Note suggests the teacher provide picture cues next to the sentences so students can actively participate.

The materials recommend assessing students’ English language proficiency level and provide a table that outlines five stages of language proficiency. The “Making Meaning Teacher Manual” supports teachers in evaluating the reading comprehension of ELs at early stages of language acquisition through alternative forms of assessment. The materials suggest considering questions such as “Do the student’s drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a sentence frame and illustrating it appropriately, or including a beginning, middle, and end of a story)?” Additional supports for ELs come in the form of speaking slowly; providing visual aids and technology such as photos, realia, diagrams, sketches, physical modeling, book recordings, interactive read alouds, and visual expression through movement and art; pre-teaching; and simplifying questions. The materials do not provide accommodations commensurate with the levels of English language proficiency defined by the ELPS.

The materials are intended for an English immersion program, so encouraging strategic use of students’ first language for development in English is not woven throughout the materials. As a possible option, the materials provide the suggestion of pairing EL students with another student who shares their native language for discussion activities, but the materials highly encourage pairing with a strong English language student who will model correct grammar. No

materials explicitly state for students to use their first language as a means to develop their English.

Indicator 6.1

Materials include **assessment** and guidance for teachers and administrators to **monitor progress** including how to interpret and act on data yielded.

- Formative and summative assessments are aligned in purpose, intended use, and TEKS emphasis.
- Assessments and scoring information provide sufficient guidance for interpreting and responding to student performance.
- Assessments are connected to the regular content to support student learning.

Meets 2/2

The materials include assessment and guidance for teachers and administrators to monitor progress, including how to interpret and act on data yielded. Both formative and summative assessments are aligned, TEKS centered, and connected to content that supports student learning. Assessment data provides sufficient guidance for interpreting and responding to student performance.

Examples include but are not limited to:

Formative and summative assessments are provided throughout the curriculum in multiple resources. In the “Making Meaning Assessment Resource Book,” there are comprehension and vocabulary assessments for each unit as well as individual assessment folders. Starting in Unit 2, “Individual Daily Reading” (IDR) conferences provide teachers “the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support.” An IDR “Conference Note” in the “Teacher’s Manual” suggests when to hold conferences. Initially, the conferences allow teachers to learn about students as readers; as the year progresses, the focus moves to assessing “students’ comprehension and enjoyment of reading and on supporting the students’ reading growth and encouraging self-monitoring.” This assessment helps measure accuracy, fluency, and comprehension. “Class Vocabulary Assessments” occur every two weeks starting in Week 2 and evaluate the performance and needs of the whole class based on vocabulary instruction.

The introduction of the “Being a Reader Assessment Resource Book” specifies evaluative tools for formative and summative assessments for each grade level and individual reading level, as well as assessments for small-group placements aligned to text sets. The materials help teachers make informed instructional decisions and track and evaluate students’ academic growth and social development. In addition, students keep their own data folders throughout

the year. Word-study progress assessments determine if students are able to apply decoding and encoding skills and are given three times a year for all second-grade students. Individual and class progress supports teachers as they determine if students are responding to the lessons or if instruction needs adjustment. During Weeks 12–24, spelling tests are made up of eight words that follow the rule taught the previous week. In Weeks 25–29, students spell high-frequency words. During small-group reading, teachers can monitor individual student growth based on the text set in which they are placed. Teachers keep a record of small groups with a “Reading Groups Class Record” report, which tracks progress over time, allowing informed instruction in the program. For grade-level requirements based on leveled text-set evaluations, students are scored as “Meets or Exceeds Expectations,” “Approaches Expectations,” or “Does Not Meet Expectations.” A summative “Word Study Progress Assessment” occurs three times throughout the year. These assessments are designed to help teachers assess how well each student is able to apply word-study strategies to a list of words. For ease of use, an assessment icon appears throughout the Being a Reader program to alert the instructor to check for understanding through various formative, summative, and placement tests. All assessment forms are available in the “CCCLab Apps.”

Information found in the “Being a Writer Assessment Resource Book” introduction recommends that both unit tests and progress-monitoring assessments should be administered a few times per year. Beginning- and end-of-year writing samples are kept in individual writing folders to show student growth over time. An “Individual Class Writing Assessment” record form is also provided. Individual Writing Assessments track student growth and identify stages of writing. The record sheet includes two parts: “Unit Writing Samples” and “End-of-Unit Writing Samples.” A reflection component provides questions to guide instruction. A place for “Conference Notes” and recording of individual assessments is included in each student’s writing folder. Assessment charts are aligned in purpose and are intended for use within units. For example, in Unit 1, the chart begins with assessing if students are working silently and staying in their seats; it then progresses to include if the students are approaching writing with confidence and enthusiasm and are able to start writing fairly quickly. Later in the unit, students are assessed on their voice, reading pace, and audience attentiveness. Unit 3 of the Being a Writer Assessment Resource Book includes an assessment for students to self-assess if they made up a story, included at least one character, and used interesting words and details. This assessment is directly related to the focus of the unit, which is fiction writing. This assessment also connects to content to support student learning through grammar, writing, listening and speaking skills, and application. The “Individual Writing Assessment” assists in assessing the growth of individual students’ writing. Descriptors for successful writing that are assessed within the rubric include full communication of ideas and sustained thoughts; writing

within the assigned genre; logical connection of ideas; grammar, usage, and mechanics; and creativity and expression.

When scoring assessments using the “CCC ClassView App,” teachers are able to “collect, sort, synthesize, and report assessment data for each student.” Reports for class and individual students are generated when electronically entering assessment data. This allows teachers to provide informed instruction. At the end of each observation, suggestions for instruction are given and specific to the task. In “Being a Writer: The Assessment Resource Book” and in “Making Meaning: The Assessment Resource Book,” assessments include “Class Assessment Records” across multiple units. These forms support teachers in reflecting on the learning of the entire class. The form provides areas of “consideration” to support the teacher in interpreting and responding to student performance. Questions are also provided to elicit student thinking and performance. Example questions include “What else can you add to your illustration to show that [you put your toys away]? What can you add to your writing?” and “What is one thing you still want to know about your partner’s story?”

Indicator 6.2

Materials include **year-long plans and supports** for teachers to identify needs of students and provide **differentiated instruction** to meet the needs of a range of learners to ensure grade-level success.

- Materials provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures. Plans are comprehensive and attend to differentiation to support students via many learning opportunities.
- Teacher edition materials include annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components.
- Annotations and ancillary materials provide support for student learning and assistance for teachers.

Meets 2/2

The materials include year-long plans and supports for teachers to identify the needs of students and provide differentiated instruction to meet the needs of a range of learners to ensure grade-level success. The materials provide opportunities to engage students in multiple grouping structures and support for identifying students' needs. Teacher edition materials include annotations to support student engagement and implement the curriculum for differentiating instruction.

Examples include but are not limited to:

Multiple teacher resources in the curriculum include year-long plans for differentiation and supporting student progress. An "Implementation Guide" includes sample year-long calendars for Fall, Winter, and Spring for the three major components of the curriculum: "Making Meaning," "Being a Reader," and "Being a Writer." This directs teachers on where to start and gives pacing for each week throughout the school year. Being a Reader includes a "Teaching the Program" section with a suggested weekly schedule, spanning through 30 weeks of instruction, five days a week.

Within units, the lessons are presented in a logical order; students are engaged through shared reading, independent work, handwriting, small-group reading instruction and independent work rotations, and various activities and assessments. In the "Being a Reader Small-Group Teacher's Manual," after assessing students' reading levels, teachers assign students to differentiated small groups; these students work in pairs as is periodically recommended in

lessons. The manual suggests random, heterogeneous pairing to build students' social and emotional development. The materials explain the purpose of random groups: "Random pairing sends several positive messages to the students: There is no hidden agenda behind how you pair the students (such as choosing pairs based on achievement), every student is considered a valuable partner, and everyone is expected to learn to work with everyone else." Materials provide alternative methods to identify random partners; for example, using playing cards, students pair up with someone who has the same number or suit. Specific cooperative structures are introduced throughout the materials. These structures include "Turn to Your Partner" and "Think, Pair, Share." The only exception to random pairings is in the case of English Learners (ELs). In this case, the materials suggest pairing the EL with another multilingual speaker to support the EL's oral language skills.

In the "Introduction" of the "Being a Reader Teacher Manual," the "Collaborative Classroom" section mentions one of the program's core principles: Classroom learning experiences should be built around students constructing knowledge and engaging in action. Specifically, the materials target increasing student engagement through intentional interactions with topics and activities, which in turn increases academic achievement. The program states: "The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding."

The "Teacher Guide" found in each unit provides an overview of the unit and then reviews the implementation of each lesson, starting with the read-aloud and working all the way to the activities. Within the unit, information for teachers is located in the margins, such as "Teacher Notes," "Facilitation Tips," "Technology Tip," "Vocabulary Note," and "ELL Support." In Making Meaning, beginning in Unit 2, "Individual Daily Reading" (IDR) "Conference Notes" appear throughout the program to alert the teacher when to conduct a formative assessment. The "Resource Sheet" for IDR Conferences in the "Assessment Resource Book" assists in tracking and monitoring student progress. The materials provide additional support for student learning and assistance for teachers through "Lesson Length and Pacing," the "CCC Learning Hub," and the Being a Reader "Handwriting Notebook," Being a Writer "Student Skill Practice Book," and Making Meaning "Student Response Book." The Being a Writer "Skills Practice Teaching Guide" includes Teacher Notes that provide assistance to teachers in assessing students and diagnosing language skills.

Indicator 6.3

Materials include **implementation support** for teachers and administrators.

- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include additional supports to help teachers implement the materials as intended.
- Materials include additional supports to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220-day schedules.

Partially Meets 1/2

The materials provide multiple resources to support teachers in implementing the materials as intended. However, the materials do not provide a TEKS-aligned scope and sequence or additional supports to help administrators support teachers in implementing the materials as intended. Realistic pacing guidance and routines are included, but only for 30 weeks of literacy instruction.

Examples include but are not limited to:

Appendix D of the "Being a Reader Teacher Manual" provides a scope and sequence outlining the skills that are taught in the program (such as retelling as part of reading comprehension and directionality as part of print concepts). Direct alignment of these skills to the TEKS is not provided. The materials direct users to access a website to see a correlation of how the skills taught overall in the program align to the TEKS.

The materials include several supports to help teachers implement the materials as intended. In the Being a Reader Teacher Manual, the "Planning and Teaching the Lessons" section provides details on each lesson component ("Introduction," "Shared Reading," "Handwriting," "Independent Work") and support for understanding pacing and extending the lesson. The materials also include a "Learning Hub" with brief videos to support teachers with planning lessons (for example, demonstrations of teachers modeling specific techniques and examples of students using cooperative structures). The "Tips for Managing the Program in Your Classroom" resource includes guidance on how to arrange the classroom and manage materials and workflow. "Additional Technology Features" provides tips, extensions, tutorials, and mini-

lessons related to technology. The online “Implementation Guide” shows teachers how the components fit into a single Language Arts block, with suggestions for scheduling, planning, and pacing guides. Separate resources such as the Being a Reader and Being a Writer Teacher Manuals provide additional implementation support for teachers. Materials do not include supports for administrators.

The Implementation Guide summarizes the 1st- and 2nd-grade-specific learning-block schedule. The materials include 30 weeks of instructional materials to support 150 minutes of literacy instruction each day, including “Individualized Daily Reading.” Suggested schedules to support weekly instruction are included throughout the “Introduction” section of the Implementation Guide.

Indicator 6.4

The **visual design** of the student edition (whether in print or digital) is neither distracting nor chaotic.

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The materials include student-facing materials with visual designs that are neither distracting or chaotic. The materials provide appropriate use of white space and design that supports and does not distract from student learning. Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Examples include but are not limited to:

The “Making Meaning Student Response Book” provides adequate space for students to write responses. For example, a large box is given for students to draw their pictures, and lines are included for students to write their responses. The entire page is used adequately to distribute the assignment. The pages include lines for students to write their responses; sentence stems are given at the top of the page. Spacing supports student learning. Examples of activity pages include “What I Wonder,” “Making Connections,” “How I Pictured,” and other response sheets that have appropriately spaced lines and white space for illustrations. Additionally, reading pieces are found throughout the notebook; an appealing layout and design help students read easily, and graphic features support the meaning of the text.

In the “Being a Reader Handwriting Notebook,” white space is distributed appropriately throughout the material. Each page includes three columns with boxes as the headers and lines below. This simple design used throughout the notebook is free from distractions and clutter and uses appropriate spacing for students’ handwritten responses. Students have adequate spacing to practice letter formation on the dotted lines provided. The dotted sentence practice of letter formation provides adequate spaces between words. Spacing supports student learning by providing ample opportunities for handwriting practice.

The Making Meaning “Vocabulary Teaching Guide” provides two options for displaying the word card: either by projecting on the interactive whiteboard and using the whiteboard

activities with each lesson, or by posting the print cards where everyone can see them. Cards are sized appropriately for students to clearly view, and they are not visually distracting. The words align with the story and activity at hand. An example of each word card appears at the beginning of each lesson. The back of each card shows the card number and the word and its definition.

In the “Being a Writer Student Skill Practice Book,” materials include appropriate use of white space as students practice taught grammar. Fill-in-the-blank spacing includes appropriate room for handwritten student responses. Similarly, there is adequate spacing between question directions and answer choices. Pictures and graphics correlate with the sentences to enhance student comprehension and independence within their work. They also enhance engagement in directions to support student learning. Pages are used in their entirety and do not distract visually for student understanding.

Indicator 6.5

If present, **technology** components included are appropriate for grade-level students and provide support for learning.

- Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Not Scored

The materials do not include student-facing technology components.