

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Kindergarten	94.64%	96.43%	N/A	100.00%
Grade 1	93.33%	93.33%	N/A	100.00%
Grade 2	80.65%	80.65%	N/A	100.00%

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

- The materials include high-quality texts across a variety of text types and genres but do lack some text types and genres required by the TEKS.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts, and they provide information about the Lexile levels and text structure, language features, meaning, and knowledge demands for the texts of the program. The materials include texts that are appropriately complex for the grade level.

Section III. 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 to study the language authors use to support their understanding of the texts; however, students do not have the opportunity to compare the purposes of different authors writing on the same topic.
- The materials provide students some opportunities to develop composition skills across multiple texts types for varied purposes and audiences; however, they do not include all the text types required by the TEKS at each grade level.
- The materials provide students the opportunity to build key academic vocabulary within texts across the year and apply those learnings in appropriate contexts.
- The materials provide students limited opportunities to engage in both short-term and sustained inquiry processes throughout the year.

Section IV. Developing and Sustaining Foundational Literacy Skills (Grades K-5 only)

- The materials provide students explicit instruction and practice in print concepts, phonological skills, and phonetic knowledge; however, they provide only limited fluency practice and routines.
- The materials regularly and systematically include assessment opportunities.

Section V. Supports for Diverse Learners

- The materials offer differentiation options throughout all units, including multiple grouping options and a variety of activities and tasks with consistent inclusion of differentiation strategies for struggling learners, as well as differentiation for students who are performing above grade level.
- The materials provide some support and scaffolding strategies for ELs; however, the materials do not support teachers in making strategic use of students' first language.

Section VI. 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 VII. Technology, Cost, and Professional Learning Support

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

Indicator II.1 Materials include **high-quality texts** for ELAR instruction and cover a range of student interests.

Guidance for Texas Quality:

- 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

The materials include well-crafted texts of publishable quality. The materials provide engaging content for first-grade students in the form of Flip Books, Big Books, and Readers.

Examples include but are not limited to:

Sir Gus by Rosie McCormick. An illustrated decodable Reader describing the adventures of Sir Gus, an unusual young knight.

The War of 1812 by Mike Sanford describes the first foreign conflict the United States faced after becoming a nation.

Early Asian Civilizations by Matt Davis, Lucien Ellington, and Catherine S. Whittington is an informational text exploring Indian and Chinese history and culture.

King Midas and the Golden Touch by Charlotte Craft is a Greek myth about a man whose touch turns everything into gold.

The Snowflake: A Water Cycle Story by Neil Waldman includes watercolors that illustrate the water cycle by following the journey of a single water droplet throughout an entire year.

Indicator II.2 Materials include a **variety of text types and genres across** content that meet the requirements of the TEKS for each grade level.

Guidance for Texas Quality:

- 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.

Partially Meets 2/4

The materials include a variety of text types and genres. The selections include folk tales, fables, fairy tales and tall tales, as well as informational texts that give students opportunities to recognize characteristics and structures of the text. The materials provide limited opportunities for students to analyze the use of print and graphic features in a variety of text types. The materials provide an opportunity to recognize the purpose and point of persuasion, as well as differentiate between fact and opinion, but the texts themselves are not explicitly of the persuasive genre.

Examples of literary texts include but are not limited to:

The Fisherman and His Wife by Jacob and Wilhelm Grimm (fairy tale)

The Emperor's New Clothes by Hans Christian Andersen (folk tale)

Pecos Bill by Edward O'Reilly (tall tale)

The Blind Men and the Elephant by John Godfrey Saxe (poem)

Demeter and Persephone by CKLA Staff (myth)

Examples of informational texts include but are not limited to:

The Olympic Games by CKLA Staff (historical nonfiction) *America*

in 1812 by CKLA Staff (historical nonfiction)

Life Cycle of a Frog by CKLA Staff (scientific nonfiction)

The Pony Express by CKLA Staff (historical nonfiction)

Cells and Tissues by CKLA Staff (scientific nonfiction)

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

Core text formats include Flip Books (read alouds), Big Books, and Readers.

Flip Books are paired with read alouds by the teacher, using narration written in the Teacher Guide. Flip Books provide graphic features for students to look at and analyze, but do not contain text. Examples of the graphic features included in Flip Books are photographs, maps, diagrams, tables, and labels. In Knowledge Domain 5, the Flip Book includes illustrated maps of the early United States and reproductions of early 19th century portraits and photographs. Knowledge Domain 4 *Early World Civilizations* features pictures of sand dunes and villages in the fertile crescent.

Each Skills Unit includes a student reader to improve fluency, accuracy, and comprehension skills. Graphic features within the readers support students' comprehension of the text. In Skills Unit 3, the Reader *Kids Excel* features a chapter on the spelling bee. Graphic features include real photographs of the participants in the competition. This text also uses hyphenated and italicized text to signify characters spelling words, which introduces a new layer of complexity within the text. By the end of the year, in the Skills Unit 6 Reader *The War of 1812*, students see maps, pictures of historical documents, and paintings of real-life events to aid in their understanding of the text. Student comprehension is also supported by print features such as bolded words to help understand vocabulary that may not be easily defined with context clues. There is a glossary at the end of the Reader that features definitions for all bolded words. This supports students' transition to reading complex nonfiction texts independently.

Indicator II.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.

Guidance for Texas Quality:

- 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 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 decodable texts with the text complexity features appropriate to the grade level and read alouds with a complexity one to three years above the independent reading grade level average. A Text Complexity Guide provides quantitative, qualitative, and reader and task ratings and descriptions for texts with the Skills strand (decodable Readers) and Knowledge strand (Read Alouds).

Examples include but are not limited to:

Skills 1 contains the decodable Reader *The Cat Bandit* with a Lexile level of 480L. The text explores the adventures of a cat with clear and straightforward language and structure.

Skills 3 contains the decodable Reader *Kids Excel* with a Lexile level of 510L. The text describes students excelling in a variety of activities with slightly complex language and purpose.

Skills 5 contains the decodable Reader *Sir Gus* with a Lexile level of 660L. The text traces the fanciful adventures of a young knight and contains slightly complex language and purpose.

Domain 1 contains the Read Aloud *Swamp Angel* with a Lexile level of 960L. The book traces the story of a woodswoman born in 1815. The text includes complex structures and language and nuanced purposes.

Domain 3 contains the Read Aloud *Pythagoras and the Ratios* with a Lexile level of 740L. This fictional account of Pythagoras’s cousin Octavius explores the complex topic of mathematical ratios and their relationship to sound.

Domain 10 contains the Read Aloud *The War of 1812* with a Lexile level of 820L. The text describes the War of 1812, including the influence of the Napoleonic Wars between France and Great Britain.

Indicator III.a.1 Materials contain questions and tasks that support students in **synthesizing knowledge and ideas to deepen understanding and identify and explain themes.**

Guidance for Texas Quality:

- 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 contain questions and tasks to support students in synthesizing knowledge and ideas to deepen understanding and identify and explain themes. Throughout the materials students ask and answer questions about key details in a text. Activities within the units focus on the content presented in the texts and require students to pay close attention to meaning and comprehension. Specifically, the materials label questions about a reading as: Literal, Inferential, and Evaluative, and spiral these question-types throughout each unit and across each strand. This provides repeated opportunities for students to build comprehension skills over the course of the year. In addition, the lessons within the theme-based Knowledge units build upon each other and grow students' understanding of topics, because questions for each read aloud are connected under one theme allowing students' understanding to grow over the course of the unit.

Examples include but are not limited to:

Knowledge 3 lays the foundation for the review and further study of ancient Greece in later grades and builds students' conceptual knowledge of the world. Throughout the domain students describe the key components of a civilization, identify important ancient Greek geography on a map, and describe the terrain of ancient Greece and how it affected the civilization's development.

In Knowledge 4, during the Read Aloud "Hercules," the teacher is directed to ask questions such as "Based on the illustration...who do you think Hercules is?" "Is Hercules still acting like a hero?" and "What advice do you think Apollo will give...?"

In Knowledge Unit 6, students refer back to the text to answer questions that demonstrate understanding of the selection: “Which one of the four seasons is the best time for planting seeds? Why?” and “Why is pollination important to the life cycle of a plant?” In the Application section of the same lesson, students sequence images to illustrate the life cycle of a sunflower. Then, with a partner, they discuss and write a summary of the life cycle of a flowering plant.

Knowledge 8 includes questions such as “What is the largest group or category of animals on Earth?” “Many insects depend upon host plants to stay alive. In what ways do these host plants help the insects?” and “How are termites and ants different?”

Pausing Points within the Knowledge units provide opportunities to review, reinforce, and/or extend the material taught thus far. In Knowledge 9, the Pausing Point includes the following questions in an activity called Riddles for Core Content: “Using only two hammers, I beat a steam drill in a competition to see who could cut through a mountain the fastest. Who am I?” (John Henry); “Legend says that I dug the Grand Canyon. Who am I?” (Paul Bunyan). These riddles require students to pay close attention and recall details from texts heard read aloud.

In Knowledge 11, students respond to prompts such as “What is an immigrant?” “Name one right and one responsibility held by U.S. Citizens,” “What was the push factor the author tells about...?” and “What were some of the pull factors...?”

In Knowledge 1, students hear the fairy tale and tall tale read alouds. In Skills 2, students apply their comprehension skills for these genres to their decodable Reader *Bedtimes Tales*.

In Skills 4, the stories focus on Kim’s search for a summer job with the help of her younger brother. Each reading is accompanied by guided discussion questions to assess understanding of key details in the text, such as “What are some things Kurt sees as they walk by Prospect Park?” and “What do you think Kim, Kurt, Lynn, and Sheryl will see in Drummer’s Cove?”

In Skills 5, students answer post-reading questions for discussion, such as “How many knights does King Alfred have?” “Why does King Alfred give Sir Gus the name Fearless?” “Is Sir Gus’s character brave? Why or why not?” “What do the pirates demand?” “According to the story, what skills are pirates not good at?” “Why do you think the knights don’t have their weapons with them?” and “What adjectives would you use to describe Sir Tom? What sentences from the story show what you mean?”

Indicator III.a.2 Materials contain questions and tasks that require students to **evaluate the language, key ideas, details, craft, and structure of individual texts.**

Guidance for Texas Quality:

- Questions and tasks support students’ analysis of the literary/textual elements of texts by asking students to:
 - evaluate, 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.

Partially Meets 2/4

The materials provide some opportunities for students to analyze an author’s choices or implied purpose within a text. A few lessons throughout the Knowledge strand include questions that require students to analyze the work of the author by recalling reasons or facts stated by the author, but do not invite evaluation or analysis of an author’s craft. The materials also do not include opportunities to compare and contrast the purposes of different authors writing on the same topic nor do students analyze how an author’s choices influence or communicate meaning.

Examples include but are not limited to:

In Knowledge 4, students consider “herculean” tasks they might encounter. This question is an example of studying language to support the understanding of the text. The Teacher Guide states, “...this domain will give students a frame of reference with which to understand literary allusions and the meanings of common words and expressions, such as *herculean*....”

In Knowledge 10, students examine the author’s use of language and give information from the reading to support their answers. In the Read Aloud *The Amazing Human Body*, students explain “why the author calls the human body ‘the human machine.’”

In Knowledge 11, a lesson briefly mentions author’s choice by including a specific story that *does* influence and communicate meaning, but it does not ask students to analyze it: “By telling Pilar and Enrique’s story, the author helps us understand why immigrants sometimes want to become U.S. citizens. What reasons do Enrique and Pilar have for wanting to become naturalized citizens?”

Indicator III.a.3 Materials include a cohesive, year-long plan for students to interact with and build key **academic vocabulary** in and across texts.

Guidance for Texas Quality:

- 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 provide repeated exposure to vocabulary throughout the year for students in both the Knowledge and Skills strands. In addition, the example student responses, notes about scaffolds for students, and optional activities provide teachers with a variety of options for differentiating for all learners. The intentional design of the materials also ensures students utilize content-specific vocabulary in discussions providing evidence of students' developing vocabulary.

Examples include but are not limited to:

Year-long Scope and Sequences for both the Skills and Knowledge strands outline the vocabulary words addressed in the materials.

The beginning of each Knowledge Teacher Guide includes a reference table of core vocabulary for the unit as well as teacher expectations for the use of vocabulary. The guide states, "The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of the words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of the words and begin to use some of them in conversation." The program identifies each of the core vocabulary words as Tier 1 (everyday speech words), Tier 2 (general academic words), or Tier 3 (domain-specific words) and provides a definition and an example for each word. The read alouds bold core vocabulary and prompt the teacher to define or add clarity to the meaning of a word during the read-aloud. Comprehension questions immediately following each read aloud revisit the vocabulary. Teachers are directed: "if students give one-word answers and/or fail to use read aloud or domain vocabulary in their responses," they should "acknowledge correct responses by expanding students' responses using richer or more complex language." The exemplar student responses given for these comprehension questions showcase the core vocabulary words provided. In addition, "Support" notes within the margin suggest possible scaffolds for students. Students must also write a summary of the learning from the lesson using the vocabulary covered.

After Comprehension Questions, students move into Word Work, which focuses on core vocabulary. Most activities involve six steps. For example, the Teacher Guides provides the following prompts in Knowledge 11 for the target word “disagreements”:

1. (give an example of the word being used in the read aloud)
2. Say the word *disagreement* with me.
3. *Disagreements* are arguments or differences of opinion.
4. Sometimes Gabriella and her brother have *disagreements*, but they talk and work things out.
5. Have you ever had any *disagreements*? Try to use the word *disagreements* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My best friend and I had many *disagreements* about...”]
6. What’s the word we’ve been talking about?

The lesson then transitions into an activity about the prefix *dis-*.

The Skills strand follows a similar set up for vocabulary as the Knowledge strand. The Teacher Guide highlights the core vocabulary for each text organized into Tier 1, Tier 2 and Tier 3 categories. Notes within the margin of the Teacher Guide support the teacher as they define the words for students. In Skills 2, a lesson focuses on students “answering text-dependent questions identifying Tier 2 vocabulary and discussing challenging portions of the text.” The Teacher Guide includes planned stopping points and information specifically for vocabulary instruction. The materials include a chart with page numbers, specific language from the text, the question the teacher needs to ask, and example student responses.

Indicator III.a.4 Materials include a clearly defined plan to support and hold students accountable as they engage in **self-sustained reading**.

Guidance for Texas Quality:

- Procedures and/or protocols, along with adequate support to guide teachers for implementation, are provided to foster self-sustained reading as appropriate.
- 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

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 to guide teachers for implementation, are provided to foster self-sustained reading as appropriate.

The curriculum includes an Independent Reading Facilitation Guide for Grades K-5, organized into seven steps for implementation, which provides teachers with the necessary support to implement a plan to facilitate self-sustained reading as appropriate. In addition, the curriculum provides guidance and resource lists to families to foster independent reading at home, linked to each thematic domain within the Knowledge strand.

Examples include but are not limited to:

The curriculum includes an Independent Reading Facilitation Guide for Grades K-5, organized into seven steps for implementation. Each of the steps (listed below) is explained in detail in its own section, providing guidance and support to teachers as needed.

1. Establish structure and procedures by creating a designated time and place for independent reading.
2. Manage and maintain a successful independent reading program by monitoring, assessing, and encouraging reading experiences.
3. Ensure that students understand that their role as independent readers is to engage, interact, and make good choices.
4. Ensure that there are regular opportunities for conferencing and interaction with students.
5. Maintain regular communications with parents, guardians, and other adults (i.e., a librarian).
6. Set achievable goals for students and monitor outcomes.
7. Communicate the power and joy of reading.

The guide recommends students read independently at least twice a week for 30 minutes and also suggests times for independent reading: “the first 10 minutes of the day” or “right after lunch.”

The Teacher Guide suggests the creation of a classroom lending library to provide opportunities for students to self-select texts for independent reading and instructs teachers to “consider various times throughout the day” when students can select books aligned to the current domain. Trade book lists for classroom library curation are provided in the supplemental document Recommended Resources.

Both the Teacher Guide and the Independent Reading Facilitation Guide provide suggestions and instructions to students to self-select texts and read independently for a sustained period of time.

Indicator III.b.1 Materials provide support for students to **compose** across text types for a variety of purposes and audiences.

Guidance for Texas Quality:

- 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).

Partially Meets 2/4

Over the course of the year, the materials provide an extensive range of activities for students to compose within a variety of genres to communicate their understanding of literary and informational topics. Students have multiple opportunities to experience and engage in narrative and informational writing, but they only engage in poetry composition once and do not have the opportunity to write procedural texts or thank-you notes.

Examples include but are not limited to:

Students retell a fable in Skills 2, “incorporating the key features of narrative writing: character(s), setting, and plot.”

In Skills 3, the teacher is instructed to select an event all students participated in, such as “a field trip, a celebration, [or] a performance,” for students to write about. Students also write an alternate ending to the story “Fire!” from the *Sir Gus* Reader.

In Skills 4, students write a persuasive letter.

In Skills 6, students write a formal report on the War of 1812, which they have been studying. In Knowledge 1, students write reimagined fairy tales.

In Knowledge 2, students work in small groups to write an informational book about writing in ancient China.

In Knowledge 3, *Ancient Greek Civilizations*, students write an opinion piece on whether they would want to live in Athens or Sparta.

In Knowledge 4, students write a fictional narrative in the style of a Greek myth.

In Knowledge 5, students write a persuasive speech presenting their argument for or against going to war with Britain during the early 1800s.

In Knowledge Domains 4–10 students practice writing different types of informational texts (e.g., journals, reports, paragraphs), sometimes in small groups and sometimes with partners, in order to prepare them to work individually in later units. Topics for writing in these units include summarizing the water cycle, summarizing the effects of westward expansion on bison, and writing journal entries about the human body.

In Knowledge 11, students write a friendly letter to a fictional immigrant family.

In Knowledge 12, students write free verse poetry inspired by their opinions on topics and themes from the domain.

Indicator III.b.2 Materials engage students in the writing process to develop text in oral, pictorial, or written form.

Guidance for Texas Quality:

- 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 provide multiple opportunities throughout the Knowledge and Skills strands to engage in the writing process. Students write for a variety of purposes, based on ideas and details generated through brainstorming.

Examples include but are not limited to:

Beginning in Skills 2, students engage in the “plan, draft, edit” process for generating different types of writing. Students have multiple opportunities to engage in writing that begins with drafting based on ideas and details. In Skills 2, 3, and 5, students draft narrative writing including retelling fables, recounting a class event, and reimagining the end of a story, respectively. In Skills 4, students write a persuasive letter to a friend about a topic chosen by the class. In Skills 6, students produce informational writing on the War of 1812. The materials include supports for students to aid in the writing process, including the “5 Ws” graphic, planning templates, and editing checklists. In each of these five units, students engage in the writing process from drafting to publishing a final piece, usually over the course of two to four lessons.

In Knowledge 4, students use the writing process to craft a fictional narrative in the style of a Greek myth. Over the course of four consecutive lessons, students use the writing process to plan, draft, edit, publish, and share this short piece of fictional writing. Over the course of three consecutive lessons, in Knowledge 11, students plan and draft a fictional narrative in the form of a letter. The materials instruct the teacher to facilitate students in sharing their drafts with a partner or with the whole class.

Indicator III.b.3 Over the course of the year, students are provided opportunities to **apply grade-level standard English conventions to their writing.**

Guidance for Texas Quality:

- 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.

Partially Meets 2/4

The materials provide students with some opportunities to apply conventions to their writing. Grammar, punctuation, and usage are taught in and out of context within the Skills strand through decodable readers, activity sheets, and the process of editing writing. The materials provide “Editing Checklists” but the lists do not provide students with opportunities to address all of the grade-level conventions in their writing. In addition, there is no evidence of practice with prepositions, pronouns, conjunctions, capitalization of months and days of the week, or commas with items in a series and in dates.

Examples include but are not limited to:

In Skills 1, students “edit incorrectly written sentences to review capitalization of the first word of a sentence and proper use of a question mark at the end of an interrogative sentence.” Corresponding pages in the Activity Book provide additional practice.

In Skills 2, students “Edit a Fictional Narrative” using an Editing Checklist written in student-friendly language outlining the errors students need to look for and change in their writing. For example, students check that “...my sentences start with uppercase letters,” and “...my sentences end with a final mark (., ?, or !)”

The Skills 3 Teacher Guide Introduction states that the focus is on continued practice of capitalization, quotation marks, and ending punctuation, with additional conventions of common and proper nouns, antonyms and synonyms, and verbs.

In Skills 5, students identify nouns, verbs, adjectives, subjects, and predicates in sentences.

In Skills 4, students “review common and proper nouns” and “review singular and plural nouns” early in the unit. Later in the unit students review proper nouns in the context of “Grammar and Writing.” This lesson comes the day before students learn about “Proper Nouns and Persuasive Writing.” This learning continues as students begin the writing process for planning, drafting, editing, and publishing a persuasive letter. The Editing Checklist from Skills 2 is used

for the writing exercises in Skills 4. The checklist does not provide a check on the proper capitalization in the salutation of a letter.

In the Knowledge strand, the application activities provide opportunities to practice and apply conventions in speaking and writing. In Knowledge 4, students edit myths they wrote, for ending punctuation and capitalization at the beginning of words. Students are also encouraged to answer in complete sentences when pair sharing or answering questions and prompts. In Knowledge 2, students respond to a situation using the word “sorrow,” answering in complete sentences and using the sentence frame “To help _____ when s/he expresses *sorrow*, I would....”

Indicator III.b.4 Materials include **practice** for students to write legibly in **print (K–1) and cursive (Grade 2)**.

Guidance for Texas Quality:

- 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

No evidence of handwriting instruction or assessment of any kind was found in Grade 2 materials. Materials do not include instruction in cursive handwriting for students in 2nd grade or a plan for procedures and supports for teachers to assess students' handwriting development.

Indicator III.c.1 Materials support students’ **listening and speaking about texts.**

Guidance for Texas Quality:

- 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

Throughout the materials students are expected to listen and speak about texts. The Knowledge and Skills strands engage students in activities to understand and share information and ideas about topics from texts.

Examples include but are not limited to:

Skills units provide opportunities for students to listen and ask questions. In each Skills unit, the reading lessons include a section called Wrap-Up Discussion with instructions for the teacher to ask students what questions they have: “Do you have questions you would like to ask to clarify your understanding of the story?”

In the Skills units students also discuss before reading a text, such as in Skills 4. Before reading “The Diner,” the materials suggest to “Ask students if they know what a diner is. Discuss what people do at a diner and what they might see at a diner.” After reading the text with a partner, students participate in a teacher-led close read. The Teacher Guide states: “Lead students...by...discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences....” Questions for the close read include: “How can you use the text to infer the meaning of the word *diner*?” “Kim was offered a job in the diner. Why didn’t she take it?” and “Summarize what Kurt learned about diners in this story.”

A Discussion Questions section also accompanies each Skills unit reading lesson. The Skills 5 Teacher Guide includes the questions “Why do you think the knights don’t have their weapons with them?” “Why does King Alfred give Sir Gus the name *Fearless*?” and “Sir Gus likes to do what things?”

Within the Knowledge strand, all Flip Book Read Aloud lessons include a purpose for listening. After the read aloud students answer comprehension questions posed by the teacher. During this conversation the teacher asks students literal, inferential, and/or evaluative questions. These questions provide opportunities for students to listen actively and to answer questions posed by the teacher. The Comprehension Conversation section is included with every Knowledge unit Flip Book read aloud.

Materials include guidance for teachers to gain insight into students' background knowledge and to support discussion in a section titled Introducing the Read Aloud. In Knowledge 1, questions before the read aloud include "What are the characteristics of fairy tales?" and "What kind of endings do fairy tales usually have: happy or sad?" After the read aloud students share information and ideas about the topics in the text through questions such as "How did the husband feel about asking the fish for things over and over again?" and "What happened when the wife asked to command the sun to rise and set?" Teachers are asked to prompt students to "Think Pair Share" in answering the question "Do you think there is a lesson to be learned from this story?"

In the Knowledge Core Connection sections students engage in discussions to share information and ideas about texts. In Knowledge 5, teachers ask students what they remember about the Declaration of Independence and are given this question as a possible prompt: "Why did the colonists decide to declare independence from Britain?"

In Knowledge 6, teachers prompt students to listen carefully "to find out about the life cycle of a chicken." Suggested questions include "Have you ever seen newborn chicks? Where did you see them?"

Knowledge 9 includes questions such as "How did Lincoln feel about slavery?" and "What important things did Lincoln do as an adult?"

Indicator III.c.2 Materials engage students in **collaborative discussions**.

Guidance for Texas Quality:

- 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 engage students in a variety of collaborative discussions, and students are prompted to apply conventions and answer in complete sentences. The materials also include rubrics for assessing student proficiency in grade-appropriate speaking skills.

Examples include but are not limited to:

The Teacher Guides of the Knowledge strand include consistent opportunities for students to engage in discussion, such as when the read aloud is introduced, during the read aloud, and after the reading. In Knowledge 2, before the read aloud, students have the opportunity to discuss what they have already learned. During the read aloud the teacher asks questions such as “Did the buffalo give the Brahman any sympathy? Does the mistreated buffalo think the tiger is being unjust?” After reading, the student answers comprehension questions such as “Who was the trickster in this tale, and who did the trickster fool?”

Many Knowledge lessons include “Think Pair Share” questions. The materials provide guidance for the teacher on how to maximize this discussion format to “encourage students’ active involvement.” Knowledge 1 includes an explanation of the process before the first “Think Pair Share” question. The explanation outlines the strategy rationale and encourages the teacher to “model the Think Pair Share process with another adult,” and “continue to scaffold students to use the process successfully throughout the year.”

The teacher support materials include a grade-level-specific Speaking and Listening Rubric, divided into three domains: “participation,” “following rules,” and “flow of conversation” and three levels of proficiency: “advanced,” “proficient,” and “basic,” to informally assess grade-appropriate speaking skills during any discussion.

With the units of the Skills strand a teacher-facing resource is provided called Discussion Questions Observation Record. This form is blank and allows the teacher to list the names of all students and record their responses to the three question types (literal, inferential, and evaluative). Teachers can also make an annotation if the student did or didn’t answer a question using a complete sentence. A completed example of the Discussion Questions Observation Record can be found in the Teacher Resource section. The resource instructs the teacher to “call on a different student to answer each question,” and reminds the teacher of

the key to use on the record form. In the margin of the teacher guide there is a scaffold note for “bridging” students for the teacher to “encourage students to use key details in complete sentences by restating their responses as complete sentences.”

Indicator III.d.1 Materials engage students in both **short-term and sustained recursive inquiry** processes for different purposes.

Guidance for Texas Quality:

- 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 with adult assistance).
- Materials support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research (K–1 with adult assistance).

Partially Meets 2/4

The materials provide limited opportunities to generate and follow a research plan and organize and communicate information in accordance with research. Students were not supported in identifying relevant sources based on their questions. Students generate questions but these questions do not guide the students' inquiry.

Examples include but are not limited to:

In Knowledge 8, students use trade books to research insects and record information about insects in their journals. In Lesson 1, they begin their insect journals, where they write questions they have about insects after hearing the read aloud. In Lesson 2, they write more questions they have after the read aloud and find trade books about insects. In Lesson 3, students use trade books to research insects and record information in their journals.

Knowledge 11 provides two optional extension activities for students involving research. A "Pausing Point" includes an optional activity entitled "Research Activity: Ellis Island and Angel Island." Instructions for the teacher include, "If students have any further questions about either one of these historical immigration centers, you may want to provide students with an opportunity to do research." This activity format is repeated at the end of the domain in Culminating Activities on the topic "Famous Immigrants." The instructions for the teacher state: "If students are interested, have them research famous immigrants that have made improvements to the United States, like Charles Steinmetz. Their research does not have to focus on the field of science; they may look into the arts, music, literature, etc."

Indicator III.e.1 Materials contain **interconnected tasks** that build student knowledge.

Guidance for Texas Quality:

- 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 questions and tasks in the materials help students to build and apply their knowledge and skills by giving them plenty of opportunities to listen, speak, read, write, think, and use language. Within every lesson, students engage with the text through listening and/or reading and then discuss and/or write about the text. All these tasks give students practice integrating literacy skills and, over the course of the year, students develop increasing independence. In the Knowledge strand, students apply their listening, speaking, reading, writing, thinking, and language skills as they participate in read alouds, answer comprehension questions, discuss the topic they are learning about, and apply their knowledge of the topic and vocabulary through application and assessment tasks. In the Skills strand, students learn and practice foundational reading skills such as phonological awareness, phonics and word recognition, language skills, and reading comprehension. Students apply their listening, speaking, reading, writing, thinking, and language skills as they learn sounds and their spellings and use them to read decodable stories.

Examples include but are not limited to:

In Skills 2, students review how to recognize the need for quotation marks within dialogue and practice writing quotation marks for a dialogue on an activity sheet. Students then read Part 1 of “The Jumping Frog.” The Teacher Guide states: “Tell students to pay special attention whenever they see quotation marks in the story. This will help them understand that the two main characters, Big Jim and Pete, are speaking in a dialogue or conversation. Encourage students to adopt different voices for Big Jim and Pete when reading the dialogue in the story.” After reading the story the class discusses, “Who are the main characters in this story so far?” and “What does it mean when Pete says he would ‘take the bet?’” After reading and discussing as a whole group, students draw a picture about the story and write a sentence about the picture.

In Knowledge 11, during a read aloud, students listen and think as the teacher reads, clarifies vocabulary, and asks questions such as “Why would someone leave the home he or she knew...” and “Factors are the reasons that something happens...” After the read aloud students respond to questions such as “What are some of the push factors... why people would leave their homelands?” After the discussion students complete Word Work tasks. Students say

the word “factors,” listen to the definition, listen to a sentence with the word “factors,” and answer the questions “What push factors might cause a person to leave their home? What pull factors might cause a person to go to a particular new country?” They are prompted to answer using the sentence stem “A pull/push factor might be....”

Indicator III.e.2 Materials provide **spiraling and scaffolded practice**.

Guidance for Texas Quality:

- 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 provide consistent opportunities for distributed practice over the course of the year. Students read, write, speak, listen, and think throughout both the Skills and Knowledge strands. The materials also include scaffolds throughout each lesson to support students as they demonstrate the integration of literacy skills.

Examples include but are not limited to:

In Knowledge Unit 2, students learn about Early Asian Civilizations; in Knowledge Unit 3, students learn about Ancient Greek Civilizations; and, in Knowledge Unit 4, students learn about Greek Myths. These interconnected thematic units allow students to learn about Greek civilization using similar literary skills. Students learn to summarize information, compare and contrast, and name the genre of a given text using the characteristics of a genre. The materials' consistent lesson format, protocols, and questions throughout these units provide spiraled and scaffolded practice with integration of skills and content.

Indicator IV.3 Materials provide explicit systematic instruction in **phonetic knowledge** and opportunities for students to practice both in and out of context (K–2).

Guidance for Texas Quality:

- 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 are research-based in their instruction of foundational skills and provide explicit, systematic instruction in phonics and high-frequency word knowledge. Students practice skills in isolation and in context. The materials build spelling knowledge in accordance with, and beyond the scope of, grade-level TEKS.

Examples include but are not limited to:

Skills 1 includes Appendix A “The Core Knowledge Language Arts Program,” which explains the program is based on the research of E.D. Hirsch Jr. and the National Reading Panel. The materials state students must develop decoding and language comprehension skills in tandem to make sense of text. Appendix B provides an overview of the Skills strand scope and sequence for each unit showing sufficient opportunities for student practice to achieve grade-level mastery. Letter-sound correspondence, word building, and sight word recognition skills (to name a few) are introduced in sequence and spiral throughout the year.

The materials distinguish phonics concepts as being part of the “Basic Code” or “Advanced Code.” Appendix A explains that the Basic Code teaches the most common spelling pattern for a single sound. The Advanced Code teaches all alternative spelling patterns for the “44 phonemes in English.” For instance, alternative spellings for long /a/ include “ay,” “ai,” “ey,” “eigh,” “ei,” “aigh,” and “a_e.”

Skills 4 Teacher Guide Introduction lists the following spelling patterns as objectives within the unit:

/er/ spelled “er” (her), “ur” (hurt), “ir” (bird)

/i/ spelled “y” (myth)
/ie/ spelled “y” (try), “igh” (night)
/oe/ spelled “ow” (snow)
/ee/ spelled “e” (me), “y” (funny), “ey” (key)
/aw/ spelled “al” (wall)

Over the course of Skills 1–6, students learn and practice grade-level phonics concepts from both the Basic and Advanced Code. Students record all the sound-spellings they learn in Consonant and Vowel Code Flip Books. Code book pages include the sound and the spelling of the sound, and a word with that sound-spelling pattern. In lessons where new sound-spellings are introduced, the teacher is directed to point out all of the items on the code book page and demonstrate how to read them. The materials also include “Code Charts” to be included in the print environment, which are poster-sized reproductions of Code Flip Book pages.

Beginning in Skills 1 students read from a decodable anthology of texts, referred to as a “Reader.” These texts align with previously taught phonetic patterns. This allows students opportunities to apply grade-level phonetic knowledge to connected texts and tasks. The texts in Readers grow in complexity throughout the Skills strand as students learn more correspondences. “The Cat Bandit,” the first text in the Skills 1 Reader, contains only short vowels sounds but in longer multisyllable words. The Grade 2 Reader offers no additional notations for decoding support, such as the bolded patterns or underlining present in Grade 1. This provides students with authentic practice reading in context commensurate with reading in future grade levels.

The materials refer to non-phonetic high-frequency words as Tricky Words and review them in Skills 1 and 2. Skills 3 states new Tricky Words are introduced on an “as-needed basis” after one more review set in Lesson 1. When introducing Tricky Words teachers are reminded to explicitly teach how the word is pronounced and how it breaks the rules of known phonetic patterns. The guide also notes that as spelling patterns are introduced, “some words previously introduced as Tricky Words...no longer need to be classified as Tricky Words.... As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word Wall.”

In Grade 2, students read high-frequency words in isolation while studying them as spelling words, or during review activities in “Pausing Points.” In Skills 5, students learn the Tricky Word “water,” and in a Skills 3 Pausing Point a list of 42 high-frequency Tricky Words is accompanied by flashcard games for extra review.

Tricky Words are also intentionally used in the controlled text of the Reader for each unit. In Skills 6, students are explicitly taught the Tricky Words “native,” “Americans,” “signature,” and “war” because they appear in the Skills 6 Reader, *The War of 1812*.

The Grade 2 Skills Scope and Sequence traces spelling exercises in its own column within the sequencing table. The first spelling activity appears in Skills 1, Lesson 1. Students begin working

with one-syllable words with short-vowel sounds. This practice continues throughout the Skills strand as students review all of the common sounds that letters make. By the end of Skills 1, students have progressed to spelling words up to the CCVCC level of complexity. In Skills 2, this practice continues with double consonant spellings in the middle of the word: “yelled,” “slumped,” and “shrugged.” Throughout the remainder of the Skills strand, students are introduced to and practice spelling r-controlled vowels, initial and final consonant blends, digraphs, trigraphs, closed syllables, open syllables, VCe syllables, silent consonants, and vowel teams. There are few references to words that are four syllables, so most of the work in the program is 2–3 syllable words, but with complex patterns that align to grade-level TEKS. The Grade 2, Skills 6, Lesson 20 spelling list includes the words: “painting, navy, Madison, troops, hawks, impressment, Washington, support, paved, monarchy, president, march, merchants, battle, Congress, death, cannon, British, and Dolley.”

Indicator IV.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)

Guidance for Texas Quality:

- 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 opportunities for students to practice and develop fluency while reading grade-level texts. The materials include resources for the teacher to collect and analyze this assessment data as well as routines and lessons for the teacher to use to explicitly teach fluency and monitor student progress.

Examples include but are not limited to:

The K-2 Program Guide “More About... Foundational Skills Fluency” explains decodable readers and passages from the Fluency Packet help students practice fluency. Practice opportunities in decodable readers offer teachers in-class opportunities to monitor and provide feedback. Fluency Packet resources provide primarily at-home practice.

The Grade 2 materials include a supplemental Fluency Packet resource. The Skills 1 Teacher Guide Component Descriptions section states, “The Fluency Packet, available online...was created to accompany...materials and is for use at your discretion. It consists of...additional text selections [to] provide opportunities for students to practice reading with fluency and expression (prosody).” The Fluency Packet includes an introduction that directs teachers to model reading the passage at the beginning of the week, provide copies of passages to be practiced at home, and select certain students to read aloud, or chorally, at the end of the week.

In Skills 1, Lesson 15, teachers are instructed to “tell students...they will reread the story ‘The Snack Mix,’ and...let them know [this]...is a time to work on fluency. A fluent reader reads with expression and observes all punctuation marks.” The guide provides support for fluency again in Lesson 19 of same unit. In the Introduction of the Skills 5 Teacher Guide, the section titled “Small Group Time” mentions that small group sessions are another time to work on areas of concern for students, including fluency. Skills Units 2–6 contain fluency assessments but not explicit instruction in fluency skills, however, teachers have opportunities to monitor and provide feedback in small group work and fluency assessments at the end of each Skills unit. Flexible structures direct teachers to have students read decodable readers individually, in

pairs, or in small groups, and assessment opportunities at the end of units give teachers opportunities to regularly monitor and provide feedback on rate, accuracy, and prosody.

Indicator IV.5 Materials include **placement** (diagnostic) **assessments** and provide **information** to assist in foundational skills instruction (K–2).

Guidance for Texas Quality:

- 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 diagnostic assessments and provide information to assist in foundational skills instruction. The assessments in the Skills strand and the Assessment and Remediation Guide provide information to help teachers ensure students master foundational skills.

Examples include but are not limited to:

The Skills strand provides instruction in foundational skills. Skills 1 provides information on diagnostic assessments and pretests included in the unit. The guide explains that students “will participate in a comprehensive series of placement assessment to evaluate their knowledge.” Detailed information for administering the assessments is found in Lessons 6–10. Directions indicate which assessments should be administered and scored. There is also information on scoring, analyzing, and interpreting student data, specifically as it relates to grouping students. The Placement Overview includes guidance for teachers to “move forward with Unit 1 Lessons” based on the information gathered in the Placement Assessments. There are multiple pages of guidance for the teacher on how to utilize the Placement Planning Sheet to group students. Teachers use assessment results to identify students as having “outstanding,” “strong,” “adequate,” or “questionable,” preparation for Skills 1. This guide also refers to the Assessment and Remediation Guide to assist the teacher in supporting students who are “questionable” in terms of their preparation for Skills 1. Teachers can use these assessments, record sheets, and scoring guides to identify students’ current abilities and areas for growth.

Each of the six Grade 2 Skills units concludes with an assessment measuring proficiency in objectives of the unit. For example, Skills 2, Lesson 16, assesses “Foundational Skills”; students correctly identify words in a list of similarly spelled words.

The Assessment and Remediation Guide includes an Instructional Planning section that explains how the guide is organized and provides explicit instructions on how to determine student need. The steps are:

1. Use the Cross Reference charts and Determining Student Need. flow charts provided for each component (i.e., Phonological Awareness for both Environmental Sounds and Segmenting Sentences).
2. Consider students' Level of Instructional Need.
3. Select exercises and assessments and prepare associated materials for instruction and progress monitoring.
4. Use ongoing evaluation of student instructional performance and progress monitoring to facilitate decisions about student progress or ongoing remediation needs.

These steps guide the teacher through assessment of students' growth and mastery in foundational skills.

The K-2 Program Guide includes a section titled "Supporting a Range of Learners." The part related to student grouping states: "The Assessment and Remediation Guide also provides explicit guidelines for grouping students according to the skills for which they need support. It provides...reteaching guidance to ensure that students receive the instruction they need...to advance." These supports provide the teacher with multiple resources aligned to the Skills unit to identify groups and plan small group instruction and/or differentiation depending on student performance.

Indicator IV.6 Materials regularly and systematically offer **assessment opportunities** that genuinely **measure student progress** as indicated by the program scope and sequence (K–2).

Guidance for Texas Quality:

- 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 to measure student progress. The information collected by the teacher can be utilized to inform instruction as indicated by the program scope sequence.

Examples include but are not limited to:

The supplemental Assessment and Remediation Guide (ARG) supports teachers with guidance and directions in responding to individual students’ literacy needs. Unlike in Grades K and 1, in Grade 2 there is only one Assessment and Remediation Guide intended for use with all Skills units. The guide is organized according to the content of each unit. Skills 1 is afforded two sections in the ARG, but other units are addressed in just one section.

The ARG introduction includes a Grade 2 Placement Assessment. The teacher-facing materials in this section describe the purpose of the assessment as “to gauge students’ reading abilities using the different level assessments provided for Silent Reading and the Word Reading in Isolation Assessment.” This section also includes information on Scoring and Placement. The Flow Chart for Order of Student Performance Task Assessment contains if/then information based on student performance. This guides the teacher in determining if another assessment should be administered. Elsewhere in the guide, teachers are provided with information on how to use assessment scores to assign exercises from the Assessment and Remediation Guide.

Every Grade 2 Skills unit provides assessment opportunities of phonetic knowledge. These opportunities begin with “Basic Code Spellings” in Skills 1 and grow in complexity with “Tricky Skills ‘a’” in Skills 6. Each unit concludes with a multi-part assessment. In Skills 1, this assessment includes dictation of one-syllable words ranging in lengths from four to nine letters. Short vowel

sounds only are assessed here. By Skills 3, multiple Spelling Assessments aligned to the spelling patterns students are learning are assessed.

The Fluency Assessment is part of the Grade 2 Skills Unit's Assessment and Remediation Guide. Within this section there is a description of the assessment and a rationale for assessing fluency, as well as a reproduction of the 2006 Hasbrouck & Tindal Oral Reading Fluency Data chart.

Multiple fluency passages and procedures for assessment can be found in the Assessment and Remediation Guide Section III, aligned to Skills 2 (subsequent sections also contain passages aligned to later units). The teacher is advised that "students who perform below the 50th percentile on fluency assessments may benefit from specific remediation designed to improve fluency."

Indicator V.1 Materials include **supports for students who demonstrate proficiency above grade level.**

Guidance for Texas Quality:

- 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 provide opportunities to support students demonstrating above-level proficiency. Sidebars note opportunities to differentiate, with a focus on scaffolds for students. Teacher notes suggest pairing/grouping students based on their levels. The materials also include Pausing Point days within each unit to provide time for extension and enrichment for students who have “mastered” the unit materials. Most suggestions focus on reading extra books or completing extra tasks similar to those in the unit, often called “Challenge” activities.

Examples include but are not limited to:

The Program Guide describes opportunities for student enrichment: some lessons “offer opportunities for independent and small group research that can be extended by asking for alternative sources or deeper analysis.” The guide also provides examples of what advanced students can do to enhance their writing, such as using more complex and unusual descriptive vocabulary, figurative language, complex sentences, longer and richer text, and text features such as headers and bullets.

In each unit throughout the year, the materials include time for a Pausing Point to provide additional activities and the reading of more complex text. The Pausing Points include enrichment activities from which teachers can choose to challenge students performing above grade level. At the beginning of each description of the enrichment activities, it is mentioned that if students have mastered the skills in that particular unit teachers may enrich their experience of the concept by using the activities. For example, in Knowledge Unit 2, a Pausing Point suggests students receive a set of riddles to review core content, such as “I flood when the heavy spring rains come and the snow melts from the peaks of the Himalayas. What am I?” In Knowledge Unit 8, a Pausing Point recommends students act out stages of metamorphosis and conduct research on insects to answer questions they generate.

The lessons contain support notes about modifying instruction to accommodate student needs; however, very few focus on students already mastering the skills within the unit. In Knowledge Unit 6, a challenge asks students “Why is the cycle of daytime and nighttime important to living things on the Earth?” as part of a review of what students have already learned about cycles in nature before starting a new read aloud. In Skills Unit 3, the teacher previews core vocabulary

from the text before reading a story. The corresponding challenge suggests students create original sentences with those core vocabulary words.

Indicator V.2 Materials include **supports for students who perform below grade-level** to ensure they are meeting the grade level literacy standards.

Guidance for Texas Quality:

- 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 provide supports for students demonstrating literacy skills below grade level. The Teacher Guide provides guidance for teachers on supporting students performing below grade level, in sidebar notes labeled “Support”. The teacher can decide which supports are necessary for students based on the students’ knowledge and skills. Pausing Points in each unit provide time to review, reteach, and differentiate instruction. The Assessment and Remediation Guide provides additional lessons for students who need extra practice or remediation on particular foundational or comprehension skills.

Examples include but are not limited to:

The Assessment and Remediation Guide states the Guide is “not intended for use with students who are significantly below grade level. The Guide is intended for use with students who have mastered some or most of the letter-sound correspondences in the English language, but who are not yet fluent readers because they lack specific decoding skills and/or have not had sufficient practice in reading decodable text.” At the end of each section in the Guide are assessments that may be used for both pre-tests and post-tests. It is suggested that teachers always administer a post-test following any remedial instruction to document student progress or lack thereof. Teachers receive instructions as to how to use the Guide and assessment results.

The Pausing Points included throughout the units serve as an opportunity for reteaching, remediation, and extension related to Content, Reading Comprehension, Fluency, and Writing. Sample guidance Content includes referring back to the lessons in the unit for elements in need of reteaching or remediation. Teachers are advised to focus more heavily on the questions labeled as “support.” Sample guidance for Reading Comprehension includes advising teachers to consult the Decoding and Encoding Remediation Supplement. For Fluency, the guidance suggests teachers give multiple opportunities for students to reread a particular text from either the Reader or from the Fluency Supplement. The Writing guidance refers teachers to individual lessons in which particular skills are addressed. Teachers can create specific writing prompts targeting the particular skill in which students need additional practice.

Every lesson contains support notes about modifying instruction to accommodate student needs. For example, in Knowledge Unit 8, Lesson 3, a support provided in the sidebar prompts the teacher to show students a video depicting a praying mantis hunting for food to enhance their understanding of the read aloud. In Lesson 4, a support provided in the sidebar prompts the teacher to allow students to taste honeybee honey and tell students they will learn about the insects that work together to make this honey. In Lesson 6, a support provided in the sidebar directs teachers to illustrate how insects such as grasshoppers make sounds by rubbing body parts together by rubbing their fingers along the side of a stiff comb. In Lesson 8, a support provided in the sidebar during the read aloud prompts the teacher to explain a word that has multiple meanings (“Here the word ‘bug’ means a small insect that has a beak-like mouth with sucking mouthparts. The word ‘bug’ can also mean to annoy someone”).

Indicator V.3 Materials include **supports for English Learners (EL)** to meet grade-level learning expectations.

Guidance for Texas Quality:

- 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/or 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 support and scaffolding for English Learners. The Teacher Guide provides guidance for teachers on specific strategies for emerging, transitioning, and bridging language learners. The materials do not include support commensurate with the various levels of English language proficiency as defined by the ELPs (beginning, intermediate, advanced, and advanced high); rather, these supports are differentiated into three levels. The student readers include images to support comprehension of text and teachers have access to a digital version for projection. Bilingual dictionaries and thesauri are not mentioned in the materials. There is no evidence of a strategic use of students' first language to enhance vocabulary development.

Examples include but are not limited to:

The K-2 Program Guide states: "English Language Learners (ELLs) of varying levels of proficiency are supported through the language acquisition strategies integrated in each lesson of both the Skills and Knowledge strands. Access supports provide further guidance to educators seeking to meet the specific needs of ELLs by helping them adjust the pacing of instruction, providing more specific guidance and explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain-specific) vocabulary words, and offering deeper support for syntactic awareness." The Program Guide also states that the materials include instructional tools to adjust required modes of participation (for example, using visual supports), expressive language demands (for example, providing sentence frames), and timing/immediacy of support during read alouds (for example, use of pictures or props).

In the Teacher Guide for each lesson, there are differentiated supports for students with linguistic needs. These supports provide scaffolds for students to access the learning at their language ability. They are broken down into three ability levels "entering/emerging", "transitioning/expanding", and "bridging." They are listed from greatest need for linguistic

accommodations, to least support. For example an “entering/emerging” scaffold might ask students for a yes/no answer, a “transitioning/expanding” might give students a sentence frame for their response (such as “The characters are _____”), and a “bridging” may ask students to expand or build from other students’ responses.

Access Supports listed in a sidebar in each lesson are represented with a hand in a circle. In the Program Guide it states these supports provide guidance “to adjust pacing of instruction, providing more specific explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain-specific) vocabulary words, and offering deeper support for syntactic awareness.” Each reading lesson lists the vocabulary words in a tier chart. For example, the Knowledge Unit 2 Lesson 8 reading lesson on “The Yellow and Yangtze Rivers” includes a vocabulary chart that lists words such as “plateau” and “silt” as Tier 3. Many Knowledge lessons also include a Word Work section focused on a specific word. During read alouds students receive support throughout the lesson using pictures or props with attention being paid specifically to vocabulary.

In the Teacher’s Edition, the section Advance Preparation contains information on Universal Access. This section provides teachers with advice on what to prep in advance specifically for English Language Learners. Within the lessons the materials provide sentence frames and starters for writing and speaking tasks and numerous graphic organizers and other tools that promote the activation of background knowledge.

The digital component of the materials offers a mode of presenting images from the text as well as the text itself to support learning. “Images used during instruction connect to the text and support comprehension.” All units have a glossary at the end of the Teacher’s Edition. The words in the glossary have been bolded in the student reader. This helps the student recognize that the word needs special attention.

In Knowledge Unit 11, Lesson 7, the writing component portion of the lesson includes a sidebar to modify the lesson for English Language Learners. The entering/emerging support directs students to dictate their plans for writing a letter from the perspective of an immigrant using familiar vocabulary to a teacher to be recorded; transitioning/expanding students should dictate their plans using familiar vocabulary to a peer to be recorded; and bridging students should independently write their plans using familiar vocabulary.

Indicator VI.1 Materials include **assessment** and guidance for teachers and administrators to **monitor progress** including how to interpret and act on data yielded.

Guidance for Texas Quality:

- 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.

Partially Meets 1/2

The materials provide assessments and guidance for teachers to monitor student progress. Teachers are given instructions on how to interpret and act on any data found through the assessments. While the assessments are aligned in purpose and use, they are not aligned to the TEKS. The materials provide instructions and multiple charts on which to track and disseminate data. Beginning, middle, and end-of-year assessments are provided for placement of students based on need. Formative assessments occur throughout every unit and lesson in the form of worksheets in the Activity Book and Checks for Understanding built into the lessons. The assessments are connected to the regular content and support student learning.

Examples include but are not limited to:

The materials include Beginning-, Middle-, and End-of-Year (BOY, MOY, EOY) Skills assessments. The BOY Skills placement test in Unit 1, Lesson 6, includes questions on word reading, story comprehension, and pseudo word reading. The MOY assessment in Unit 4, Lesson 22, focuses on oral reading fluency, word identification, decoding skills, grammar, reading comprehension, and provides a checkpoint on student progress with Grade 2 content to inform pacing, small groups, and other differentiation in Units 5–6. The EOY assessment in Unit 6, Lesson 33, includes questions/tasks on reading comprehension, fluency, word reading, and report writing.

Each Knowledge and Skills unit also contains an end-of-unit assessment assessing the primary focus for each component of the unit. Knowledge unit assessments include text comprehension and vocabulary questions about the text in addition to grammar and morphology. Skills unit assessments include phonics, reading, grammar/language, spelling, and writing. Students also complete performance tasks and writing assessments throughout the units. The materials provide rubrics to score and analyze student assessments.

Formative assessments occur throughout the Student Activity Books to keep track of students' progress toward the objectives of each lesson. Teachers are provided with an answer key or

rubric for all formative assessments, found within the Teacher Resources section at the end of every unit.

Indicator VI.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.

Guidance for Texas Quality:

- 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 provide a year-long plan for teachers to provide differentiation. In the Program Guide, supports noted in the sidebar of the teacher edition and integrated into the lessons provide suggestions for differentiation and grouping structures. The Lesson at a Glance also includes the amount of time needed for each portion of the lesson and how students should be grouped. Ancillary materials include instructions for implementation and use.

Examples include but are not limited to:

The program guide provides information on how to support students who are at different levels. Within the guide, sections titled Amending Instruction, Supporting a Range of Learners, and English Language Development outline the ways the materials provide support through multiple opportunities for formal and informal assessment, teacher and peer-to-peer feedback, differentiation, enrichment, and progress tracking.

In the unit introductions of each Teacher Guide, a section outlines which units in previous grades correlate with the one being taught. The materials embed modeling throughout the reading lessons. The supports in the sidebar provide guidance to support students with comprehension and skill development. Specific close reading lessons provide students opportunities to reread a text with teacher guidance. The materials also include Pausing Points within the reading where the teacher is prompted to either ask a question or point out a vocabulary word. Graphic organizers throughout the activity pages offer additional scaffolds to support students. Supports for writing assignments include sentence frames, graphic organizers, prewritten discussions, and content-specific word lists.

The Assessment and Remediation Guide is an online resource for each Skills unit that provides resources for reteaching and reinforcement of previously taught foundational reading skills content. The activities in the Assessment and Remediation Guide are designed to provide

struggling students with supplemental instruction while still providing them continuity with the core whole group instruction. The guide includes reinforcement and reteaching lesson structures and a variety of small group lesson activities and worksheets to target specific skills.

The materials are divided into units. Each unit has approximately 10 to 30 lessons. On average there are 1–2 days of Pausing Point lessons in each unit. Pausing Points give the teacher an opportunity to reteach, enrich, and master the information learned in the unit. These lessons address enrichment and/or remediation in foundational skills, reading comprehension, speaking, listening, language, vocabulary, and writing.

Supports provided in the teacher materials titled “Access, Support and Challenge” are represented by an icon located in the sidebar. The supports during daily instruction are in the form of questions and activities. In Knowledge Unit 4, Lesson 5, a support provided in the sidebar of the read aloud suggests the teacher acknowledge a multiple-meaning word in the text (“The word ‘vaulted’ can also be used to describe a ceiling built with an arch”).

Indicator VI.3 Materials include implementation support for teachers and administrators.

Guidance for Texas Quality:

- 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 include a grade-specific scope and sequence outlining the skills taught in the program and the order in which they are taught. The scope and sequence is not aligned with the TEKS. Each individual unit includes an introduction that shows connections to prior CKLA learning. Teacher implementation support includes summaries provided at the beginning of each unit and lesson. Teachers also receive additional support in the Teacher Resource section located at the end of every lesson and other resources located on the Amplify website. No evidence was found of support for administrators to support implementation. The materials include pacing guidance and routines to support a 180-day schedule, but not a 220-day schedule.

Examples include but are not limited to:

The scope and sequence for both Knowledge units and Skills units is located online on the 2nd edition website under each grade level. They are not aligned to the TEKS. Each scope and sequence begins with a description of the components of each unit including lessons, unit assessment, and Pausing Points. The Knowledge Scope and Sequence includes a summary of the theme of the unit and a chart displaying each lesson component: text analysis/comprehension, speaking and listening, language and vocabulary, and writing. The SkillsScope and Sequence includes a chart displaying each lesson component: phonics and reading, grammar/language, spelling, and writing. Assessments and Pausing Points are also noted. Students' expectations for each lesson are listed.

The materials include a Unit Introduction for each unit. The introductions provide a summary of the theme of the unit, how long the unit should last, and if it contains Pausing Points. The skills taught during the lesson are summarized. Each skills component of the lesson includes the expectations of the unit. A section also explains why the unit is important and lists the prior

CKLA knowledge students should be bringing based on learning in previous grades. The materials also describe Writing, Performance Tasks and Assessments, and Fluency. The academic and core vocabulary for the unit is listed in a chart and by lesson.

On the Amplify website, a tab labeled “Resources” to help teachers contains a Program Guide, Research Guides, Pacing Guides, Standards Alignment, Scope and Sequence, Professional Learning Resources, Independent Reading, Social Emotional Learning, and Multimedia Resources. The Program Guide gives an overview of the whole program, including philosophy, how the lessons work, and more. The Research Guide details the research behind CKLA and its philosophies. Under Professional Learning Resources, different titles are available based on specific help a teacher might need. It also has many titles for initial training.

At the beginning of each lesson, there is an overview provided for teachers. The Primary Focus of the Lesson section provides student expectations for each component of the lesson along with a hyperlink to the description of state standards that fits that expectation. Formative Assessments for the lesson include hyperlinks to the activity page where it can be located. The Lesson at a Glance chart shows the lesson components: Speaking and Listening (Read Aloud), Reading (activities are linked to Read Aloud), Foundational Skills, Language, Writing, and Spelling. There is also a materials list with hyperlinks when available.

At the end of each unit there is a Teacher Resource section that includes links to resources such as glossaries and activity answer keys. The resources available depend on the unit and what is being taught and assessed. In Skills Unit 1, this resource section includes a sample anecdotal reading record and a discussion questions observation record.

In addition, the materials provide a teacher planner available for all grade levels. The planner contains: a year-long pacing guide, and lesson planning pages. The pacing guide online in the 2nd edition website shows each unit in weeks to create a visual of how long each unit should last. Pausing Point days are also included. As noted in the Program Guide and indicated on the Pacing Guide, the materials are designed for 180–185 days of instruction and include Pausing Point days.

Indicator VI.4 The visual design of the student edition (whether in print or digital) is **neither distracting nor chaotic**.

Guidance for Texas Quality:

- 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 for Grade 2 include image cards, student workbooks, texts, and photographs, simply designed to not distract from learning. Graphic elements are maintained across the materials. Each unit utilizes white space to support students in finding and understanding information. Student Readers, Student Workbooks, and Flip Books use bold print and photographs that are centered on the page to enhance readability. The graphics and white space on the pages ensure that the student can readily find what they need without distraction.

Examples include but are not limited to:

In Skills Unit 3, the Reader utilizes different size and color font to highlight text titles and photograph captions. The Reader also uses italicized font to indicate when someone is speaking. Text is placed directly above, below, or alongside pictures to support ease of reading.

In Knowledge Unit 5, the Flipbook and image cards provide illustrations or photographs of Thomas Jefferson, the Declaration of Independence, and the White House to support students' learning about the War of 1812.

In Skills Unit 6, the Activity Book utilizes bold font and alternating highlighted rows of text to visually separate and highlight task directions and answer choices.

In Knowledge Unit 7, the Activity Book includes a map of the United States with a legend to aid students' comprehension of important historical transportation routes and events such as the Trail of Tears. The Activity Book also includes a timeline for westward expansion with clearly labeled years and text boxes for students to add events.

Indicator VI.5 If present, technology components included are appropriate for grade-level students and provide support for learning.

Guidance for Texas Quality:

- 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.