

Publisher Name	Program Name
Savas Learning Company LLC	<i>Texas myView Literacy</i>
Subject	Grade Level
English Language Arts and Reading	1

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	100%
<u>Quality Review Overall Score:</u>	496 / 511

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	48 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	194 / 197
6. Knowledge Coherence	48 / 55
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	72 / 72

Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabular for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity and offer guidance to educators on consistent administration of assessments.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabular and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through

explicit instructional approaches and varied practice opportunities.

- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials offer data-management

tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.

- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 5.D.1 Phonological Awareness: Materials provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice and reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.

- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.
- 5.F.1 Vocabulary Development: Materials support students in understanding unfamiliar words using illustrations, texts, and context, with explicit teacher guidance on utilizing print and digital resources like dictionaries and glossaries.
- 5.G.1 Reading Fluency: Materials provide lessons, activities, and tasks for modeling and practicing fluent reading skills with suggested teacher feedback, including word lists, decodable texts, and various practice settings to develop accuracy, fluency, prosody, and comprehension.
- 5.H.1 Handwriting Development: Materials offer explicit instruction on grade-level handwriting skills and provide frequent, authentic practice opportunities to develop these skills in alignment with current learning.
- 6.A.2 Context and Student Background Knowledge: Materials activate background knowledge by linking to prior grade-level content, connecting across units, and providing relevant context to enhance student engagement with the text.
- 6.B.1 Recursive Inquiry Process: Materials support students in asking and generating inquiry questions, creating and following research plans, identifying relevant sources, and organizing and communicating ideas using multiple media for effective research.
- 7.1 High-Quality Grade-Level Texts: Materials include grade-level TEKS-required text types and genres, with complex, high-quality core texts and a range of traditional, contemporary, and diverse texts that reflect students' backgrounds and experiences.
- 7.2 Interaction with Grade-Level Text: Materials provide opportunities in each lesson for students to interact with, respond to, and discuss grade-level texts, engaging in various reading skills such as questioning, predicting, inferring, analyzing, and synthesizing.
- 7.3 Supporting Access to Grade-Level Text: Materials include teacher guidance and scaffolds to ensure all students access grade-level texts while maintaining rigor and offer opportunities for proficient students to engage in further text analysis.
- 7.4 Analysis of Text Complexity: Materials include both quantitative and qualitative analyses of core texts, with a rationale for

their educational purpose and grade-level placement, ensuring they match the required complexity for student tasks.

- 7.5 Read-Aloud, Shared Reading, and Independent Reading: Materials include complex, age-appropriate read-aloud texts with scaffolds, a range of independent reading texts, and a plan for students to self-select and read high-quality texts independently with goal setting and accountability.
- 8.A.1 Use of Text Evidence: Materials include text-dependent questions and tasks that require students to use evidence to demonstrate comprehension, justify thinking, and support claims, evaluating text elements at various cognitive levels.
- 8.A.2 Teacher Guidance for the Use of Text Evidence: Materials guide teachers in modeling text evidence for claims and responses and in structuring evidence-based discussions with academic vocabulary.
- 8.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials include mentor texts for modeling various text types, with opportunities for students to compose literary, informational, and correspondence texts, each with genre-specific characteristics and craft.
- 8.B.2 Writing Process: Materials support the writing process with age-appropriate conventions and provide teacher guidance for modeling and supporting each stage, including conferencing and revising.
- 8.B.3 Explicit (Direct) and Systematic Writing Instruction: Materials offer guidance for explicit instruction in

sentence-level writing, focusing on structure, syntax, and vocabulary, and provide systematic opportunities for students to develop, revise, and edit sentences into compositions.

- 8.B.4 Grade-Level Standard English Conventions: Materials provide opportunities for practicing academic language conventions, including sentence structure and grammar, in and out of context, and for writing grammatically correct sentences and paragraphs with proper capitalization and punctuation.

Challenges

- 1.1 Course-Level Design: Materials lack pacing guidance for various instructional calendars, an explanation for the rationale of unit order or concepts to be learned, and resources and guidance to support administrators.
- 5.A.1 Print Awareness K-1: Materials do not include opportunities for regular review of print concepts.
- 5.C.2 Letter-Sound Correspondence: Materials do not include guidance for the teacher to provide explicit instruction with focus on connecting phonemes to letters within words with recommended explanatory feedback for students.
- 6.A.1 Connected Knowledge-Building Units: Materials do not connect grammar activities to knowledge-building topics in lessons.
- 6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Questions and tasks do not prompt students to

synthesize knowledge and concepts across texts across units.

- 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials do not

include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.

Summary

Texas myView Literacy is an English Language Arts and Reading program for grades K–5. It utilizes a reading and writing workshop model with explicit instructional guidance. In the reading workshop, students practice foundational skills such as phonological awareness, phonics, and fluency daily. Each week, they explore new topics, including a question, theme, and genre introduction, and they engage in shared and close reading as well as text comparison. The writing workshop features mini-lessons, independent writing time, and opportunities for students to share their work. The program also provides guidance for small group instruction, a reading-writing workshop bridge, and project-based learning. The Reading Routines Companion offers structured phonics instruction, while the Language Awareness Handbook supports the workshop model with scaffolded instruction and strategies.

Campus and district instructional leaders should consider the following:

- *Texas myView Literacy* aligns to grade-level TEKS and ELPS-and provide embedded supports for all learners, including. differentiated instruction, activities, and resources. The materials follow a workshop model for reading and writing instruction. To provide a systematic, structured literacy approach to phonics, teachers may need additional guidance to utilize the supplementary Reading Routines Companion, as it is not mentioned in the Teacher’s Edition.
- Teachers will benefit from guidance and resources for whole group, small group, and project-based instruction. Novice teachers may benefit from additional coaching and support to implement the range of materials with fidelity.

Intentional Instructional Design

1.1	Course-Level Design	10/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	5/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

The materials include a scope-and-sequence outlining the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation. Materials do not include suggested pacing for various instructional calendars (e.g., varying numbers of instructional days—165, 180, 210). Materials do not include an explanation for the rationale of unit order as well how concepts to be learned connect throughout the course. Materials include guidance, protocols, and templates for unit and lesson internalization. Materials do not include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The materials include a TEKS Correlation Chart and ELPS Correlation Chart at the end of the Teacher's Edition. This chart includes all TEKS and ELPS as well as where they are located within the print and online resources. For example, the materials include TEKS 7A (describe personal connections to a variety of sources) in Units 1, 4, and 5. The materials include ELPS C(1) (develop basic sight word vocabulary used routinely in written classroom materials) in Units 3 and 5.
- The materials include a "Skills Overview" section before each unit, which includes the TEKS, concepts, and knowledge required for Units 1-5. The "Skills Overview" section includes an outline of broad skills covered in both the Reading and Writing Workshops and specific skills within each workshop (e.g., foundational skills, mini-lessons, etc.). For example, in Unit 4, the Skills Overview lists a lesson titled "Describe Connections" as a part of the "Mini-Lesson Bank" component of the Reading Workshop (student expectation 1.7.C).

- In Week 1, the first column of the Skills Overview outlines the "Phonological Awareness" section, which includes "medial Sounds, the ability to recognize alliteration, and the skill of segmenting and blending phonemes." This instruction aligns with the "Core Objective" column, which specifies the related student expectation 1.2.A.

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- The grade 1 materials provide suggested pacing of content and knowledge in a week-by-week format for both Reading and Writing Workshops. The "Suggested Weekly Plan" for each unit outlines specific lessons across Weeks 1-5. Week 6 includes a single page that details Lessons 1-5. This lists pages and lesson titles in the Teacher's Edition that support teachers in implementing project-based learning activities for that week.
- Teachers can access the "Skills Overview" section for each unit under the "Planning Resources" tab in the "Getting Started with myView" section of the Savvas Realize online platform.
- The materials do not include suggested pacing by calendar days. The implementation of content and knowledge is facilitated through a mini-lesson bank, which offers a list of lessons that are taught each week. These lessons can be adjusted based on teacher needs. The materials design resources according to the traditional 180-day school calendar. The materials do not provide alternative calendar formats.

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- The materials include a "Skills Overview" section for each unit, which includes charts that outline the concepts and knowledge taught across the Reading Workshop and Writing Workshop instructional model within each unit. This overview illustrates how student concepts and knowledge build across Weeks 1-5. The overview also details how concepts and knowledge connect to the Project-Based Inquiry in Week 6. The materials do not contain a rationale for unit order or how learned concepts connect throughout the course.
- In the Teacher's Edition for grade 1, each unit includes a "Skills Overview" that lists the TEKS alongside the lesson bank for each week. However, the materials do not provide a rationale for why the TEKS are sequenced in that specific order.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The beginning of each unit in the Teacher's Edition provides a "Unit Overview" section that includes guidance for unit internalization. This overview gives a comprehensive outline of the Reading and Writing Workshop, the bridge between the two, foundational skills, and book clubs for the six-week unit.

- For example, Unit 2, Week 3's Writing Workshop instructs teachers to do the following: "Hold up a book from the stack. Let's preview this book by looking at the graphics." The second sentence is in blue text, indicating that it is a script for teachers to read aloud. In some instances, the materials add "Say:" before such blue text, but this is not consistent throughout the materials.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials include resources to support administrators and instructional coaches in implementing the materials as designed. Administrators and instructional coaches can access a "K-8 Vertical Alignment" document located in the "Getting Started with MyView" section of the Savvas Realize online platform. This allows administrators to see which specific TEKS are introduced, continued, mastered, or maintained across grade levels.
- The materials contain no specific guidance beyond the teacher-facing components for instructional coaches and administrators regarding observation, professional development, or using formative assessment observation tools.

Intentional Instructional Design

1.2	Unit-Level Design	4/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The "Unit at a Glance: Unit Overview" section for each unit provides a week-by-week layout of the academic vocabulary necessary to effectively teach the concepts in the unit. For example, Unit 3's "Unit at a Glance" section asks teachers, "Can students appropriately use the words ...?" This question corresponds to each week's vocabulary words. Week 1's vocabulary words are *stored*, *begged*, *gathered*, and *prepared*. The materials also provide activities that correspond with the vocabulary words in the Reading-Writing Workshop Bridge. For example, students "identify synonyms and antonyms, use context clues to understand word meanings, and practice oral language." The materials include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the unit. Each unit overview provides the teacher with previously taught content for building background to teach current skills.

Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

- The Assessment Guide, located under the "Teacher Resources" option in the "Assessments and Practice" section of the Savvas Realize online platform, contains "Family-School Connection" letters in Spanish and English for all units. For example, Unit 3's letter details unit skills that students learn for both reading and writing, including strategies to help students at home. Questions include, "Tell me about a fable or folktale you read today. What was the plot?"
- In the Assessment Guide, the "Observing My Child's Reading" document supports parents' ability "to monitor, evaluate, and comment on their child's reading." This observation tool aims "to keep parents knowledgeable about and involved in their child's reading progress." This checklist offers parents background on what to look for in their child's reading progress.

- The Assessment Guide includes the Reading Strategy Assessment Checklist. This is a comprehensive tool to monitor student progress. It informs parents whether students are *proficient, developing, or emerging* in their reading development.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice.

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- Every unit includes a goal for both reading and writing workshops. For example, the goal for Unit 3's reading workshop requires students to "read traditional stories and understand the elements of the genre."
- The "Suggested Weekly Plan" section in the Teacher's Edition presents a comprehensive, structured list of daily lesson objectives, questions, tasks, and assessments to meet the language standards of the lesson. "The Weekly Plan" section serves as the overall weekly view, providing teachers with a clear outline of the week. The Suggested Weekly Plan lists daily quick checks with corresponding page numbers. The quick checks aim to ensure that students meet the content and language standards of the lesson.
- The lesson plans include questions that address the content and language standards of the lesson. For example, the Unit 3 lesson titled "Imagine That" spotlights traditional stories. The unit opens with the essential question, "How can we use our imaginations?" Each week of the unit poses the following connecting questions: "Why is it important to plan ahead? How do tricky characters use their imaginations?; How can imagination lead to a new idea?; How can stories help us learn new lessons?; Why are art and music classes important?"
- Each lesson also includes a daily objective. For example, the reading workshop for Unit 3, Week 1, Lesson 1 includes the objective, "Describe plot elements, including the main events,

the problem, and the resolution, for texts read aloud and independently." This lesson also includes the following language objective: "Use support from peers and teachers to read grade-appropriate content area text."

- The materials also offer students various tasks and opportunities to respond within lessons. For example, in Unit 3, Week 1, Lesson 5, teachers are given a script for modeling and student practice. The teacher models the manipulation of sounds within the word cat, switching the first sound and the last sound. Students then practice manipulating phonemes. The materials offer teachers a list of words to use.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The lessons are designed to follow the Reading and Writing Workshop Model, offering recurring instructional routines that follow a Lesson 1, Lesson 2, Lesson 3, Lesson 4, and Lesson 5 rotation. The reading workshop includes a daily lesson of foundation skills, daily mini-lessons, and read-aloud-think-aloud activities. The writing workshop includes a bank of daily mini-lessons.
- The "Suggested Weekly Plan" section provides advice on timing each lesson component in the reading workshop, writing workshop, and reading-writing workshop bridge. Each component of the workshop lesson has a time suggestion, such as 10-20 minutes for the reading workshop.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- In the Resource Download Center, editable lesson planners offer a comprehensive lesson overview that lists both teacher and student materials required for the lesson's effective delivery. Savvas Realize, the digital platform, provides a detailed view of lesson materials. Teachers navigate from unit to week to lesson using the platform's table of contents, which specifies the required materials at each level.
- The "Suggested Weekly Lesson Plan" overview lists necessary teacher and student materials. For example, in Unit 1, Week 1, the materials feature the book *The Blackout*, emphasizing its use by students throughout the week. Each suggested lesson title in the weekly planner includes a page number from the Teacher's Edition.
- The Teacher's Edition provides specific page numbers and other program components to facilitate locating the materials. For example, the reading workshop lesson in Unit 3, Week 2, Lesson 1 includes formative assessment options that reference specific page numbers in the Student Interactive.

Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

- Materials include guidance on the effective use of lesson materials for extended practice. For example, Unit 3, Week 1, Lesson 4 includes a word work activity directing teachers to a student practice page with additional contraction practice.
- The materials include a "Book Club" option in Week 6 for additional enrichment. The lesson guidance uses texts from the unit of study in Weeks 1-3. The materials provide a list of additional texts for lessons in Weeks 4-5.
- There are additional opportunities for enrichment practice in the Resource Download Center. The materials provide extension activities for each unit in grade 1. These extension activities are used for extended practice, extension, or enrichment. The extension activities are assigned to students through the online platform.

Progress Monitoring

2.1	Instructional Assessments	24/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	6/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- The "Assessment and Practice" section of the online platform includes a variety of assessments, such as diagnostic baseline, middle-of-the-year, and end-of-the-year tests, as well as unit tests, inquiry-based project rubrics, checklists, progress checks, and writing assessments.
- Each reading workshop unit provides a variety of formative assessment tasks. For example, the Unit 2, Week 1, Lesson 4 word work lesson includes a "Quick Check" formative assessment for teachers to "notice and assess" if students can "read and write words with Kk." The materials include next steps for struggling and on-level students. These Quick Checks appear in lessons throughout each unit.
- The "Writing Workshop" section of the weekly lesson guidance includes assessments with a variety of tasks. For example, the materials offer writing conferences for formative assessment. During these conferences, teachers assess students' understanding to gauge where students may need support in their writing and revision. The materials also provide conference prompts with "if...then" strategies to guide next steps. In Unit 1, students

complete a summative writing assessment in which they use the knowledge and skills they have acquired in the unit to "write a book of [their] choice."

- During Week 6 of each unit, the Project-Based Inquiry assesses skills and standards related to "comparing across texts, inquiry, research, listening and speaking, reading, [and] writing." The Project-Based Inquiry includes a student checklist and a four-point rubric.

Materials include the definition and intended purpose for the types of instructional assessments included.

- The "Types of Assessments" section of the Assessment Guide includes definitions and intended purposes for each type of assessment throughout the materials. The materials provide teachers with the definitions and rationale for using each type of assessment. Additionally, the materials provide the assessment type descriptor and an example of the assessment, as well as details of when the assessment should be administered, the data type, and guidance on how to use the data provided.
- The materials include an explanation of the purpose of the different types of assessment within the Teacher's Edition on the assessment overview. For example, the formative assessment is used to "gather comprehensive assessment data to inform instructional pathways using these embedded daily routines and multiple digital/print assessment resources."
- The Summative Assessment Guide in the "Assessments & Practice" section of the Savvas Realize online platform provides a detailed overview and description of the unit, as well as an overview and description of middle-of-year and end-of-year assessments. According to the materials, "the Unit Tests are designed to assess students' progress in Listening/Reading Comprehension, High-Frequency Words, Phonics, Conventions, and Writing at the end of each unit."

Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

- The "Summative Assessments: Teacher's Edition and Answer Keys" section provides teacher scripting to ensure that teachers administer instructional assessments consistently and accurately. For example, in the "Word Recognition" section of the baseline assessment, the materials prompt the teacher with the script, "Now I will ask you to find some words. I will read the word in a sentence and ask you to find the word." The materials also prompt the teacher to give directions on how students answer questions.
- The "Assessments & Practice" section of the Savvas Realize online platform provides a script to ensure teachers consistently and accurately administer baseline, mid-year, and end-of-year assessments. Teacher scripting for the Unit 2 assessment includes, "Now I will ask you some questions about the selection. Turn to page 16. For each question, there are three answer choices. Fill in the circle beside your answer." The script continues by prompting the teacher to read each question-and-answer choice.

Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

- The "Assessments & Practice" section of the Savvas Realize online platform provides assessments (including diagnostic, formative, and summative) as well as project checkups aligned with the TEKS and unit objectives. The materials include a Teacher's Edition for summative assessments with unit, mid-year, and end-of-year assessment item analysis charts. These charts detail each item, its focus or skill, and its alignment with grade 1 TEKS. Teachers view the overall focus and skills covered in the unit, along with the student expectation for each assessment question.
- For example, the Unit 4, Week 3 Progress Check-Up asks students to read or listen to a selection and then determine the theme, which aligns with student expectation 1.8.A.ii.
- In Unit 4, Week 1, Lesson 1, the "Reading Workshop" lesson learning goal states, "I can read a biography." The Quick Check asks the following question to assess students' "Notice and Assess" understanding: "Can students identify the elements of a biography?"

Instructional assessments include standards-aligned items at varying levels of complexity.

- There are a variety of assessments in this program: baseline tests, unit tests, middle-of-the-year tests, end-of-the-year tests, formative assessments (e.g., quick checks, rubrics, and conferencing checklists), cold reads, progress check-ups, and project-based inquiry. Each of these assessments aligns with the core objectives noted in the "Skills Overview" section of each unit. For example, in the formative assessment of Unit 3, Week 1, Lesson 2, students are required to use their Student Interactive to read and underline words with digraphs as well as read and highlight words with trigraphs. This assessment directly correlates with the skill for that lesson, which involves decoding words with initial consonant blends, digraphs, and trigraphs (student expectation 1.2.B.ii).
- The "Summative Assessments: Teacher's Edition and Answer Keys" section provides teachers with documents outlining each assessment. These documents indicate the alignment with standards and Depth of Knowledge (DOK) level for each question, ensuring standards-aligned items at different levels of complexity. The materials provide detailed information about the questions in the unit assessments. Each unit assessment features a chart listing test item, item focus/skill, DOK level, and TEKS.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	1/1

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- Instructional assessments and scoring information guide teachers in interpreting and responding to student performance. The Assessment Guide provides teachers with information on the different types of assessments the materials offer, as well as how to use each assessment to make data-informed decisions that drive instruction.
- The Summative Assessments Teacher's Manual with Student Reproducibles for Grade 1 provides scoring information for each unit in the materials, as well as guidance for interpreting and responding to student performance.
- Each unit has five progress check-ups that are "designed to measure students' progress based on the high-frequency words, phonics, comprehension, and writing taught in each week of instruction." The "Teacher's Manual and Answer Keys" section of the materials provides teachers with directions for administering, scoring, and re-teaching.
- In the writing workshop, teachers use writing conferences as a weekly formative assessment. The materials offer guidance on conference prompts, including "if...then" strategies to guide next steps. Teachers access a bank of mini-lessons in the digital platform to support these next steps based on student data from conferences.

Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

- The Summative Assessments Teacher's Manual with Student Reproducibles for Grade 1 offers teachers scoring information for each unit. The materials also offer teachers guidance for interpreting and responding to student performance and trends. The analysis chart includes a

column that links each item to the corresponding TEKS. The materials additionally include a "myFocus Remediation Opportunities" column that links specific lessons for re-teaching when necessary.

- The materials offer formative assessment options and quick checks within each unit. For example, in the Unit 2, Week 3, Lesson 2 "Reading Workshop" lesson, the teacher gives a quick check task and views next steps for both struggling and on-level students. The materials advise teachers that "if students struggle, revisit instruction for vocabulary in small groups." The materials offer the same guidance for students who demonstrate understanding.
- The "Intervention" section of the Savvas Realize online platform includes a myFocus Intervention Teacher's Guide. This guide offers scaffolded lessons that address foundational skills, reading comprehension, writing, language and conventions, as well as progress monitoring with every lesson. This resource includes "if/then" language that allows teachers to adjust pacing for both struggling and advanced learners. The "Writing Workshop" section provides conference prompts with "if...then" strategies, guiding next steps based on student data from conferences.
- The "Data" tab on the online platform provides a place to view assessment results. It allows teachers to respond to student trends in performance by grouping students with similar needs as well as observing whole class trends.

Materials include tools for students to track their own progress and growth.

- The materials provide students with a variety of tools to track their own progress and growth. The Assessment Guide provides directions to teachers on Student Portfolio Selection Slips, which offer "a way for students to explain why they like a piece of their own writing." Within the portfolio, students analyze their writing by rating the following indicators on a scale of 1-4: "How I felt about this piece," "What I liked or disliked," and "Put in portfolio."
- The Assessment Guide includes a student form titled "Myself as a Learner," which functions as a tool for students to track their progress and growth as learners. Students use a "yes/no" scale to rate themselves based on their perception as learners. They then record their thoughts by dictating or writing comments. Students use teacher assistance if needed.
- Week 6 of each unit includes a "Project-Based Inquiry" section that provides students with a checklist to help track their project progress. Each checklist is project-specific and provides clear guidance on tasks students need to complete. The Unit 1 Project-Based Inquiry requires students to research art and history museums. The Unit 1 Student Checklist includes tasks such as, "Research the museums," "Choose which one you want to go to," and "Draw or write to tell why."

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	2/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	3/3

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- In the Teacher's Edition, the "Assess & Differentiate" section of the lessons offer teachers guidance on differentiated instruction and activities for students who have not yet achieved proficiency in grade-level content and skills. The weekly lessons feature quick check formative assessment items that are linked to teacher-led options for small group instruction. The answer key for these assessment items is in a chart designed to help the teacher anticipate areas where students may need support. The listed options guide the teacher to other program components that offer additional support for students. For example, Unit 1, Week 6, Lesson 3 directs the teacher to refer to Lesson 14 of the myFocus Intervention Teacher's Guide for students needing additional intervention "on decoding regularly misspelled words." Additionally, the Unit 4, Week 1, Lesson 2 teacher-led options list a word work group activity that focuses on r-controlled vowels.
- The myFocus Intervention Teacher's Guide provides teachers with access to a bank of lessons and activities to use with students who have not reached proficiency in grade-level content and skills. The materials also include a checkpoint assessment for specific intervention lessons to monitor students' progress for ongoing data collection. It provides explicit instruction for "if a student struggles with Lesson 1: Identify and Produce Rhyme and Alliteration for Level B Phonological Awareness, begin intervention instruction with Level A Phonological Awareness, Lesson 6, or, if needed, with Level A, Lesson 5."

- Within the online grade 1 intervention resources, teachers browse resources by unit and week to discover differentiated instructional materials and activities for students who have not yet reached proficiency in grade-level content and skills. Teachers assign these resources to students individually.

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

- The teacher guidance materials incorporate pre-teaching or embedded support for unfamiliar vocabulary and references in the text. The "Introduce the Unit" section provides information for pre-teaching academic vocabulary that students use throughout the unit. For example, Unit 4's theme, titled "Making History," emphasizes words such as "record," "supply," "necessary," and "experience." The "Student Interactive" page includes images to assist students in understanding these words.
- Each unit includes an oral vocabulary routine in which teachers discuss words students encounter. In Unit 3, students learn the words "create," "imagine," "suppose," and "possible." The teacher demonstrates these words' use in sentences. Students then expand on and respond using the new vocabulary. The materials guide teachers to create a word wall with the academic vocabulary as they proceed through the unit.

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The materials provide teacher guidance on ways to extend or differentiate instruction for students who have demonstrated proficiency in grade-level skills. In the "Assess & Differentiate" section at the end of each lesson, teachers find guidance for differentiated instruction, enrichment, and extension activities tailored for students who have demonstrated proficiency in grade-level content and skills. The "On Level and Advanced" section enables students to engage in inquiry-based learning and explore the extension activity. The "Make it Harder" section of the Reading Routines Companion outlines how to extend a lesson. For example, the "SIDE B Isolate Phonemes: Medial /a/" section advises that "students who identify the medial /a/ in CVC words may be ready to identify the sound /a/ in CCVC and CVCC words." The materials then provide the teacher directions for guiding students through the activity.
- Additional enrichment activities include book clubs and project-based learning inquiries. The "Project-Based inquiry" section for Week 6 of each unit serves as a culminating project to "monitor and track student progress during Week 6 through student work on a project related to the unit theme." The Unit 4 project enriches student learning in relation to the unit theme, titled "Imagine That." The materials ask students "to research a folktale." The "Project-Based Inquiry" section includes five lessons that guide teachers on the following skills: inquire, explore and plan, collect research, collaborate and discuss, extend research, and celebrate and reflect. As the materials state, book clubs "provide an opportunity for teachers to encourage students to think about the elements and themes they are studying." Students

explore additional texts to connect to the theme or the spotlight genre. The book club lessons provide teachers guidance on how to serve as an "observer and occasional facilitator" who asks questions "to initiate conversations and encourage participation."

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	3/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- In Unit 1, Week 1, Lesson 2, the reading workshop in the Teacher’s Edition includes prompts and guidance to support teachers in modeling, explaining, and communicating the concepts to be learned directly and explicitly. The teacher models "first read strategies" as they read aloud.
- Additionally, the materials feature an instructional routine with clear headings and labels that support teachers in differentiating between the different groupings (whole group, small group, individual) throughout a lesson. For example, during the reading workshop instruction in Unit 1, Week 1, Lesson 1, the materials use green headings for whole group activities and yellow headings for small group activities. The teacher's directions provide a script under the "Small Group Strategy" heading. The script reads, "Today, I will teach you how to determine if a text is realistic fiction."
- The handwriting instruction within the materials also delivers explicit prompts and guidance. In Unit 3, Week 2, Lesson 1, the materials include the following directions for the teacher: "Model how to write uppercase Q using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase q."

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

- The Quick Start Guide in the Unit 1 Teacher's Edition gives teachers an outline of the reading and writing workshop. It includes teacher guidance and recommendations for effective lesson delivery and facilitation. The guide uses a variety of instructional approaches in weeks 1-5 of the reading workshop. For example, during whole group reading workshop instruction in Unit 1, Week 5, Lesson 1, the materials instruct students to "work with a partner to identify and discuss the kind of neighborhood they live in." In Unit 3, Week 2, Lesson 5, the instructional approaches include teacher modeling and student practice, partner work involving a shared reading, student work involving an independent text, as well as reflect-and-share time. During whole-group instruction, the materials offer a variety of engaging instructional strategies such as turn, talk, and share.
- The materials offer additional guidance for small group instructional approaches throughout the material. For example, during reading workshop instruction in Unit 1, Week 1, Lesson 3, after teachers deliver whole-group instruction, the materials include time for teacher modeling and student practice, time for students to read independently, time for students to play online games, and time for students to confer with the teacher.

Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

- In the Teacher's Edition, the grade 1, Unit 1 suggested weekly plan provides multiple types of practice for students. This plan incorporates guidance and recommended structures on whole groups, small groups, student collaboration, and independent practice. This model maintains consistency throughout each unit within the materials, supporting effective implementation.
- The lessons adhere to the reading and writing workshop model, which incorporates recurring instructional routines following a Lesson 1, Lesson 2, Lesson 3, Lesson 4, and Lesson 5 rotation. This routine establishes a comprehensive structure for lessons throughout the unit. Weeks 1-5 of each unit follow a specific instructional routine for the reading and writing workshop as well as the Reading-Writing Workshop Bridge. Week 6 closes the unit of study with the Project-Based Inquiry. The materials provide teachers with a weekly planner for this week. The materials offer a color-coding system and follow standard naming conventions, which enhance the clarity of the materials.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

- In the "Reading Workshop" component of the Teacher's Edition, each lesson offers teacher guidance through the "ELL Targeted Support" section. The materials provide suggestions for beginning, intermediate, advanced, and advanced-high learners. For instance, Unit 1, Week 2, Lesson 2 includes an "ELL Targeted Support" section that emphasizes ELPS-aligned strategies for beginning and intermediate proficiency levels. The section directs teachers to "say the vocabulary words and have the students repeat. Display a picture that represents each word." The materials provide additional supports for advanced and advanced-high learners.
- The Language Awareness Handbook references Grade 1 ELPS. The handbook offers teacher guidance and suggests instructional activities, correlating ELPS with suggested language awareness activities for each week across Units 1-5.

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The Grade 1 Language Awareness Handbook on the Savvas Realize online platform is a "resource that provides integrated reading and writing support while complementing core Whole and Small Group instruction in myView." The handbook includes guidance helping teachers effectively use the materials in state-approved ESL programs. The handbook consists of three parts: (1) Scaffolded Support Lessons, (2) Routines and Activities, and (3) Scaffolded Lessons for Writing Types.
- In the "Professional Development" center on the Savvas Realize digital platform, teachers access various professional development resources, including videos and white papers. The white papers support an engaging environment for dual language learners, provide guidance for dual language instruction, and help teachers effectively use the materials in state-approved bilingual/ESL programs. For example, one video is titled "Best Ways of Differentiating Instruction for ELLs."
- The materials explicitly reference the ELPS, such as in the Reading-Writing Workshop Bridge for Unit 1, Week 3, Lesson 2. The ELL Access margin note supports ELPS 2.E.iii, which the lesson addresses. The materials guide teachers "to explain that in English, some words are used to express surprise, disgust, or other emotions."

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The Grade 1 Language Awareness Handbook on the Savvas Realize online platform provides embedded guidance for teachers to support emergent bilingual students. The scaffolded support within the lessons aims to develop students' academic vocabulary, enhance students' comprehension, and build students' background knowledge through preparation to read and interact with text sections. For example, in Unit 3, Week 1, the materials guide teachers through a lesson focused on related words using the academic vocabulary of the week. Students are instructed to identify words that share similar parts.
- Tier 1 lessons also offer tips for supporting emergent bilingual students, such as highlighting cognates in Unit 1, Week 4, Lesson 1. The ELL Language Transfer section advises teachers to "point out the Spanish cognates in 'Welcome to the Neighborhood': moving - *moviendo*."
- There is an additional "ELL Targeted Support" section in each lesson that provides added strategies to support all four proficiency levels: beginner, intermediate, advanced, and advanced-high. This section also notes the corresponding ELPS.

If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- The materials include "Dual Language Program Planning" guides, which are planning and pacing tools for dual language practitioners who use miVisión Lectura and myView Literacy to

impart their Spanish and English language arts and reading instruction. This resource helps ensure complete standards coverage of literacy standards in both languages. The guides are designed for the following dual language instructional model but may be customized to suit your language allocation needs: 50/50 time-allocation models for Spanish and English Language Arts; 60 minutes of daily instruction designated to each language; 120 daily minutes of language arts instruction over 30 weeks.

- The materials provide a Dual Language Program Planning Guide for teachers planning biliteracy units.

Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	4/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	2/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	2/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	1/1

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include the practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.

- The materials include sections titled "Unit Skills Overview," "Weeks-at-a-Glance," and "Suggested Weekly Plans," which offer a quick reference to the scope and sequence of the myView Literacy programs. Each week of the unit contains a word work focus on foundational skills (phonological awareness, phonics, and high-frequency words). The phonics skills that students learn in grade 1 progress from simple to complex concepts. In Unit 1, phonics concepts build upon one another through letter and sound correspondence. In Unit 1, students review short vowels and all consonants. In Unit 5, students learn more complex phonics skills, including vowel teams *ue*, *ew*, *oo*, *ou*, and the final stable syllable *-le*. The Unit 1 phonics scope-and-sequence includes instruction on twenty consonants and four short vowels. The materials also introduce 30 high-frequency words. In Unit 1, Week 6, students read sentences that include previously introduced letter-sound correspondences and high-frequency words in the decodable text "Quinn the Vet." For example, the text reads, "I am Quinn the vet. The van is for me. I will go to see a pet. Where is Zak? Here he is! Yip! Yap! Quit that, Zak!" By Unit 5, students are learning more complex phonics skills, including vowel teams *ue*, *ew*, *oo*, *ou*, and the final stable syllable *-le*.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The myView Literacy program provides a weekly rotation of lessons to address foundational skills. Each unit includes six weeks of instruction, with five lessons per week that address three overarching concepts: phonological awareness, phonics, and high-frequency words. The lessons are accessed in the Teacher's Edition or the Reading Routines Companion component. For example, in Unit 1's daily lesson format, the "Foundational Skills" piece guides teachers to spend 10-20 minutes on these skills during the reading workshop.
- The materials provide daily opportunities to explicitly teach and practice phonics. For example, the Reading Routines Companion includes four steps for each lesson, which follow the same routine: introduce, model, guided practice, and independent practice. In the grade 1 lesson "Words With *Dd*, *Ll*, *Hh*," the teacher begins by explaining the sounds the letters make and modeling how to write them. After modeling and guiding students through blending words with *Dd*, *Ll*, and *Hh*, students practice decoding and writing *den*, *leg*, *hen*, *dip*, *let*, and *ham*.

Materials include practice of phonics skills both in isolation and through decodable texts.

- The activity pages in the Student Interactive allow students to practice phonics skills in isolation. In Unit 1, the Student Interactive word work activities require students to write letters, identify sounds (initial or final) using pictures, match words to pictures, read individual words, and write words. Week 1, Lesson 4 focuses on the letters *Mm*, *Ss*, and *Tt*. The Student Interactive activity instructs students to identify sounds using pictures and write the corresponding letter: "(1) picture of a man—write the letter *m* to complete the word *man*"; "(2) picture of a tag—write the letter *t* to complete the word *tag*"; "(3) picture of a mat—write the letter *m* to complete the word *mat*"; "(4) picture of a sad girl—write the letter *s* to complete the word *sad*." Additionally, in Unit 3, Week 4, Lesson 1, students practice in isolation. For example, the Student Interactive activity requires students to read a list of decodable words that include the vowel sounds of *y* in the final position.
- The materials include decodable readers that provide students with authentic practice for phonics skills. These are found in the Teacher's Edition in weekly lesson plans, as well as in the Student Interactive. The weekly decodable story aligns with previously taught phonics skills and provides phonics skills practice in context. For example, in Unit 3, Week 4, Lesson 4, the lesson features a decodable reader titled "The Picnic." Teachers directly guide students to identify words that end in *y*, as well as two-syllable words with the vowel, consonant, consonant, vowel (*VCCV*) pattern: "Point to the title. The title of the story is 'The Picnic.' Point to the word *picnic*. Ask: How many syllables are in the word *picnic*? In this story, you will be reading two-syllable words and words spelled with the letter *y* that have the sounds of long *e* and long *i*."

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities for cumulative review of previously taught skills. In Unit 1, Week 6, Lesson 5 of the Teacher's Edition, students engage in a spiral review that revisits

phonics skills taught earlier in the unit. For instance, in Week 6, Lesson 5, Phonics, students review *Rr /r/*, *Ww /w/*, *Jj /j/*, and *Kk /k/*, which were previously taught in Week 5. This review covers skills that students have learned throughout the unit rather than focusing solely on the current week.

- The materials use a variety of instructional strategies with consistent routines for each phonics skill. For instance, Unit 1, Week 5, Lesson 5 offers a spiral review of sounds introduced in grade K, including *Ee /ě/*, *Dd /d/*, *Ll /l/*, and *Hh /h/*. The directions instruct the teacher to "have students name each letter as you point to it. Then, review the sound for each letter by pointing to each letter as you say the sound." This routine repeats for each spiral review. By utilizing sounds that were introduced in grade K, the materials offer a review of foundational skills before introducing new concepts.

Phonics Rule Compliance

4.2	4.2 Daily Instructional Sequence and Routines	8/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- In the Teacher's Edition, daily lessons feature direct and explicit instruction with teacher modeling. The lessons include specific and precise terms, phrasing, and statements that teachers use daily during core instruction to model new phonics skills. For example, Unit 1, Week 1, Lesson 3 of the Teacher's Edition provides the following script for teachers: "What sound does *monkey* begin with? Listen as I say the sound: /m/ (pause) /m/ (pause) *monkey*. *Monkey* begins with the sound /m/. Say the sound with me: /m/. (Repeat with the words *map* and *moon*.) What sound do *monkey*, *map*, and *moon* begin with? Yes, they all begin the sound /m/." Additionally, in Unit 3, Week 1, Lesson 1, teachers "tell students that when two letters spell one sound, the letters are called a consonant digraph, like the letters *sh* spell the sound /sh/." Teachers then model decoding words with consonant digraphs at the beginning and end of the word.
- The Reading Routines Companion includes four steps for each lesson that follow the same routine: introduce, model, guided practice, and independent practice. The text color is consistent with the Teacher's Edition, including a script in blue lettering and explicit directions in black lettering.

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- The Reading Routines Companion includes opportunities for direct and explicit guided instruction. For example, in Unit 3, Week 1, Lesson 3, the script for a lesson on contractions includes the following: "What two letters are missing? (n and o) What takes the place of the missing letters? Yes, an apostrophe. Let's read the other words. First, model writing the two

words *he* and *is*, and reading the words. Erase the letter *i*, replace it with an apostrophe, and read the word *he's*."

- The Reading Routines Companion includes opportunities for corrective feedback on the "Side B" page of the reading routine. The corrective feedback includes an "if...then" approach that allows teachers to give specific corrective feedback while knowing specifically what to model. For example, within the "Remove Phonemes: Final" lesson, Side B includes a box titled "Corrective Feedback," which states, "If students cannot remove final phonemes in words, then model how to remove final phonemes using steps 2 and 3. Next, work through the 'Make It Easier' activity."

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- Each daily lesson includes a variety of opportunities for students to practice through independent practice. The Teacher's Edition includes phonics lessons in the Student Interactive for independent practice. For example, Unit 2, Week 3, Reading Workshop Lesson 1 requires students to independently "read informational texts and place a sticky note on one detail on each page." Then, students "write down why they think the author included each detail." Unit 3, Week 1, Lesson 3 instructs students to read words and highlight apostrophes in their Student Interactive.
- Each daily lesson cycle includes opportunities for students to practice through collaborative learning. In Unit 1, Week 1, Reading-Writing Workshop Bridge Lesson 1, students work in partners to create sentences of their own and underline nouns in their sentences. In Unit 4, Week 1, Lesson 1, students "turn and talk with a partner about the details of George Washington's life" using the story in their Student Interactive.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- The materials include intentional practice activities within the "Apply: My Turn" portion of each daily lesson. The Student Interactive pages offer students opportunities to practice phonics skills introduced in the lesson. For example, Unit 2, Week 2, Lesson 2 accords with student expectation 1.2.B, which requires students to "demonstrate and apply phonetic knowledge." The independent activity in the "Apply" section directs students to "decode the words *pack*, *deck*, *tap*, *sick*, *fog*, *bat*, and *rock*, and record them in the correct list: *ck* words/not *ck* words." In Unit 4, Week 3, Lesson 4, the Student Interactive instructs students to decode words with trigraph -dge as well as match words containing trigraph -dge to pictures.
- After every fifth lesson, the materials provide opportunities to review and practice skills students have already learned earlier in the week. For instance, in Unit 3, Week 4, Lesson 5, the mini-lesson is a spiral review of long e, spelled e and ee as well as inflectional ending -ed.

Practice opportunities include only phonics skills that have been explicitly taught.

- The Teacher's Edition offers practice opportunities that include only the phonics skills that have been explicitly taught. Students apply the focus skill from a previous lesson during independent practice. For example, in Unit 1, Week 1, Lesson 4, students focus on the following phonics skills: *Mm /m/*, *Ss /s/*, and *Tt /t/*. The "Student Interactive" activity requires students to identify sounds using pictures and write the corresponding letter. This activity includes the following prompts: "(1) picture of a man—write the letter *m* for *man*"; "(2) picture of a tag—write the letter *t* for *tag*"; "(3) picture of a mat—write the letter *m* for *mat*"; "(4) picture of a sad girl—write the letter *s* for *sad*." In Unit 4, Week 3, Lesson 4, the phonics lesson

emphasizes that "a trigraph is three letters that spell one sound. The letters *dge* spell the sound /j/." During the "Model and Practice" portion of the lesson, teachers model using the word *badge* as students practice decoding the words *judge*, *wedge*, and *edge*.

- Each week of the unit contains a "Word Study" lesson on foundation skills (phonological awareness, phonics, and high-frequency words). In Unit 1, Week 1, the "Word Study" lesson focuses on short a, Mm /m/, Ss /s/, and Tt /t/. In Unit 1, Week 2, the "Word Study" lesson focuses on short i, Cc /k/, Pp /p/, and Nn /n/. Students also learn or review the following high-frequency words: *a*, *I*, *is*, *his*, *see*, *we*, *like*, *the*, *one*, and *do*. In Week 2, students read the following sentences in the decodable text *Tip the Cat*: "We can see one cat. We can see one pan. We can pat Tip the cat. Tip can sit in the pan. Tip can nap in the pan. Do we like it? We do!" Students use skills they learned in Week 1.
- Each unit's decodable texts offer practice opportunities that include only the phonics skills that students have previously learned. Each decodable text during Lesson 4 addresses previous phonics skill that students have learned. For example, in Unit 1, Week 2, Lesson 4, the decodable text requires students to decode words with short /i/, which is a skill they learned in Lesson 2 earlier in the week.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Each unit's decodable texts offer practice opportunities that include only the phonics skills that have been explicitly taught. Teachers can also find references to the decodable books in the "Daily Phonics" lessons in the Teacher's Edition. For example, in Unit 4, Week 3, Lesson 4, teachers instruct students to turn to the story *Cars by Bob* in their Student Interactive. The decodable texts become more complex as students learn additional phonics skills. For example, the decodable text *Mats*, used in Unit 1, contains consonant-vowel-consonant (CVC) words and a few high-frequency words. The Unit 5 decodable text, *My Youth Troop*, contains high-frequency words taught throughout the year, as well as words with vowel teams, affixes, and CVCe words.
- The "Decodable Books" section of the online platform provides specific guidance on which decodable texts teachers should use for summative practice after lessons. Each decodable text is labeled by "Unit" and "Week," ensuring that students receive cumulative practice of taught phonics skills.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- The daily phonics lessons in the Teacher's Edition provide practice decoding words in isolation that include the explicitly taught sound-spelling pattern. The lessons present word lists. For example, in Unit 3, Week 4, Lesson 2, after learning the long e and long i sounds of y at the end of a word, the Student Interactive practice page presents the following list of words for students to read: *my*, *by*, *shy*, *sleepy*, *windy*, *copy*, *try*, *dry*, *fry*, *happy*, *funny*, and *silly*. Lesson 4 offers a decodable story, *The Picnic*, that includes sentences with words utilizing both the long e and long i sound spelled y.

- The materials provide students with practice decoding words in connected text following explicit instruction on the sound-spelling pattern. For instance, in Unit 4, Week 3, Lesson 2, students are explicitly taught comparative endings -er and -est. During guided practice, teachers assist students in using words with comparative endings in sentences. The materials direct teachers to do the following: "On the board, write: _____ is hard to do. Have another student suggest something they think is harder to do. Write: _____ is harder to do than _____. Then have a student suggest something he or she thinks is harder than either of the first two suggestions." In independent practice, students read sentences and identify words with -er and -est.

Phonics Rule Compliance

4.4	Assessment	7/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. Materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

Materials include a variety of assessment tools that are developmentally appropriate.

- The materials include the Savvas Realize online platform, which offers a range of assessments, including baseline, middle-of-year, and end-of-year tests, inquiry-based project rubrics and checklists, as well as weekly progress check-ups. These assessments are available in paper and pencil as well as online formats to gauge student learning. The materials additionally offer summative unit assessments. For instance, in the assessment for Unit 1, students answer listening comprehension questions, identify high-frequency words, undergo an oral assessment of beginning, middle, and ending sounds, identify complete sentences, and complete a running record measuring oral reading fluency.
- In the reading workshop lessons, the materials include "Quick Check" and "Apply" formative assessment sections that connect to teacher-led small-group instruction options. In Unit 1, Week 3, Lesson 1, the "Quick Check" section assesses whether students "identify the elements of realistic fiction." Teachers receive page numbers in the Teacher's Edition for intervention or extension lessons based on student performance on one of the two "Apply" assessments. Within this lesson, one option involves students using the story "Game Over" to "identify the characters and discuss what makes the characters seem real." Another option within the lesson allows students to "take notes on the characters they read about and the text and pictures that make these characters seem real." In Unit 3, Week 4, Lesson 2's "Apply" section, teachers choose from two options to assess students' ability to decode and write words with long *e* and long *i* spelled *y*. The first option is a paper and pencil assessment in the student interactive, and the second option involves a hands-on activity in which students use

letter tiles to "spell words ending in y, and then say what sound the letter y spells in each word."

Materials include clear, consistent directions for accurate administration of assessments.

- The Teacher's Manual and answer keys within the summative assessments include clear directions for the accurate administration of assessments. For example, in the "Word Recognition" section of the Baseline Assessment, the materials prompt the teacher to say, "Now I will ask you to find some words. I will read a word in a sentence and ask you to find the word. You will read the three words in the box and draw a circle around the word I say. We will do a practice question first. Listen carefully."
- All assessments in the materials are administered either online or using paper and pencil. The materials provide students with consistent directions, whether through the embedded online audio directions or the "Teacher Scripting" document. For example, the audio directions for the fourth prompt in Unit 1, Week 3's assessment state, "The pot is on the stove. Which word has the same sound as the o in pot? *One, top, open...* choose the word that has the same sound as the o in pot." As the "Teacher Scripting" document for the fourth prompt states, "The pot is on the stove. Which word has the same sound as the o in pot? *One...top...open?* Fill in the circle next to the word that has the same sound as the o in pot."

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

- The Weekly Progress Check-Up, located in the "Assessments and Practice" section of the Savvas Realize online platform, serves as a progress monitoring tool that accurately measures students' acquisition of grade-level phonics skills. These check-ups are aligned with the TEKS as well as the weekly lessons, ensuring the measurement of grade-level standards. For example, items 6-10 on the Unit 1, Week 1 Progress Check-Up focus on short *a*, *Mm*, *Ss*, and *Tt*. This focus aligns directly with the lessons from that week, which demonstrate accurate measurement of the skills.
- The Teacher's Manual and answer keys within the summative assessments include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. For example, the Baseline Assessment tests students on phonics, word recognition, listening comprehension, and phonemic awareness with an optional fluency assessment. Teachers are given student checklists and Baseline Assessment student record charts to use as progress monitoring tools. The Student Record Chart included in the Summative Assessment Guide breaks down student performance across the five sections of each unit, middle-of-year, and end-of-year tests: these sections include "Listening/Reading Comprehension," "High-Frequency Words," "Phonics," "Conventions," and "Writing." Teachers record the student score in each subsection, and the materials also provide an area to take notes.

Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

- The materials include a variety of assessments that span the school year: this includes a baseline test, a unit test, a middle-of-the-year test, an end-of-the-year test, formative assessments (e.g., quick checks, rubrics, and conferencing checklists), cold reads, progress check-ups, and project-based inquiries.
- Teachers find student record charts in the "myView Progress Check-Ups" and "myView Summative Assessments" sections of the online platform. These tools accurately measure students' acquisition of grade-level phonics skills. As the materials explain, teachers use the platform "to record a student's scores on myView Progress Check-Ups and myView Summative Assessments, including unit, middle-of-year, and end-of-year tests."

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	6/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

- Within the Assessment Guide, the "Student Progress Report: Grade 1" chart lists skills according to student expectations taught in the program. Teachers record each student's progress toward mastery of the Texas Essential Knowledge and Skills (TEKS) covered during the school year. The chart includes three columns to record student progress throughout the year.
- The Assessment Guide includes a data management system for tracking individual student progress. According to the materials, "the 'Data' tab of Savvas Realize provides class and student data, including scores by assessment, question, and standard; overall progress; and time on task for content completed online. Teachers can view data for individual students in the class, scores by standards, progress reports, and usage reports." The "Date" tab breaks down assessments by standard, but not by skill. For example, on the Middle-of-Year Assessment, one question reads, "Do you have a pet? Which word has the same short e sound as pet?" The question uses student expectation 1.2.B.i: "Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences."

Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

- The materials include digital data management tools that allow teachers to document class progress on standards. According to the materials, "the myView Digital Reporting tools will allow [teachers] to easily track and monitor benchmark data from the myView Baseline Test, myView Middle-of-Year Test, and myView Unit Tests. Reports are available to show student scores by assessment, by question, and by standard."
- In the Progress Check-Ups Teacher's Manual & Answer Key, the "Class Progress Chart" allows teachers to list students' names in each row and their scores in each column. This gives an overall view of student scores.

Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- The Assessment Guide offers guidance to teachers regarding the frequency of progress monitoring according to students' strengths and needs. The materials state that "formative and informal assessments capture student achievements and identify concerns during instruction. Combining observations, running records, inventories, small-group conferences, surveys, self-assessments, and Weekly Progress Check-Up quizzes helps teachers understand student progress." The materials offer blanket guidance to administer assessments at certain points throughout the year.
- Teachers administer weekly Progress Check-Ups either online or via paper and pencil. These check-ups measure student progress on "high-frequency words, phonics, comprehension, and writing" from that week's lessons. The data from these assessments are used to determine intervention lessons and groupings. According to the materials, "If a student receives a low score on a Progress Check-Up or shows a lack of adequate progress during the year, use myFocus Intervention, Level A to provide the student with additional opportunities to practice high-frequency words, phonics, comprehension, and writing."
- The myFocus Intervention Teacher's Guide offers support for students who need intervention. This is in the "Intervention" section of the Savvas Realize online platform. The guide includes lessons with reproducible student pages and checkpoint assessments in foundational skills such as phonics. The materials include checkpoint assessments "after a series of related lessons within a strand." These assessments help teachers "determine students' proficiency across multiple lessons of instruction" and help "shape future instruction."

Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

- The materials include "Formative Assessment Options" and "Quick Check" sections throughout the units. For example, in the Unit 2, Week 1, Lesson 4 Word Work lesson, the materials provide teachers with a "Quick Check" task, as well as next steps for struggling and on-level students. According to the materials, "if students struggle, revisit instruction for

phonics in Small Group. If students show understanding, extend instruction for phonics in Small Group." Small group guidance includes teacher-led options for intervention and strategy groups, as well as independent and collaborative activities to extend learning.

- Teachers use the myFocus Intervention Level A materials to deliver intervention to students who receive a low score on a Progress Check-Up or demonstrate a lack of adequate progress. The manual provides detailed item analysis to guide the next steps for intervention. As the materials explain, "alignments between individual assessment items and lessons in myFocus Intervention are provided on the Item Analysis Charts."

Foundational Skills

5.A.1	Print Awareness K-1	3/5
5.A.1a	Materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. (K-1) (T)	2/4
5.A.1b	Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S)	1/1

Materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness, including how print has different purposes. Materials do not include guidance for the teacher to provide regular review of print concepts, including how print has different purposes. Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats.

Evidence includes, but is not limited to:

Materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. (K-1) (T)

- Unit 1, Week 3 of the Writing Workshop in the Teacher's Edition provides teachers explicit instruction in print awareness. The materials include two lessons about exploring the features of fiction and nonfiction books. Teachers model print awareness and draw students' attention to the title, author, illustrator, title page, words, and pictures throughout the book. Teachers also focus "on the structure of how the features are organized for each fiction book," mentioning that fiction books are often made-up stories and include characters, setting, and plot." Students complete a similar routine for the nonfiction lesson. The Reading-Writing Workshop Bridge for Unit 2, Week 2, Lesson 3 is titled "Teach Declarative Sentences." Teachers "explain to students that declarative sentences tell about something. They are telling sentences. Tell students that declarative sentences start with a capital letter and end with a period." Students then share a declarative sentence and point out its features.
- The materials provide explicit scripts for teaching print concepts and print awareness. However, the materials do not include consistent opportunities for the regular review of print concepts and print awareness. The TEKS Correlation Guide lists coverage of student expectation 1.2.D—"demonstrate print awareness by identifying the information that different parts of a book provide"—in Unit 1, Week 3 of the Student Interactive and Teacher's Edition.

Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S)

- Unit 1, Week 3's Writing Workshop includes four lessons: "Explore Features of a Fiction Book," "Apply Features of a Fiction Book," "Explore Features of a Nonfiction Book," and "Apply

Features of a Nonfiction Book." Teachers show how to find features in both genres using a stack of books. Students then practice applying these features in their Student Interactive. For example, in the nonfiction lesson, teachers locate and explain the table of contents, chapter titles, page numbers, index, and glossary. The Student Interactive includes examples of nonfiction features and instructs students to "circle the part of a book that tells the meanings of important words, highlight the part of a book that tells the section titles, and underline the part of a book that lists the topics."

- Students apply print awareness concepts to a drama in Unit 2, Week 5, Lesson 2. Students read the drama *Bigger Shoes for the Big Race* in their Student Interactive. Teachers inform students, "This page has the title of this text. It also tells you who the author and the illustrator of the text are. Because this is a drama, or play, this page tells the setting and the names of the characters." Students point to the author's [and] illustrator's name and tell what each one does." Students then identify the setting and characters.
- Additionally, Unit 4, Week 1, Lesson 2's Reading Workshop addresses print awareness. Students use their Student Interactive to identify the "title, author's name, and illustrator's name" of the biography *Through Georgia's Eyes*. Teachers instruct students to "point to the parts of the page that the author did and the parts that the illustrator did."

Foundational Skills

5.B.1	Oral Language Development	21/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	9/9

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- The materials include several opportunities for students to practice oracy and oral language. The Resource Download center provides such opportunities to teachers.
- In the "Speaking and Listening" section of the Resource Download Center, teachers can find four pages of printables that address oral language and oracy, offering teachers explicit instructional guidance for collaborative conversations. This section includes guidance on whole class discussion (talk, draw, share and listen, ask), small group discussion (draw, share and listen, ask, respond), paired discussion (introduce, discuss, draw, share and ask), and retell (the materials provide a *yes/no* chart with story elements such as characters, setting, problem, events, and endings).
- At the bottom of each printable, the materials provide teachers with detailed instructions to help students integrate these practices into collaborative discussions. For example, in one of the "Small Group Discussion" guides, teachers provide students the following sentence frame: "What questions do you have? Use words like these and wait to hear answers. I did not understand _____. Can you tell me more about _____?"
- Unit 1, Week 4 of the Teacher's Guide includes an "Asking and Answering Questions" Writing Workshop lesson, which provides instructional guidance on oral language development through modeling and thinking aloud. For example, teachers choose a book and inform students that "authors meet with other authors to make their writing better. When they meet, they ask each other questions about their writing. Let's read this book together and ask the

author some questions." Teachers read the book aloud. Teachers then model asking questions and write them on the board. Next, students have the opportunity to practice in their Student Interactive.

- The Unit 1, Week 1 "Writing Club" lesson introduces writing club activities to students. Teachers instruct students on social communication. The Student Interactive tells students to "relate, or tell, about your experience writing" and "express your needs and feelings about writing." The Student Interactive tells students not to "be shy. Teamwork leads to great results!" Teachers read this information aloud and then ask additional questions: "What are some ways to show respect when you are listening to others read their writing?"; "Why shouldn't you be shy?"; "What are some helpful comments that you might make?"

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- Unit 1, Week 5, Week 6's Writing Workshop includes a "How to Celebrate" lesson in which teachers explain what social communication is. Students then get an opportunity to speak about their writing. Students also share their writing with the class while following the rules for celebration.
- The materials include opportunities for students to engage in academic communication for a variety of purposes and audiences. For example, in Unit 1, Week 6, Lesson 2, after explicit instruction in generating questions for research, students work "collaboratively to discuss how they can use the source to gather information." Teachers tell "students to follow the rules for discussion, including listening to each other, speaking when recognized, and making appropriate contributions." In Unit 3, Week 6 of the Language Awareness Handbook, students are guided to discuss the text they have read. They read an opinion and identify a persuasive word. Then, students complete the following sentence frame: "The author thinks that everyone ___ read folktales." The materials provide additional sentence frames to help students "restate the author's opinion as needed: I believe that ___. People need ___. It is important to ___."
- The Resource Download Center in the Savvas Realize online platform includes resources that guide students in "Speaking and Listening" activities. One activity on paired discussions includes explicit directions and sentence stems such as the following: "Speak clearly and use words like these to share your ideas. I think _____. I wonder _____. I like your idea about _____ because _____."

Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

- Each unit's "Project-Based Inquiry" lessons include multiple "Collaborate" sections, which offer students authentic opportunities to actively listen, ask questions, engage in discussions to understand information, and share ideas. The "Project-Based Inquiry" lesson in Unit 4 requires students to conduct an interview with an older person about someone important to them. Students learn what an interview is and how to generate questions for the interview. In Unit 5, Week 6, Lesson 2, students complete an activity in their Student Interactive that

requires them to "work collaboratively to write their season and one question about their season." Then, students must "follow rules for discussion, including listening to each other, speaking when recognized, and making appropriate contributions." The 4-Point Research Rubric in each "Project-Based Inquiry" lesson includes a "Speaking and Listening" section for assessing oral presentations in the final project. A score of "4" requires students to "speak clearly at a good rate and listen actively."

Foundational Skills

5.C.2	Letter-Sound Correspondence	17/18
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	1/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S)	12/12

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. Materials do not include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable words in isolation and decodable connected text. Materials include a variety of activities and resources for students to decode multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)

- The materials systematically introduce letter-sound relationships, enabling direct application to decoding skills. The "Skills Overview" section presents letter-sound correspondences starting with letters that immediately facilitate decoding CVC words. For example, in Unit 1, Week 1, students learn the letter-sound correspondences for *Mm /m/, Tt /t/, Ss /s/,* and short vowel *Aa /a/* first, allowing students to read and write CVC words like *mat, tam, sat,* and *Sam*. Students construct sentences such as, "Sam sat. Sam sat at a mat." The materials follow a systematic sequence for introducing letter-sound relationships that increase in difficulty. For example, the Unit 1 "Skills Overview" section focuses on reviewing letters and sounds. In Unit 4, students learn more complex skills such as r-controlled vowels, inflectional endings, and trigraphs.
- The Teacher's Edition provides teachers with specific language to directly introduce letter-sound relationships. For instance, in Unit 5, Week 1, Lesson 2, the teacher's script instructs teachers to hold up a picture of a fox, emphasizing the short /o/ sound, and then a picture of a

nose to highlight the long /o/ sound. Teachers model using the Student Interactive, after which students independently circle the correct spelling in their Student Interactive.

Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2) (T)

- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in decoding words with long vowels focused on connecting phonemes to letters within words. In Unit 1, Week 2, the materials guide teachers to say the following: "The word mat has a consonant-vowel-consonant pattern. The vowel in this pattern is usually short. Write the word mat on the board with CVC on top." This lesson continues with the teacher saying, "The word make has the long vowel sound /a/, and the /e/ is silent. This pattern is called a consonant-vowel-consonant-silent e. In this pattern, the first vowel is usually long." As the lesson continues, teachers write CVCe over the word make.
- The materials include guidance for the teacher to provide explanatory feedback to students based on common errors but not common misconceptions. The Reading Routines Companion includes a "Corrective Feedback" section in each lesson, this section advises teachers to repeat modeling and give extra practice to students who are not proficient in decoding. For example, in the "r-Controlled Vowels" lesson in the Reading Routines Companion, the "Corrective Feedback" section simply repeats the modeling from Steps 2-3 on the previous page. The materials also advise students to work through the "Make it Easier" activity, which provides a differentiated activity but does not provide teacher feedback for explaining common errors and misconceptions. Additionally, in the "Word Work" phonics lessons and small group lessons in the Teacher's Guide, materials direct teachers to repeat instruction for students who do not master skills but do not give teachers guidance for explanatory feedback.

Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR.2.A & 2.A.3)

(S)

- The "Student Interactive" materials provide a variety of activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode words in isolation. The materials provide students lists of words to read (both independently and with partners), picture cards, matching activities, and fill-in-the-blank sentences. For example, in Unit 5, Week 3, Lesson 4, after learning to decode and encode words with prefixes *re-* and *un-*, students read a list of words and "write the correct prefix to create a word that fits the definition" in their Student Interactive.
- The materials include decodable texts that serve as a resource for students to practice and apply their cumulative knowledge of letter-sound correspondence to decode in context. The "Weekly Lesson Plan" resource includes decodable texts at the end of the week. This resource includes the sounds introduced during the week prior to reading the decodable text as well as

previously learned sounds. For example, in Unit 1, students review consonant sounds and short vowels. Students also learn or review several high-frequency words. In Week 6 of the unit, students read the following sentences in the decodable text *Quinn the Vet*: "I am Quinn the vet. The van is for me. I will go to see a pet. Where is Zak? Here he is! Yip! Yap! Quit that, Zak!"

Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

- The "Foundational Skills" section of the Reading Workshop provides a systematic sequence for phonological awareness activities in each unit. Each unit includes student practice on phoneme segmentation, blending, manipulation, addition, and deletion. For example, in Unit 1, students focus on recognizing alliteration. In Unit 2, students produce rhyming words. In Unit 3, students produce syllables.
- The materials include the Reading Routines Companion, located in the Foundational Skills Kit in the Savvas Realize online platform. The Reading Routines Companion follows a systematic sequence for teaching phonological awareness skills that align with the TEKS. For example,

the Reading Routines Companion contains lessons on identifying alliteration, identifying and producing rhyming words, as well as phoneme isolation, blending, distinguishing, and manipulation.

Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR

2.A & 2.A.2) (T)

- The materials include direct and explicit instruction for teaching phonological awareness skills. In Unit 1, Week 1, Lesson 1, the materials provide the teacher with a script for teaching segmenting and blending with explicit words and phrases to say in blue text. In Unit 3, Week 3, Lesson 3, the materials include a script with explicit instruction in blue text on how to blend sounds to form the word *tree*.
- The Reading Routines Companion includes specific phrases and scripted statements for teachers to use for teaching phonological awareness skills. For example, in a lesson on identifying alliteration with /m/, the teacher's directions state, "Emphasize initial sound /m/ as you say these words: *marble, mail, menu*. Have students repeat the words after you. What sound do you hear at the beginning of each word? (/m/)." Teachers then play a game of "I Spy" with the students by offering students various clues for items around the classroom that begin with /m/ (e.g. *marker, map*).
- In the Reading Routines Companion, the materials offer teachers phonological awareness lessons that include a prompt for "corrective feedback." This feedback provides an "if... then..." guide for teachers. For instance, in the lesson titled "Isolate Phonemes: Medial /i/," the corrective feedback says, "If students cannot identify medial /i/ in a word, then model how to segment each sound to identify medial /i/ using Steps 2 and 3. Next, work through the 'Make It Easier' activity." Steps 2 and 3 are part of the original lesson plan.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials include a variety of activities and resources with picture cards to help students make connections. Skills continue to become more complex, requiring students to use previous unit lesson foundations. For example, in Unit 1, Week 1, students recognize alliteration. In Week 2, students continue practicing alliteration with complex words. In Week 3, students continue practicing alliteration with even more complex words. In Unit 2, Weeks 2 and 3, students produce rhyming words.
- The materials include the myFocus Intervention Teacher's Guide, found in the "Intervention" section of the Savvas Realize online platform. This guide offers teachers scaffolded lessons on foundational skills, reading comprehension, and writing. The routines feature various activities to reinforce phonological awareness. For example, Lesson 1, titled "Identify and Produce Rhyme and Alliteration," includes kinesthetic memory-building activities (clapping) to help students count syllables. The lesson also provides visuals to extend the lesson.

- The Resource Download Center on the Savvas Realize online platform offers literacy stations through which students practice and improve the phonological awareness skills they have learned. In the Listen Up! literacy station, students "listen for sounds as they say the name of the image on picture cards and match words that rhyme or sort by initial, medial, or final sounds." The materials include another hands-on activity in which students say words that rhyme with the words *sing*, *bang*, *think*, and *junk*. Then, students say the ending sound and find picture cards with this sound.
- The "Sound Rainforest" section on the Savvas Realize digital platform offers online interactive activities to practice and reinforce phonological awareness skills like rhyming words, initial sounds, and initial blends. Teachers project the activities to the class, or students use them on individual devices. Teachers assign activities based on student needs for remediation or acceleration. In the "Words that Rhyme with Bee and Fly" activity, students drag pictures that rhyme with *bee* into one section, and words that rhyme with *fly* into another. If needed, students click on the picture to hear its name.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	13/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	3/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.2c	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

- The "Skills Overview" section provides a systematic sequence for introducing phonemic awareness activities by adding phonemes before moving on to the more complex skill of substituting phonemes. In Unit 1, Week 3, Lesson 5, students add phonemes. In Unit 1, Week 6, Lesson 5, students change phonemes. These skills move in a progression from simple to more complex phonemic awareness skills. Because the materials introduced all of the phonemic awareness skills in kindergarten, Units 2–5 provide students with a variety of phonemes to reinforce phonemic awareness skills.
- The materials include phonemic awareness activities that include more complex practices such as adding, deleting, and substituting phonemes. In Unit 1, Week 3, Word Work Lesson 5, the teacher says, "Say the word *at*. Listen to the sounds in *at*: /a/ /t/. Now listen to this word: *bat*. What sound did I add to *at* to make the word *bat*? Yes, I added the sound /b/." Then, students practice recognizing the change in four more pairs of words. In Lesson 6, the teacher

shows students how to change the middle sound in *cap* to the long *a* sound to make *cape*. Then, the teacher removes the *c* to make *ape*. Students practice adding, deleting, and changing phonemes in words like *net* (*night, kite, kit*), *man* (*mane, rain, train*), and *cat* (*rat, rate, crate*).

Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2) (T)

- The Teacher's Edition includes direct and explicit instruction for teaching phonemic awareness. For example, in Unit 1, Week 1, Lesson 3, the teacher's script says, "Listen as I say the sounds in the word *bit*: /b/ /i/ /t/. Now I'll say the sounds in another word: /b/ /i/ /t/. (pause) *bite*. What changed in the word *bit* to make it *bite*? Yes, the /i/ sound has changed." Students are then prompted to raise their hands when they recognize that a phoneme is changed in other words.
- The Reading Routines Companion offers corrective feedback in each lesson for students who are below level. For example, if students struggle to segment and blend phonemes in the lesson titled "Segment and Blend Phonemes: Medial /a/ and Initial/Final /m/, /s/, /t/," the materials instruct the teacher to incorporate visual and tactile support for segmenting and blending. The materials instruct the teacher to do the following: "Model holding the palms of your hands together as you say the word *sap*. Now hold your hands together and say *sap*. Then model moving your hands out from each other as you say each sound: /s/ /a/ /p/. Have students repeat your motions as they say: /s/ /a/ /p/. Next, clap your hands together as you blend the sounds to say the word: *sap*. Have students clap their hands together as they say: *sap*."

Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR.2.A.1) (T)

- The Teacher's Edition provides direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle. For example, in Unit 1, Week 3, Lesson 2, students decode and write words with the short vowel *o*. Students practice decoding a list of short *o* words. Then, students practice encoding and identifying short *o* words in sentences. In Unit 4, Week 1, students learn to decode words with r-controlled vowel *ar* in Lesson 1. In Lesson 2, students decode and write words with the r-controlled vowel *ar*.
- Students transition from performing oral language activities as a whole group to independently performing basic decoding and encoding activities in their Student Interactive. For example, in Unit 4, Week 1, Lesson 2, after students blend words with r-controlled *ar*, students work in their Student Interactive to decode a list of words consisting of the r-controlled *ar*. Next, students are prompted to write *ar* to finish each word, and then read each word they have completed.
- One of the Listen Up! literacy stations is titled "Match Sounds and Pictures," which requires students to sort picture cards into two piles: one for cards with the long *u* sound and another

for cards without this sound. Students then take two words from the long *u* sound pile, combine them, and draw a picture representing the combination (e.g., *blue juice*). This activity moves from pictures to words, illustrating both direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle. The materials thus support students in their transition from oral language activities to basic decoding and encoding.

Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR.2.A & 2.A.3) (S)

- The materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, Unit 1, Week 5, Lesson 1 in the Teacher’s Edition directs students to use their Student Interactive to name each picture and listen to the sound at the beginning of the words. For example, the materials direct teachers to "say each sound as [they] name each picture. Listen to the sound of the beginning of the words *rock*, *web*, *jug*, and *quite*." In Unit 3, Week 1, Lesson 1, the teacher models how to segment and blend the sounds in the word *ruler*. Students practice in a whole group setting with five additional words. Students then independently use pictures in their Student Interactive to blend and segment sounds.
- The online platform includes a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. The "Sound Rainforest" section of the online platform includes activities that can either be projected to a class or accessed on individual student devices. For example, the activity titled "Vowel Sounds in Girl" provides 10 pictures for students to sort based on their vowel sounds. There are no printed letters on the games, only oral directions, which reinforce students’ phonemic awareness skills. Another activity titled "Vowel Sound in Jar" requires students to sort nine pictures into two categories: words that have the /*ar*/ vowel sound and words that do not. Again, students perform this activity with pictures and oral directions.

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1)(T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)

- The "Skills Overview" section at the beginning of each unit provides a clear sequence for teaching grade-level sound-spelling patterns. Each week specifies the sound-spelling sequence and the aligned TEKS. For example, in Unit 1, Week 1, students decode and write consonant-vowel-consonant (CVC) words with short *a*. In Unit 2, Week 1, students decode and write consonant-consonant-vowel-consonant (CCVC) and consonant-vowel-consonant-consonant (CVCC) words with initial consonant blends. In Unit 3, Week 1, students write contractions. In Week 2, students write words with long *o*, spelled VCe. In Week 3, students decode and write words with long *e*, spelled e or ee. In Week 4, students write words with vowel sounds of *y*. In Week 5, students write words with consonant patterns *ng* and *nk*.
- The Reading Routines Companion provides lessons that follow a systematic sequence for introducing, remediating, and extending grade-level sound-spelling patterns. The Phonics Routines in the myView Literacy Crosswalk (table of contents) are aligned with the scope and sequence from the Teacher's Edition and provide practice with grade-level sound-spelling patterns. For example, the materials introduce long *e* and *i* vowel-consonant-e spellings before final *y* vowel sounds /ē/ and /ī/.

Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR.2.A.1) (T)

- Both the Teacher’s Edition and the Reading Routines Companion utilize color-coded text to differentiate between teacher guidance and "explicit teacher talk" (blue text) for modeling. This coding structure supports the use of specific terms, phrasing, and statements during core instruction. Coding this language as "explicit teacher talk" with blue font emphasizes important points about grade-level sound-spelling patterns.
- Unit 1, Week 1, Lesson 3 in the Teacher Edition provides an example of how the lesson guidance uses specific terms, phrasing, and statements. The teacher’s script reads: "What sound does *monkey* begin with? Listen as I say the sound: /m/ (pause) /m/ (pause) *monkey*. *Monkey* begins with the sound /m/. Say the sound with me: /m/. (Repeat with the words *map* and *moon*.) What sound do *monkey*, *map*, and *moon* begin with? Yes, they all begin the sound /m/." In the "Teacher-Led Options" section of the "Word Work Strategy" group in Unit 4, Week 2, Lesson 2, the directions state to "display Sound-Spelling Cards 67, 72, and 104. Say: The letters *er* spell the sound /ér/ in *fern*. The letters *ir* spell the sound /ér/ in *girl*. The letters *ur* spell the sound /ér/ in *curtains*." The students read additional words with the sound /ér/ and identify how the sound is spelled.
- The teacher’s script in the Reading Routines Companion provides direct and explicit instruction. In the second step of the "Long *i* (VCe) Words" lesson, the teacher shows students the word *pine* and says, "This is the word *pine*. *Pine* has the long *i* sound in the middle. Segment and blend the sounds in this word with me: /p/ /ī/ /n/, *pine*." Students then sweep the letters and blend the sounds in the word.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR.2.A.1) (T)

- The Teacher's Edition lessons offer various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns through partner spelling, pointing and sliding fingers from left to right, working with partners, using letter tiles, and writing. For example, in Unit 1, Week 1, Lesson 2, students practice writing the letter *a* on the "Short *a*" page of the Student Interactive. The materials provide another activity in which students identify words with the medial /a/ sound and write an *a* under the words. Teachers also reinforce grade-level sound spelling by reviewing units at the end of the week. For example, in Unit 3, Week 4, Lesson 5’s Spiral Review titled "Long *e*, Spelled *e*, *ee*, Inflectional ending *-ed*," the materials direct teachers to "review the spellings of the sound /e/ spelled *e* and *ee*. Then review the inflectional ending *-ed*, and tell students that this ending is added to words that are verbs to make action happen in the past." Next, students spell words from a list with sounds /e/, spelled as *e*, *ee*, and *-ed*.
- The Reading Routines Companion includes various activities and resources for students to develop, practice, and review skills. Students use letter tiles, point to individual letters in Elkonin boxes, and write words. Teachers review after each lesson with the "Make it Easier"

and "Make it Harder" extension activities. For example, after learning final consonant blends /ng/, the "Make It Harder" section requires students to work with a partner to review /ng/. One partner says words that end in /ng/, while the other partner spells them.

- The Foundational Skills Kit on the Savvas Realize digital platform offers Skills Overview-aligned interactive phonics games, enabling students' independent review and practice of sound-spelling patterns throughout the school year. The "myView Literacy Grade 1 Digital Practice Activities" document provides a gateway between these activities and the "Reading Routines Companion" lessons. Teachers project these activities, or they are accessed on individual student devices. Unit 1, Week 1, Reading Workshop Lessons 2 and 3 review short *a*, *Mm* /m/, *Ss* /s/, and *Tt* /t/. The "Phonics: Consonant *Mm*, *Ss*, *Tt*; Vowel *Aa*" digital practice activity aligns to the lessons. Students "match each picture to the letter that spells the sound at the beginning of each picture name." Students click on the pictures to hear the picture names, as well as receive immediate feedback after completing the activity.

Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A.1 & 2.A.3) (S)

- Materials provide a variety of student activities to decode and encode words in isolation. For example, in Unit 3, Week 4, Lesson 2, students are asked to decode words with the sound of long *i* spelled *y*—a skill they will have learned earlier in the week. In their Student Interactive, students read word lists, write *y* to finish words, and write a sentence that "includes a word with the vowel *i* spelled *y*."
- The materials include decodable texts in each unit, which support students in decoding and encoding words that feature spelling patterns they have learned. For example, in Unit 1, Week 2, students are asked to read several sentences in the decodable text *Tip the Cat*, including "We can see one cat," "We can see one pan," "We can pat Tip the cat," "Tip can sit in the pan," "Tip can nap in the pan," and "Do we like it? We do!" The decodable texts provide an opportunity for students to apply previously taught sound-spelling patterns from Week 1 and Week 2. In the Unit 2, Week 4, Lesson 4 story *Beth and Nash*, students are asked to "highlight the four words that have the same ending sound as bath, underline two words with the inflectional ending *-ing*, and highlight the three words with the *sh* sound." The words students identify in the decodable text contain sound-spelling patterns that have been introduced throughout the unit.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	2/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	4/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1)(S)	12/12

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)

- The "Skills Overview" section at the beginning of each unit systematically introduces regular and irregular high-frequency words. Each week lists the high-frequency words, so teachers see the progression throughout the unit. There are 150 high-frequency words taught throughout the material.
- In each high-frequency word lesson, the teacher builds upon the scope and sequence by asking students to point out letters that they know. For example, the Unit 1, Week 3, Lesson 3 High-Frequency Words mini-lesson introduces the words *are*, *by*, *look*, *was*, and *you*. Teachers "show students sound-spelling patterns they know within each word."
- Words often follow common spelling patterns, enabling teachers to provide explicit instruction to targeted groups. For example, in Unit 1, Week 6, students learn the words *where*, *here*, *for*, *me*, and *go*. This allows teachers to focus on similar spelling patterns (*where*, *here*) and consonant-vowel words (*me*, *go*).

Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)

- In the "Word Work" section of the Teacher's Guide, teachers are guided to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, in Unit 2, Week 1, Lesson 3, the teacher follows a script written in blue text. The script explicitly introduces the word *saw*. The teacher says, "This word is *saw*. It has three letters: *s*, *a*, and *w*." Students then spell the word, write a sentence with it, and read the word aloud.
- In Unit 3, Week 4, the materials introduce the high-frequency words *now*, *down*, *there*, *drink*, and *together*. In Lesson 1, the directions instruct teachers to "Write the high-frequency words down: *drink*, *now*, *there*, *together*. Display the words and have students practice them. Point to each word as you read it. Then spell the word and read it again. Have students spell and read the words with you. Then have students write the words in their notebooks." In Lesson 3, the teacher instructs students to open their Student Interactive and "read the words at the top of the page." The teacher says and spells the words with students and asks for "student volunteers to use each word in a sentence."
- The materials include explicit instruction for decoding and encoding irregular high-frequency words. For example, Unit 1, Week 1, Lesson 3 says, "Write *a*. This is the word *a*. It has only one letter. The letter *a* spells the word *a*. What other word has only one letter? The word *I*, right? Have students say and spell each high frequency word."

Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include decodable texts that align with the week's "Foundation Skills" lessons and aim to develop, practice, and reinforce students' skills at decoding and encoding regular and irregular high-frequency words. Each week of the unit contains a word work focus on foundation skills (phonological awareness, phonics, and high-frequency words). The Unit 1, Week 1 Word Study lessons related to high-frequency words focus on the words *a*, *I*, *is*, *his*, and *see*. The Unit 1, Week 2 Word Study lessons related to high-frequency words focus on the words *do*, *like*, *one*, *these*, and *we*. In Week 2 of the unit, students are asked to read the following sentences in the decodable text titled *Tip the Cat*: "We can see one cat," "We can see one pan," "We can pat Tip the Cat," "Tip can sit in the pan," "Tip can nap in the pan," and "Do we like it? We do!" Students are asked to apply their high-frequency word knowledge from Week 1 and 2 to read the decodable story in Week 2.
- The materials include a variety of activities for students to develop and practice skills at decoding regular and irregular high-frequency words. For example, the decodable texts located towards the end of each week include the week's high-frequency words. For example, in Unit 3, Week 4, students read *The Picnic*, which includes the words *down*, *drink*, *now*, *there*, and *together*.
- Students also have access to the digital game "Word Islands," an online platform for students to practice learned high-frequency words independently throughout the year. According to the

instructions, "Word Islands has 40 islands and lots of words. Each island has three levels. In the first two levels, collect the words that you hear. In the third level, beat the timed challenge to move on to a new island."

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)

- Materials consistently include opportunities for students to recognize, read, and write high-frequency words in isolation. For example, in Unit 3, Week 4, Lesson 1, the teacher directions state, "Write the high-frequency words down: *drink, now, there, together*. Display the words and have students practice them. Point to each word as you read it. Then spell the word and read it again. Have students spell and read the words with you. Then have students write the words in their notebooks."
- Teacher-led small group options in each week of every unit include a "High-Frequency Words" section for practice with the words in isolation. In Unit 2, Week 1, Lesson 2, "students make their own word cards" with the week's "high-frequency words (*my, saw, help, come, and little*) and two to three words from the previous week. Students can practice reading the words with a partner." In Unit 4, Week 5, Lesson 2, students "rewrite the high-frequency words *been, does, words, carry, and going* in a notebook" and read them aloud with a partner.
- In the myView digital download platform, the materials offer a range of activities and resources for students to recognize, read, and write high-frequency words independently. For instance, in grade 1, Unit 2, Week 2, Lesson 5, teachers provide students with a list of all the high-frequency words they have learned so far. Students pair up to divide the list equally and write the words on index cards to create flashcards. They then lay the cards face down and take turns reading them to each other in a partner game.
- The materials consistently include opportunities for students to recognize, read, and write high-frequency words in connected text. For example, in Unit 2, Week 2, Lesson 4's decodable text *The Stems*, students identify and read high-frequency words. Before reading, the teacher leads students in a review of the week's high-frequency words. In Unit 3, Week 4, Lesson 3, students work in their Student Interactive to fill in blanks with high-frequency words and then read the completed sentences.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	23/23
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR.2.A.1)	1/1
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR.2.A.1)(T)	2/2
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR.2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR.2.A.1)

- The materials include a systematic sequence for introducing syllable types and syllable division principles in the scope and sequence. In Unit 3, Week 4, Word Work Lesson 3, students are introduced to closed syllables and the vowel-consonant-consonant-vowel (VCCV) syllable pattern. When students learn VCCV words, the teacher holds up a picture of a basket and instructs them to "write the word basket, and above the letters *a* and *e*, write the letter *V* for vowel." Then, the teacher shows students how to break the word into two parts between the consonants, explaining, "In words with the syllable pattern VCCV, the syllables end in consonants and vowel sounds are usually short. The syllables are called closed syllables." Students read additional VCCV words.

- In Unit 3, Week 5, Lesson 3, students start the phonological awareness portion of the lesson by reviewing syllables and clapping the syllables for the word *tiger*. During the phonics mini-lesson, students learn about open syllables and decode words with open syllables. Students learn that a syllable ending with a long vowel sound is called an "open" syllable.

Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

- The Teacher's Edition scripts enable teachers to deliver explicit instruction. In each syllable lesson, teachers receive a script with exact wording in blue font. For instance, in Unit 3, Week 5, Lesson 3, students learn to decode words with open syllables. The scripted direction for the teacher reads, "The word is *we*. It has only one syllable and ends with the long /e/ sound spelled *e*. A syllable that ends with a long vowel sound is called an open syllable."
- For decoding and encoding, materials include sample scripts and explicit directions for teachers to provide direct instruction in applying students' understanding of syllable types to read and spell words with one or multiple syllables. For example, in Unit 3, Week 2, Lesson 2, the directions read, "Explain that words spelled *o_e* have the long *o* sound. The *e* is silent. Display and say the words *nose*, *cone*, *woke*. Box the *o* and underline the *e* in each word." Students practice reading and spelling VCe words with long *o* in their Student Interactive.
- The Grade 1 Reading Routines Companion offers additional strategies and guidance for direct instruction. Side A of the lessons aligns with the Teacher's Edition's scope and sequence according to unit and week. The lessons follow the following section structure: "Introduce," "Model," "Guide Practice," and "On Their Own." The lessons incorporate strategies like using letter tiles or cards for decoding and encoding. The "Model" section provides explicit scripting. For example, in the lesson titled "Identify and Count Syllables," the teacher's script reads, "Words are made of parts called syllables. Today we will count syllables in words." During the "Model," section, the teacher demonstrates how to clap and unblend syllables. Side B provides corrective feedback with if/then statements for remediation. For example, the materials state that "if students cannot decode words with the VCCV pattern, then model how to read words with the VCCV pattern." Side B also features activities like "Make It Easier" and "Make It Harder" to strengthen or expand students' understanding of phonics concepts.

Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The grade 1 Teacher's Edition provides a variety of activities for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words. For example, in Unit 3, Week 2, Lesson 2, students practice spelling words with long *o*, spelled *o_e*, by sorting words into word families and finding words with the VCe pattern in the dictionary. In Unit 3, Week 5, Lesson 3, students clap, listen, repeat, use pictures, and manipulate words to make

nonsense words. In Unit 5, Week 5, Lesson 2 of the Student Interactive, students decode multisyllabic words with open and closed syllables, use pictures to spell and divide words, and create a sentence using at least one multisyllabic word with open and closed syllables.

- The Reading Routines Companion offers several activities to review phonological awareness skills with syllables. In the lesson titled "Segment and Blend Syllables in Spoken Words: Two Syllables," teachers model segmenting and blending syllables as students practice with three words. The "Make It Easier" section teaches students to use their fingers to tap and segment syllables. The "Make It Harder" section requires students to generate their own words to segment and blend.
- The materials incorporate a spiral review mini-lesson into the weekly lessons to review previously taught phonics concepts. Week 5, Lesson 5, Word Work Lesson 5 offers a spiral review for syllable pattern VCCV. In this spiral review, the teacher guidance provides a quick review of how to divide words that follow the VCCV syllable pattern using the word basket. Students then read words that follow the pattern.

Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)

- The Teacher's Edition includes a variety of activities and resources for students to practice decoding and encoding using knowledge of syllable types in isolation. For example, in Unit 3, Week 5, Lesson 4, the "Decode and Write Words with Open Syllables" activity requires students to practice decoding and encoding words from a word list. Students also work in their Student Interactive using picture clues to write words in isolation to practice syllable skills. In Unit 2, Week 5, Word Work Lesson 1, students use their Student Interactive to read a list of words with long *a* spelled VCe. Students also identify and spell words with long *a* spelled VCe.
- Materials consistently provide opportunities for students to review and practice decoding and encoding single and multisyllabic words in connected text. For example, in Unit 3, Week 2, Lesson 5, students spell high-frequency and VCe words within sentences such as "I broke my foot playing soccer," "We all laughed at the joke," and "Are those boys brothers?" In Unit 3, Week 5, Lesson 4, the decodable text titled *Sing* includes practice for students to identify four words with open syllables by highlighting them. Then, students practice dividing the words into syllables.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR.2.A.1)(T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR.2.A.1 & 2.A.3)(S)	6/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)

- The “Skills, Scope, and Sequence” section for grade 1 outlines the specific unit and week that each morpheme is taught. The TEKS for grade 1 require students to use their knowledge of base words to decode common compound words, contractions, and words with inflectional endings such as *-ed*, *-s*, and *-es*. For example, Unit 2, Week 3 introduces the inflectional ending *-s*. Unit 3 covers the inflectional ending *-ed*, contractions, and compound words. Unit 5 focuses on prefixes.

Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- The Grade 1 Teacher's Edition provides guidance for the teacher to give direct and explicit instruction on recognizing common morphemes and understanding their meanings. For example, in Unit 5, Week 4, Lesson 1, the materials provide teachers a script in blue text. The teacher uses sound spelling cards to introduce the suffixes *-ly* and *-ful*. The materials then instruct the teacher to say, "The suffix *-ly* means 'in a ___ way.'" The teacher next uses the sound spelling card with *-ful* and explains, "The suffix *-ful* means 'full of.'"
- The Grade 1 Reading Routines Companion offers additional direct and explicit instruction on morphemes. The myView "Literacy Crosswalk" section provides extra lessons aligned with the unit scope and sequences. For example, Unit 2, Weeks 4-5 cover the inflectional ending *-ing*. The "Reading Routines Companion" lesson includes an introduction, modeling portion, guided practice, and an "On Their Own" section with extension and remediation activities. In the introduction, the teacher guidance states that "we can add *-ing* to the end of some verbs, or action words, to show when actions happen. The *-ing* ending makes a new word that tells what is, was, or will be happening. Today we will read verbs with the *-ing* ending."

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- Both the Teacher's Edition and Student Interactive include a variety of activities and resources for students to develop, practice, and reinforce morphological skills in the grade 1 Student Interactive. For example, in Unit 3, Week 3, Lesson 4, students work with letter tiles to build verbs with the inflectional ending *-ed*. The myView games on the Savvas Realize online platform include a game titled "Letter Tile" that allows students to build words with the inflectional ending *-ed*. Unit 5, Week 2, Word Work Lesson 4 includes a variety of activities for students to practice decoding and writing words with suffixes *-er* and *-or*. The Student Interactive includes word lists, a matching activity in which students match the picture to the word, opportunities for students to complete sentences with a word bank, and opportunities for students to write a sentence. The materials also include a partner activity in which the teacher gives each student two-word cards labeled with either *-er* or *-or* on the front. The teacher also gives students cards with the words *play*, *sail*, *teach*, *lead*, *act*, and *paint*. Partners take turns reading a word card and adding the appropriate suffix to indicate "someone who." One partner shows a word card, and the other partner says the word, explaining what the word with the suffix means.
- Students review previously taught morphological skills in the decodable stories. The Unit 2 Word Study lessons on morphological awareness start in Week 3 with the inflectional ending *-s* added to verbs. In the Week 3 decodable story titled *Little Ducks*, students read sentences such as, "Duck swims fast from end to end. She stops at the land...Duck stops and sits." In the Week 5 decodable story titled *Brave Jane*, students revisit verbs with the inflectional ending *-s*: "...Jane waves to Mom from the gate. She stands tall..."

Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- Materials consistently include opportunities for students to recognize morphemes and their meanings to support decoding, encoding, and comprehension in isolation. For example, in Unit 2, Week 3, Word Work Lesson 4, the Student Interactive practice page for inflectional ending *-s* presents twelve words in isolation for students to decode with a partner. The materials provide a similar activity in Unit 2, Week 4, Word Work Lesson 4 for the inflectional ending *-ing*. Students are asked to read six words in isolation with a partner. In Unit 3, Week 3, Word Work Lesson 4, students decode lists of words with the inflectional ending *-ed* in their Student Interactive with a partner. In Unit 5, Week 3, Word Work Lesson 4, students practice decoding and writing words with the prefixes *re-* and *un-*. Students read a list of words with these prefixes in isolation. Then, they add prefixes to four base words to match the given definitions. For example, students are provided the word "play" and the definition "play again." Students add "re" to form "replay."
- Materials consistently include opportunities for students to recognize morphemes and their meanings to support decoding, encoding, and comprehension in connected text. In Unit 2, Week 3, Word Work Lesson 4, the materials direct teachers to "support students by using the decodable reader *Big Jobs*. The decodable reader can help students read high-frequency words and verbs that have the inflectional ending *-s*." The Unit 5, Week 3, Lesson 4 decodable text titled *Best Time of the Year* includes sentences that have words with prefixes. After reading one of the pages, teachers direct students to underline words with prefixes.

Foundational Skills

5.F.1	Vocabulary Development	7/7
5.F.1a	Materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade level TEKS. ^(S)	3/3
5.F.1b	Materials include guidance for the teacher to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. ^(M)	4/4
5.F.1c	Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations.	N/A

The materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade level TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries.

Evidence includes, but is not limited to:

Materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade level TEKS. ^(S)

- The Teacher's Edition provides support for students in determining the meaning of unfamiliar words with illustrations, texts, and guidance. Unit 2, Week 1, Lesson 2 includes a lesson titled "Develop Vocabulary" in which students learn words from the text *The Life of a Frog*. These words include *eggs*, *frog*, *gills*, and *tadpole*. Students are prompted to use the text to recall the word's meaning, look for photographs or illustrations to visualize and understand the word's meaning, as well as think about why the author chose the word and what information the author is trying to give the reader.
- The materials provide guidance helping students use context clues to understand unfamiliar words. For example, the Reading-Writing Workshop Bridge for Unit 1, Week 3, Lesson 1 includes a mini-lesson on context clues. The teacher models how to use context clues, illustrations, and photographs to understand the meaning of an unfamiliar word. Similar "Reading-Writing Workshop Bridge" lessons appear throughout the materials. Unit 3, Week 5, Lesson 2 includes a "Respond and Analyze" lesson in which students complete a context clues activity in their Student Interactive. Students read each sentence for clues and then choose a word from the word bank to complete the sentence so that it makes sense.

Materials include guidance for the teacher to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)

- "Picture Dictionary Support" lessons are found at the end of every unit in the Teacher's Edition. These lessons offer teachers guidance for direct and explicit instruction on the purpose and use of picture dictionaries. The materials provide teachers with specific instructions on what to say and how to teach students to use a picture dictionary, including a bulleted list of what students should know. The Picture Dictionary Support for Unit 1 provides scripted guidance on effectively using print resources, demonstrating how to navigate through picture dictionaries using the Student Interactive resource. In Unit 4, the Student Interactive's picture dictionary includes sequence words. The activity encourages students to correctly use these words to describe a series of events in order.
- The "Glossary Support" lessons at the end of each unit include direct and explicit lessons for teachers on instructing students to use a glossary. Lessons include scripted model and practice, Student Interactive pages with labels, and opportunities for students to apply their understanding by creating their own glossary entry. The "Glossary Support" sections in Units 1, 3, and 5 teach students how to use a traditional glossary using their Student Interactive, while Units 2 and 4 focus on digital resources such as online dictionaries.

Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations. (S)

- The guidance bullet is not applicable to the grade level.

Foundational Skills

5.G.1	Reading Fluency (1–3)	16/16
5.G.1a	Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context with suggestions for teacher feedback. (7)	6/6
5.G.1b	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (8)	3/3
5.G.1c	Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (8)	3/3
5.G.1d	Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.	4/4

The materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out of context with suggestions for teacher feedback. Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

Evidence includes, but is not limited to:

Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context with suggestions for teacher feedback. (7)

- The materials include varied texts targeting different levels of fluency, complexity, and genres to provide students with ample practice. For example, Unit 1, Week 1, Lesson 2 includes fluency passages with directions for teachers to assess two to four students during the "Assess and Differentiate" portion of the Reading Workshop. The "Oral Reading Rate and Accuracy" section instructs teachers to listen to students read, offer students feedback, and record each student's progress on the Fluency Progress Chart. Feedback is not scripted. The materials offer a fluency rubric located in the "Cold Reads: Teacher's Manual and Answer Keys" guide, which provides indicators for fluent reading. The "Interpreting the Results" section in the Cold Reads guide also provides suggestions for what to do if student fluency is below grade level. For example, the guide asks, "Does the student make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics may be needed."
- The materials include oral reading exercises to promote fluency and prosody. For example, Unit 1, Week 3, Lesson 2 instructs the teacher to remind students to "take a breath at the end of a sentence before reading the next sentence." In Unit 3, Week 1, Lesson 1, the teacher reads aloud the fable titled *The Lion and the Mouse*. The Teacher's Edition provides directions for teachers to model expressive, fluent reading. Students read *The Ant and the Grasshopper* independently, and then practice reading it with expression.

- The Reading Routine Companion offers a bundle of lessons focused on fluency, including contextual fluency skills and teacher feedback suggestions. Each lesson provides the following routine: Step 1: Introduce; Step 2: Model; Step 3: Guided Practice; Step 4: On Their Own. Side B of each lesson provides corrective feedback (e.g., "If students have difficulty... then model...") as well as activities for remediation (e.g., the "Make It Easier" activity) and extension (e.g., the "Make it Harder" activity). For example, in the Prosody: Narrative Texts lesson, the teacher instructs students on reading with punctuation marks and models using a piece of narrative text. When students practice on their own, the teacher provides feedback on their intonation, volume, emphasis, and phrasing. The "Make It Easier" activity involves discussing the text's meaning, dialogue, and punctuation cues, while the "Make It Harder" activity allows students to read with a partner.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. ^(S)

- The materials include embedded modeling and practice with word lists. In Unit 3, Week 1, Word Work Lesson 1, students practice decoding words with consonant digraphs and trigraphs. The teacher models decoding with a few words that contain digraphs. The teacher next writes a word list on the board for students to read. Unit 4, Week 2, Word Work Lesson 2 follows a similar routine for words that contain r-controlled vowels. The teacher models reading a few words in isolation before students read words off of the board. Students then practice decoding independently in their Student Interactive.
- The materials include embedded modeling and practice with decodable phrases/sentences. For example, in Unit 1, Week 1, Word Work Lesson 5, students review the short *a* sound, as well as the letters *Mm*, *Ss*, and *Tt*. The teacher models reading the first sentence, and then students practice decoding and reading remaining sentences such as "Sam sat." In Unit 3, Week 1, Word Work Lesson 5, students review the long *i* sound (spelled *VCe*) and the consonants *c /s/* and *g /j/*. The teacher models decoding and reading the first sentence. Then, students decode and read sentences with partners, including "Mike is nice" and "Look at his face."
- The materials include embedded modeling and practice with decodable connected texts. The "Weekly Lesson Plans" section of the Teacher's Edition includes decodable readers. These readers align with previously taught phonics skills and allow students to practice reading fluently within a controlled text. For example, in Unit 2, Week 2, Lesson 4, students read a decodable text titled *The Stems* to practice decoding words with sound */s/* and sound */z/* (spelled *Ss* in context). In Unit 3, Week 4, Lesson 4, the students read a text titled *The Picnic* after learning words that end in *y* and two-syllable words with the *vccv* pattern.

Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). ^(S)

- Materials include practice activities and tasks to develop word reading fluency independently. The "Cold Reads: Teacher's Edition and Answer Keys" guide, located in the online resource

bank, includes three cold read tests for each week of the unit of study. The tests also include a fluency passage, in which the teacher tracks the student as they read. This allows the student to practice fluent reading and provides data to help the teacher determine the next steps for fluency instruction. The Savvas Realize digital platform offers a bank of decodable readers for students to practice decoding and fluency. Each decodable reader includes information on the phonics skills in the text to denote alignment with the Teacher's Edition. For example, Decodable Reader 34 highlights the syllable pattern CV, while Decodable Reader 35 focuses on the r-controlled vowels *or* and *ore*.

- Materials include practice activities and tasks to develop word reading fluency between student partners. The materials offer guidance in both the Teacher's Edition and the additional decodable. This guidance suggests that students may read the decodable texts independently or with partners. For example, in Unit 2, Week 3, Lesson 4, before reading the story titled "Little Ducks," the directions advise teachers to pair students and direct them to switch readers after every page. Students then reread the story, switching the order of partners, allowing both students the chance to read each page. The PDF file titled " Literacy Stations," available on the online platform, offers opportunities for students to enhance reading fluency between partners in the "Get Fluent!" station. Students read aloud various texts, emphasizing accuracy, appropriate reading pace, proper phrasing, expression, and intonation while reading. For instance, the "Practice Fluent Reading: Expression" activity requires students to partner together before reading assigned leveled readers using correct expression and tone. Students practice using punctuation while reading and provide feedback on each other's reading expression.
- Materials include practice activities and tasks to develop word reading fluency in teacher-facilitated small-groups. Unit 2, Week 2 of the Teacher's Edition includes the "Teacher-Led Options" section, which offers a fluency section that guides the teacher to work with two to four students on improving accuracy. This occurs in a small group setting, allowing the teacher to listen to students as they read fluently. Additionally, the directions provide teachers with guidance on pairing students for partner reading, which allows students to practice reading a passage at an appropriate rate. Unit 5, Week 5's teacher-led small group options include a prosody activity. In this activity, students use their leveled reader to "work in pairs to practice reading aloud until they can read without stopping or pausing to think about the words they are reading." The teacher guides the students "as needed."

Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

- The "Cold Reads: Teacher's Manual and Answer Keys" guide includes connected text for building student fluency, automaticity, and comprehension. This resource provides five passages to teachers per unit to assess fluency and comprehension. Teachers direct students to read a passage through which the teacher collects data on fluency. Students then answer four questions that assess their comprehension. The materials also provide the teacher with different passages that are "developing, on-level, or advanced," which teachers use while working with individual students.

- The materials provide resources for teachers to offer students varying levels of text. Within each unit in the Student Interactive, each week provides a decodable text and a genre-specific text. For example, in Unit 2, Week 1, the materials focus on informational text. The decodable text is titled *Big Fox, Little Fox*, and aligns to phonics skills from the week (consonant blends and final *x*). The genre-specific text is titled *The Life of Frog*, which is also an informational text. The materials offer additional decodable and leveled readers, which teachers find on the online Savvas Realize platform.

Foundational Skills

5.H.1	Handwriting	5/5
5.H.1a	Materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (7)	2/2
5.H.1b	Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (8)	3/3

The materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level.

Evidence includes, but is not limited to:

Materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (7)

- The materials systematically teach handwriting skills, starting with posture, paper position, and pencil grip before teaching students to group letters based on similar stroke formations. The "Skills, Scope, and Sequence" section outlines the lessons. Unit 1, Week 1 covers proper sitting and paper position. Unit 1, Week 2 focuses on pencil grip and vertical lines. Unit 1, Week 3 teaches horizontal lines and backward circles. Students then learn to write letters such as *Ll*, *ll*, and *Tt*, which all incorporate vertical and horizontal lines in their formation.
- The materials provide clear guidance for teachers to instruct students on handwriting skills. Handwriting lessons follow a structured sequence. First, the teacher displays the focus letter and models writing it. Students next practice tracing the letter in the air while the teacher writes words demonstrating its correct formation. Students then engage in handwriting activities. For example, in the Unit 2, Week 4, Reading-Workshop Bridge Lesson 1, the materials instruct teachers to display the upper and lowercase of each letter, model the correct formation and slant for each letter, and have students practice tracing the letters in the air. The teacher then writes words such as *dot*, *dig*, *pad*, and *dan*, emphasizing proper formation and letter size, as students identify the letter *D* or *d* in each word. Similarly, in Unit 3, Week 1, Reading-Writing Workshop Bridge Lesson 1, teachers display uppercase and lowercase *Gg*, model the letter's correct formation, and have students trace it in the air. Students then write words such as *tag*, *gift*, *Gil*, *gate*, and *big*, focusing on the proper formation and spacing between letters.
- In the "Handwriting Practice For All" resource found on the Savvas Realize online platform, some pages include teacher-guided directions. For example, in Unit 4, Week 2, the teacher prompts students to write words in sentences. The guidance instructs the teacher to emphasize the importance of leaving enough space between words. The teacher then instructs students to practice writing sentences with proper spacing.

Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)

- The materials offer various opportunities and activities for grade 1 students to authentically practice and develop handwriting skills. For instance, Unit 3, Week 3, Lesson 3 includes a dedicated practice page for students to learn upper and lowercase *b*. The materials instruct teachers to provide students with a printed letter *Bb* practice page from the "Handwriting Practice for All" PDF found on the online platform. The directions on the page guide teachers to model the correct formation of the letters—emphasizing starting points, direction, types of lines, and ending points. Students then trace the letters and practice writing them independently. The following page includes word-writing practice that incorporates the five letters that were previously introduced. The materials incorporate kinesthetic and visual activities in handwriting practice. For example, in Unit 3, Week 2, Lesson 3, after teachers model writing *Uu* with correct formation and slant, students write the letter in the air with their fingers and complete a practice activity containing guidance for proper letter formation with arrows.
- The Resource Download Center includes a "Handwriting Practice for All" document with visuals modeling student posture, paper position, and pencil grip, as well as activity pages with guidelines for students to practice writing letters and words. For example, after practicing the letters *Ll*, *li*, *Tt*, *Oo*, and *Cc* in isolation, students practice writing words with these letters such as *it*, *lit*, *cot*, and *lot*. Students are instructed to pay attention to letter size, letter formation, and spacing. Additionally, in Unit 4, Week 5, students first practice the letter *Zz* and then write sentences such as, "I like the New City Zoo."

Knowledge Coherence

6.A.1	Connected Knowledge-Building Units and Lessons	11/12
6.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
6.A.1b	Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.	2/2
6.A.1c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.	1/1
6.A.1d	Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
6.A.1e	Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	3/4

The units are designed to build knowledge based in the fields of science, history, literature, and the arts. Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels. Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts. Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time. Vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson. Grammar activities are not connected to the knowledge-building topic of the lesson.

Evidence includes, but is not limited to:

Units are designed to build knowledge based in the fields of science, history, literature, and the arts.

- The unit materials are designed to build student knowledge based in the fields of science. The "Selection Texts" section in the Teacher's Edition provides teacher guidance via the "Cross-Curricular Perspectives" resources. For example, in Unit 5, Week 1, Lesson 2, before reading the text *Every Season*, teachers explain what winter days are like in far northern places, such as Fairbanks, Alaska.
- The materials provide multiple genres of resources connected to the unit theme so that students can research, build, and deepen their knowledge base in the fields of literature and the arts. For example, Unit 2's essential question asks, "How do living things grow and change?" This question guides the unit's knowledge base. The unit's texts encompass diverse genres: "The Life of a Frog" is an informational text; "Bigger Shoes for the Big Race" is a drama, as well as a leveled reader in realistic fiction. All texts support the theme and contribute to building a robust knowledge base. These titles are found under the "Matching Text to Learning" section in the initial pages of the Unit Overview.
- Unit 4 is designed to build student knowledge in the field of history. Unit 4's theme is "Making History," and centers on the following question: "Why is the past important?" Students read

three biographies—one about Georgia O’Keeffe, one about Jackie Robinson, and one about Eleanor Roosevelt. Students also read the historical fiction *Before the Railroad Came* and two informational texts, *What is the Story of Our Flag?* and *The First American Flag*.

Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.

- The "Table of Contents" and "Scope and Sequence," sections, found in the "Getting Started with myView" resource, outlines an approach to knowledge building within and across grade levels. The "Scope and Sequence" section allows educators to see each TEKS band and the corresponding grade levels where these bands are taught. For example, for the "Reading Comprehension" band, students from grades K-5 are expected to make connections to a text, to other texts, or personal experiences. Students connect these texts and experiences to society.
- The materials intentionally design units in accordance with a multi-year learning sequence to make connections and build student knowledge of topics year by year. For example, grade K, Unit 4 is titled "Then and Now," and focuses on what we can learn from the past. Grade 1, Unit 4 is titled "Making History" and focuses on why the past is important.
- The materials include an Academic Vocabulary List, located in the "Getting Started with myView" resource. This list shows an intentional design in unit themes and essential questions through a multi-year sequence that builds students' knowledge of science topics. For example, in grade K, Unit 1, the essential question asks, "What makes a place special?" Grade 1, Unit 1's essential question asks, "What is a neighborhood?" In grade 2, Unit 1, students learn how different places affect us. In grade 3, Unit 1, students learn how the environment affects us.

Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.

- Each unit follows a six-week instructional routine. Weeks 1-5 feature lessons aligned with the Reading and Writing Workshop model, while Week 6 employs a Project-Based Inquiry model. The unit focuses on an overarching essential question, with each week addressing a weekly question that connects to the unit theme. For example, Unit 3's theme is titled "Imagine That," and its essential question asks, "How can we use our imaginations?" Week 2's question asks, "How do tricky characters use their imaginations?" Week 3's question asks, "How can imagination lead to a new idea?" This structure allows students to delve deeper into interconnected knowledge-building topics and texts.
- Unit 2's theme is titled "I Spy." Students learn about how living things grow and change. Over the course of six weeks, students explore multiple genres of texts within this theme. In Week 1, students read an informational text titled *The Life of a Frog*. Week 2 features another informational text titled *The Life Cycle of a Sunflower*. In Week 3, students engage with the informational text *How Do Baby Animals Grow?* Week 4 assigns a poetry collection titled *The*

Long Sleep and *Changes*. Week 5 introduces a drama titled *Bigger Shoes for the Big Race*. Week 6 concludes with a Project-Based Inquiry in which students write an opinion letter.

Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.

- Lessons within the unit are connected to the overall unit theme and essential questions. Students are introduced to the essential question and unit goals at the beginning of the unit, and lessons within the unit connect back through discussions and activities. For example, the essential question for Unit 3 asks, "How can we use our imaginations?" In Week 2, Lesson 1, after reading the folktale *How Antelope Outsmarted Cheetah*, teachers lead students in a discussion about how Antelope uses her imagination to come up with ideas to fool Cheetah.
- The anchor texts selected for each unit of study connect to the unit theme and help build students' interconnected background knowledge over time. Unit 4's theme, titled "Making History," prompts students to explore lessons from the past. Each week features a text that addresses a weekly question derived from the unit's essential question. Week 1's question asks, "How do artists of the past help us see the world differently?" and connects to the text *Through Georgia's Eyes*. Week 2's question asks, "How can a person's actions change the world?" and connects to the text *Jackie Robinson*. Week 3's question asks, "How can technology change the world?" and connects to the text *Before the Railroad Came*. Week 4's question asks, "Why is it important to learn about our country's past?" and connects to two texts: *What is the Story of Our Flag?* and *The First American Flag*. Week 5's question asks, "What can people from the past teach us about helping others?" and connects to the text *Eleanor Roosevelt*.

Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.

- The materials integrate vocabulary, discussion, and writing activities that align with the lesson's knowledge-building topic. This integration is evident in the "Read Like a Writer, Write for a Reader" section of the Reading-Writing Workshop Bridge. In Unit 3, Week 1, students are prompted to work with third-person text. Teachers describe third-person texts and then model listening to and experiencing third-person text with the shared reading text, titled *The Ant and the Grasshopper*. Next, teachers model by thinking about how to analyze for the third person. Teachers also explain how the third person helps readers understand point of view. Last, students are asked to listen to a sentence from a third-person text and then discuss how they experience the text.
- The vocabulary words for each week connect to the overall theme of the unit and build students' knowledge of the topic. For example, Unit 5's theme is titled "Beyond My World," and focuses on seasons. In Week 1, students are introduced to the words *autumn*, *spring*, *summer*, and *winter*. In Week 4, students read the text *In Spring* and are introduced to the words *fawns*, *worms*, and *squirrels*.

- The Project-Based Inquiry lessons in Week 6 of every unit provide ample opportunities for students to participate in discussions that connect to the knowledge-building topic of the unit. For example, Unit 2's project is for students to research zoo animals and write an opinion letter to a zookeeper. The Teacher's Edition include "Collaborate" call-outs that provide opportunities for partner and/or whole-group discussion. In one of Lesson 1's "Collaborate" call-outs, teachers ask students about their newly acquired academic vocabulary, reminding students to use the words in their letter to the zookeeper. Students then work with partners to generate questions for research.
- Grammar activities are not connected to the knowledge-building topic. For example, Unit 3's theme is titled "Imagine That," and focuses on using one's imagination. Week 4's Reading-Writing Workshop Bridge includes "Language & Convention" lesson that focus on the pronouns *I* and *me*. In Lesson 3, when teachers model and practice, they write "two incorrect sentences: *Me and she run on the path. The cat likes I.*" Teachers then guide students to identify the mistakes and rewrite without errors. In the Student Interactive, the sentences that students rewrite do not relate to the "Imagine That" theme or to fictional text.

Knowledge Coherence

6.A.2	Context and Student Background Knowledge	3/3
6.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	1/1
6.A.2b	Materials activate or supply background knowledge by making connections across units within a grade level. (S)	1/1
6.A.2c	Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)	1/1

The materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. Materials activate or supply background knowledge by making connections across units within a grade level. Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text.

Evidence includes, but is not limited to:

Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

- The grade K and grade 1 units demonstrate activation of student background knowledge by connecting to content that students have learned from earlier grade levels. This is evident in the unit layout and sequence. For instance, grade K's and grade 1's Unit 1 themes focus on exploring the community around students. In grade K, the "Reading Workshop Overview" section aims for students to "read realistic fiction and understand its elements." Similarly, in grade 1, the Unit 1 "Reading Workshop Overview" section expresses a similar goal, aiming for students to "know about different types of fiction and understand their elements." In grade K, Unit 4, students explore the theme "Then and Now," while in grade 1, Unit 4, they explore the theme "Making History." Both units allow students to explore the past and read biographies about historical figures.
- The materials include an "Academic Vocabulary" list in the "Getting Started with myView" section, which demonstrates an intentional design in unit themes and essential questions, thereby providing a multi-year sequence to build student knowledge. For example, in grade K, Unit 2, the essential question asks, "What do living things need?" In grade 1, Unit 2, the essential question asks, "How do living things grow and change?" In grade 2, Unit 2, students learn about patterns in nature. In grade 4, Unit 2, students learn how living things adapt. The "Academic Vocabulary" list indicates connections between grade levels.
- Similarities between units are apparent across unit titles. For example, the grade K units progress as follows: Unit 1: Going Places; Unit 2: Living Together; Unit 3: Tell Me a Story; Unit 4: Then and Now; Unit 5: Outside My Door. Similarly, the grade 1 units progress as follows: Unit 1: My Neighborhood; Unit 2: I Spy; Unit 3: Imagine That; Unit 4: Making History; Unit 5: Beyond My World.

- Grade K, Unit 1 explores special places, while grade 1, Unit 4 explores the idea of making history. Both units focus on learning about the past. Extending this concept further, grade 2, Unit 4 examines difference makers; grade 3, Unit 4 examines events from the past; grade 4, Unit 1 considers the impact we can make; grade 5, Unit 1 explores the concept of liberty. Each grade level provides an essential question for each unit, including questions that build on one another across grade levels. For example, the grade 1, Unit 4 question "Why is the past important?" builds on the previous grade level Unit 1 question, which is "What can we learn from the past?" Both questions address the significance of history, with the upper grade level providing more specificity. Essential questions appear in the "Unit Overview" section of the Teacher's Edition.

Materials activate or supply background knowledge by making connections across units within a grade level. (S)

- In the "Weekly Launch" section of the unit, students review the essential question for the lesson theme. Students are then introduced to a weekly question that connects to the larger essential question. For example, in grade 1, Unit 2, the essential question asks, "How do living things grow and change?" The week 2 question then asks, "How do plants grow and change?" In Unit 5, the essential question asks, "How do the seasons affect us?" The week 5 question then asks, "What do living things do in the winter?"
- The materials include lessons that make connections to previous student learning and texts that students have read, thus building students' background knowledge. For example, in Unit 3, Week 3, Lesson 4, teachers connect to a poem that students read in Unit 2, Week 5. Unit 3's poem is called "The Box," and Unit 2's poem is called "Growing Older." The teacher draws parallels between both poems, which both feature children who are doing fun things.

Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)

- The materials provide students with relevant and targeted context and background knowledge to enhance the student's engagement with the text. In Unit 5, Week 5, before students read the text titled *Eleanor Roosevelt*, the materials instruct teachers to model a "First-Read-Think-Aloud" activity. The teacher's script reads as follows: "The title of this biography is *Eleanor Roosevelt*. To help me understand the text, I will set a purpose, or reason for reading it. My purpose is to learn what Eleanor Roosevelt did that was important."
- The teacher asks students questions to help clarify meaning, providing students targeted context through vocabulary words, but not providing guided background knowledge to enhance student engagement with the text. For example, in Unit 4, Week 5, Lesson 2, students are introduced to the vocabulary words *vote*, *views*, *rights*, and *leaders*. The teacher asks students to share what they know about the four words. Then, the teacher prompts students with questions to activate their background knowledge such as, "Do your parents vote when there is an election?"

- Each unit begins with background information on the unit's theme for teachers, direct and explicit lessons that teachers deliver to students, and an introductory video on the unit's theme. For example, Unit 3's theme is titled "Imagine That," and includes an introductory video for students about the different ways people use their imaginations, as well as a turn-and-talk prompt for students to discuss how they use their imaginations. The introductory lesson introduces the unit goals and academic vocabulary, which includes the words *create*, *imagine*, *suppose*, and *possible*.

Knowledge Coherence

6.A.3	Developing Student Comprehension with Connected Topics, Questions, and Tasks	16/20
6.A.3a	Questions and tasks require students to engage with big ideas, topics, and themes.	2/2
6.A.3b	Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)	12/16
6.A.3c	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)	1/1
6.A.3d	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	1/1

Questions and tasks require students to engage with big ideas, topics, and themes. Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and within units. Questions and tasks do not prompt students to synthesize knowledge and concepts across texts across units. Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom.

Evidence includes, but is not limited to:

Questions and tasks require students to engage with big ideas, topics, and themes.

- The materials include five six-week units designed around a central theme and essential question. Each lesson includes activities and discussions that build upon the unit's central idea. For example, Unit 4 asks students why the past is important. In Week 2, students explore a website about Martin Luther King, Jr., participate in a shared reading of a biography on Jackie Robinson, and are exposed to a variety of leveled readers, including *Pioneer Village* and *Welcome to America*. In Week 4, students listen to an informational text on the first Thanksgiving and read *What Is the Story of Our Flag?*
- At the beginning of each unit, the materials include a "Unit of Study" overview that shows the big topics, ideas, and themes with which students will engage. In Unit 4, "Making History," students are introduced to the essential question, "Why is the past important?" Students are also given weekly questions through which they can relate to the texts they are reading. In Week 1, students read a text titled *Through Georgia's Eyes* and consider the question, "How do artists of the past help us see the world differently?" While interacting with this question, students engage with the theme and topics through discussion and written responses.
- The materials include tasks that require students to engage with the themes of each unit. The Project-Based Inquiry at the end of each unit culminates in tasks that support the theme from the previous six weeks. For example, Unit 1 is titled "My Neighborhood" and supports students' knowledge-building about various aspects of neighborhoods. The Project-Based

Inquiry instructs students to research a neighborhood worker and write an informational text about them.

Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)

- Questions and tasks prompt students to synthesize knowledge and concepts between texts within and across lessons. At the beginning of each unit, teachers receive a "Unit Theme" layout showing each week's text and what students will learn and synthesize from it. This layout also illustrates how the texts progress throughout the five weeks, culminating in a Project-Based Inquiry in Week 6. For example, in Unit 3, students work with five different texts, including folktales, fairy tales, poetry, fiction, and myths that align with the theme, titled "Imagine That." The Unit Overview outlines how students will start by making predictions, describing the plot, making connections, and describing the author's purpose. Finally, students are prompted to connect the unit theme to real-world learning by researching folktales and writing an opinion text.
- At the beginning of each week, students are asked a weekly question that connects to the unit's essential question. These questions prompt students to synthesize knowledge and concepts between texts within and across lessons and units. For example, in Unit 5, titled "Beyond My World," students consider the following question: "How do the seasons affect us?" Then throughout each week, students are asked questions such as, "What are seasons like around the world? How do we know when the seasons are changing? What do living things do in the winter?" These questions keep students focused throughout the unit to synthesize knowledge and concepts across texts and lessons.
- The materials include tasks that require students to engage with the themes of each unit. The Project-Based Inquiry at the end of each unit culminates with a task that supports the theme from the previous six weeks. For example, Unit 5 is titled "Beyond My World" and focuses on how seasons affect us. The Project-Based Inquiry instructs student to "research the best season and write a persuasive play." The materials include a "4-Point Rubric" resource. This provides teachers with guidance on scoring the project's focus, research, development, conventions, and students' speaking and listening. Students learn these skills throughout Unit 5.
- Questions and tasks do not prompt students to synthesize knowledge and concepts across texts and units. While students have various opportunities to synthesize their learning within each unit through project-based learning and varied genres of text, these activities remain isolated within each unit. There is no evidence of opportunities to synthesize knowledge between units.

Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)

- In Week 6 of every unit, students work through a Project-Based Inquiry to demonstrate their knowledge of unit topics by making connections across related text. In Unit 2, Week 6, Lesson

1, titled "I Spy," students compare across texts. During this lesson, students prepare for their inquiry-based project by revisiting each genre of text. Students understand how each text is different but also connected by the same unit theme. The materials prompt teachers to use questioning to help students compare themes, events, and genres across texts.

- The materials include projects at the end of each unit that encourage students to connect the unit theme with other content areas. These activities include research projects, interviews, and performances. For example, in Unit 3, after reading a variety of folktales, fables, and persuasive texts, students work with partners to research folktales and write an opinion text about why others should read folktales. Students describe the importance of the beliefs and traditions of families and explain the way folktales can reflect the customs of communities. For example, in Unit 5, Week 6, after reading a variety of texts about seasons, students research the best season and write a persuasive play. Students perform their persuasive plays and reflect on how seasons affect us.

Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

- The materials offer opportunities to apply new understanding to contexts beyond the classroom during the Week 6 Project-Based Inquiry. During the inquiry and research lessons, students inquire about their topic, ask questions, and use personal experiences as part of their research. They then use various research tools, such as books, computers, and real-life experiences. Teachers guide students through the research process using their Student Interactive. Using this resource, students collect information for their project to apply a new understanding of their topic. For example, in Unit 4's project, students research an animal they'd like to add to the local zoo and write a persuasive letter to the zookeeper.
- The materials include "Family-School Connection" letters, located in the Assessment Guide for each unit. These letters provide open-ended school-to-home discussions that allow students to deepen new understandings outside of the classroom. For example, the Unit 3 "Family-School Connection" letter contains guidance for families to help start conversations with their children. This guidance includes the following questions: "What things do you learn when you are reading aloud? What sound words can you think of?" The materials also provide activities for families to do together, such as the "Noun Hunt" activity.

Knowledge Coherence

6.A.4	Key Academic Vocabulary and Grade-Level Concepts	10/12
6.A.4a	Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.	0/2
6.A.4b	Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)	8/8
6.A.4c	Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)	1/1
6.A.4d	Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (I)	1/1

The materials do not include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building. Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. Materials include tasks designed to engage students in purposeful use of key academic vocabulary. Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization.

Evidence includes, but is not limited to:

Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.

- The materials include an "Academic Vocabulary" list in the "Getting Started with myView" section on the Savvas Online Platform. This scope and sequence provide teachers with the academic vocabulary that they will introduce at the beginning of each unit throughout the year. Students have the opportunity to "generate more words connected to the unit academic vocabulary. Words are generated by meaning, word parts, and context clues throughout the week." Students are then able to practice and apply this list of words throughout the unit.
- The academic vocabulary introduced in each unit is connected to the unit's theme and essential question, thus supporting knowledge-building. For example, Unit 1, "My Neighborhood," explores different aspects of neighborhoods using terms like *type*, *group*, *settle*, and *various*. Unit 3, "Imagine That" encourages imagination with words like *create*, *imagine*, *suppose*, and *possible*. Unit 4, "Making History," examines the past's significance with words like *record*, *supply*, *necessary*, and *experience*.
- The materials include a year-long scope and sequence for academic vocabulary. Vocabulary is connected to the theme of each unit and supports knowledge building. The materials do not designate the vocabulary words as being either tier 2 or tier 3.

Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)

- The "Weekly Vocabulary" lessons include practice, application, scaffolds, and supports to help teachers differentiate vocabulary development for all learners. In Unit 1, Week 5, Lesson 2, students engage in a "Focus on Strategy" lesson to develop vocabulary. Students discuss the words chosen by the author in the text, remind themselves of the meanings, look for clues in the illustrations to understand the words better, and then reflect on how knowing these words enhances their understanding of the text. Teachers use "Formative Assessment" and "Quick Check" resources with supports and scaffolds. Teachers are guided to "notice and assess" whether students can identify and use new vocabulary words. If students struggle, the materials prompt teachers to revisit instruction, using images and text in the "Small Group" guide to clarify word meanings. If students demonstrate understanding, teachers are encouraged to extend instruction using images and text to further clarify word meanings. In Unit 4, Week 2, students work with words from the text *Jackie Robinson* in their Student Interactive. Students use four vocabulary words to fill in sentence blanks. This activity helps students make sense of the words. If students struggle, the teacher uses the "Strategy Group" vocabulary lesson and reminds students that they "can better understand new words and word meanings by reading, writing, drawing, and saying them." The materials include four activities at varying levels of proficiency for teachers to complete with students.
- Each lesson includes "ELL Targeted Support" and "ELL Language Transfer" sections, offering strategies for all proficiency levels: beginner, intermediate, advanced, and advanced-high. These strategies can help any student struggling with the vocabulary or language necessary to access the task. In Unit 1, Week 1's "Develop Vocabulary" mini-lesson, students learn words like *quiet*, *listen*, *check*, and *mutters*. The ELL Targeted Support equips teachers with strategies to help students acquire these words. For beginners, the materials encourage personal connections to the vocabulary words. For example, the materials ask students when they need to be quiet. For intermediate and advanced levels, teachers model how to use the words to share personal experiences at home or school, and students practice independently.
- The materials include a Reading Routines Companion, located in the Foundational Skills Kit, which includes opportunities for teachers to differentiate vocabulary instruction for all learners. The Reading Routines Companion includes systematic routines for vocabulary development. It also includes instructions for teachers to provide corrective feedback. Each vocabulary activity includes corrective feedback, "Make It Easier" activities for students who struggle with understanding, and "Make It Harder" extension activities for students who are on or above level. For example, in the "Words to Know: Practice High-Frequency Words" activity, struggling learners copy and read words, on-level students extend this activity using words in sentences with sentence frames, and advanced students generate their own sentences with the words.
- The materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary. In the Student Interactive in Unit 2, Week 2, students are asked to draw a picture to show what each vocabulary word means. The vocabulary words consist of the parts of a flower and students are able to go back to a diagram to use as guidance if

needed. In Unit 4, students use photographs and fill in the vocabulary words as labels for the parts of the flag.

Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)

- In the "Weekly Vocabulary" lessons, the materials include tasks to engage students in using key academic vocabulary purposefully. In the "Formative Assessment: Apply" section, teachers have two options for students to use key vocabulary. In Unit 2, Week 2, the first option requires students to practice building vocabulary by completing the "Student Interactive" page. The second option requires students to find and list unfamiliar words from their independent reading texts that relate to a specific topic. In Unit 3, Week 3, students learn the words *draw*, *doodle*, *decorate*, and *scribble* by discussing what they already know about the words and making personal connections, reading definitions, reading the words in a selection of poetry, using pictures, and making connections to the unit's academic vocabulary.
- Each week of the unit contains a "Develop Vocabulary" mini-lesson that connects to the weekly "Shared Read" text and highlights vocabulary the author uses in the text. In Unit 1, Week 1, students explore the vocabulary terms *check*, *quiet*, *listen*, and *mutters*. In Unit 1, Week 2, students explore the vocabulary terms *sand*, *block*, *street*, and *corner*. "Student Interactive" pages for each "Develop Vocabulary" lesson provide an opportunity for students to engage in the purposeful use of key academic vocabulary (e.g., complete the sentence, match the word with images, or draw).
- In the Reading Resource Companion, tasks are designed to engage students in using key academic vocabulary purposefully. The "Oral Vocabulary: Read Aloud" lesson can be used across units of study. Students explore different words in a read-aloud text to better understand the story. The teacher can choose options from the "Make it Easier" or "Make it Harder" sections of the lesson. Examples of purposeful student engagement include having students explain the word in the context of the story, illustrate the word, or list synonyms that describe the word.

Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (T)

- The materials use nonverbal teaching techniques to help students learn important academic vocabulary. In Unit 2, Week 2, the Student Interactive prompts students to draw pictures illustrating the meanings of vocabulary words. Students focus on parts of a flower, referring back to a diagram for guidance. Similarly, in Unit 4, students use photographs to label parts of a flag with vocabulary words.
- Within weekly lessons, the materials include explicit nonverbal teaching techniques and images to enhance vocabulary acquisition. For example, in Unit 3, Week 1, when introduced to the words *stored*, *begged*, *gathered*, and *prepared*, the materials direct teachers to "have students mime the action described by the words."

- The materials use images and visual aids effectively to convey information, encouraging students to analyze illustrations to understand and clarify parts of the text. In Unit 1, Week 4, Lesson 4, the "Leveled Reader" box directs teachers to follow up on the mini-lesson by having students identify words that help them visualize characters or events in the text. Teachers guide students to draw pictures based on their visualizations.

Knowledge Coherence

6.B.1	Recursive Inquiry Process	8/8
6.B.1a	Materials support instruction for students to ask and generate questions for inquiry. (S)	2/2
6.B.1b	Materials support instruction for students to generate and follow a research plan. (S)	2/2
6.B.1c	K-1 <ul style="list-style-type: none"> • Materials support students in identification of relevant sources based on their questions. (S) • Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. 	4/4

The materials support instruction for students to ask and generate 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. Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research.

Evidence includes, but is not limited to:

Materials support instruction for students to ask and generate questions for inquiry. (S)

- Week 6 of each unit guides students in asking and generating questions for inquiry. Students engage in a Project-Based Inquiry that follows a five-step process: inquire, conduct research, refine research, collaborate and discuss, and reflect on the unit. During the "Conduct Research" step in Unit 4, Week 6, Lesson 2 of the Project-Based Inquiry, students are instructed to generate questions for conducting interviews. Teachers model questions students might ask during an interview, such as, "What is your name?" "How old are you?" and "What do you like to do at school?" These questions facilitate the research inquiry process.
- The "Speaking and Listening" section of the Resource Download Center offers lesson outlines in the form of worksheets. These reinforce the skills needed for collaborative conversations, including talking, drawing, sharing, listening, and asking questions. The worksheets are designed for use throughout various lessons and units. For instance, Step 3 of the Small Group Discussion Guide provides students with sentence stems to facilitate questioning, such as, "I did not understand _____. Can you tell me more about _____?" These tools support students in developing effective communication and inquiry skills.

Materials support instruction for students to generate and follow a research plan. (S)

- During Week 6 of each unit, the materials guide students through the Project-Based Inquiry using a five-step process: inquire, conduct research, refine research, collaborate and discuss,

and reflect. For example, In Unit 1, Week 6, Lesson 1, students are introduced to research plans through a scaffolded Neighborhood Worker Research Plan in their Student Interactive. The plan guides students through the following steps: "List two questions; Research a neighborhood worker; Write an informational text; Revise and edit your text; Present your informational text." This scaffolded approach helps students learn how to conduct research and present their findings effectively.

- In Unit 3, Week 6, students research folktales and write a persuasive text on why others should read folktales. Lesson 2 includes a graphic organizer for students to organize their persuasive writing. Lesson 3 includes step-by-step guidance for students to take notes on a folktale recording. Lesson 4 includes a model and step-by-step guidance for students on making personal connections.
- In Unit 5, students research the best season and then write a persuasive play based on their research. The Student Interactive supports instruction by providing a research plan checklist for students to generate and follow. Students collaborate with a partner using a "Weather Research Plan" checklist to develop their research plan. The first step prompts students to "choose a type of weather." The plan then guides students to complete the remaining steps. Teachers offer instructions such as "research the weather and write about it" to assist students in this process.

Materials support students in identification of relevant sources based on their questions. (S)

Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S)

- In the "Conduct Research" step of the Project Based Inquiry, the materials help students identify relevant sources. For instance, in Unit 1, Week 6, Lesson 2, the Teacher's Edition includes a lesson for students. Under the "Teaching Point" section, the directions instruct the teacher to provide "articles, books, magazines, or other accessible print sources from the school library." Teachers "help students identify and gather relevant information to answer their questions about a neighborhood worker." This guidance supports teachers in facilitating student research effectively using available print resources. In the inquiry-based research project for Unit 5, students learn to "look online" to gather necessary information. The materials provide teachers with guidance in blue text that directs them to show students a picture of a search engine in their Student Interactive. The teacher models that to "search online, students must generate keywords or important words related to their research questions or reasons. These keywords help them identify and gather relevant sources." The teacher then demonstrates their own research using a search engine, typing in phrases related to the season they are researching. The materials guide the teacher to "show students how to access user-friendly websites, demonstrate finding the search box, and typing in keywords from the model and practice. Then, demonstrate how to identify and gather relevant sources or websites."
- The materials include multi-modal resources to help students organize, find, and communicate their learning or research findings. For example, every Project-Based Inquiry project found at the end of each unit includes a "Research Plan" section in the Student

Interactive. The plan provides space for students to collect research and make a plan for sharing findings with others. For example, in Unit 1, Week 6, Lesson 5, the collaborative section directs the teacher to "discuss appropriate modes of delivery, such as reading aloud or presenting the writing digitally." In the inquiry-based research project for Unit 3, students choose their preferred mode of communicating their ideas with peers, including reading their text aloud, showing their writing or drawing to peers, or showing a video of a folktale to peers. In addition, students have a "folktale fair" where they display dioramas and invite other teachers and classes to visit.

Text Quality and Complexity

7.1	High-Quality Grade-Level Texts	11/11
7.1a	Materials reflect the inclusion of text types and genres required by the grade-level TEKS.	2/2
7.1b	Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.	1/1
7.1c	Texts are well-crafted and are of publishable quality.	1/1
7.1d	Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.	4/4
7.1e	Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (S)	3/3

The materials reflect the inclusion of text types and genres required by the grade-level TEKS. Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. Texts are well-crafted and are of publishable quality. Materials include traditional, contemporary, classical, and diverse texts across multiple content areas. Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences.

Evidence includes, but is not limited to:

Materials reflect the inclusion of text types and genres required by the grade-level TEKS.

- The materials reflect the inclusion of diverse text types and genres within each unit. Unit 1 includes realistic fiction, informational text, and procedural text. Unit 2 features informational text, poetry, drama, and persuasive text. In Unit 3, students read fables such as *The Ant and the Grasshopper*, folktales, a collection of poetry, and a persuasive text titled *Thumbs Up for Art and Music!* These texts all connect to the unit theme, titled "Imagine That." Unit 4 offers biography, historical fiction, and informational text. For example, the anchor texts in Unit 4 align with the following genres: *Through Georgia's Eyes* (biography), *Jackie Robinson* (biography), *Before the Railroad Came* (historical fiction), excerpts from *What is the Story of Our Flag?* and *The First American Flag* (informational text), and *Eleanor Roosevelt* (biography). Finally, Unit 5 presents informational text, persuasive text, and fiction that connect to the unit theme, titled "Beyond My World."
- The materials include online access to a leveled library containing digital texts in various genres at multiple levels of complexity. The texts feature "text structures and features aligned to the continuum of text levels and provide audio and word-by-word highlighting to support students as they read." For example, a "Level B" non-fiction text, *I See Shapes*, includes real pictures of various shapes and follows a predictable pattern. The text's pictures match the sentences on the page. A "Level E" realistic fiction text, *Fourth of July*, includes longer sentences and an increased number of words.

Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.

- The core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. The "Text Complexity" chart in the "Getting Started with Savvas" section on the online platform demonstrates this. The chart explains to educators the qualitative measures of each text, such as levels of meaning, text structure, language conventionality and clarity, as well as the knowledge demands of each unit. For example, in Unit 1, the text *The Blackout* has a Lexile of 380L. The average sentence length is 6 words, the word frequency is 3.536, and the word count is 84. These measures ensure that the core texts used for instruction are evaluated and written on grade level.
- Students read texts with increasing Lexile levels as they progress through the units of study. For example, in Unit 1, students read text ranging from 300L-400L. In Unit 5, students read text ranging from 480L-540L.

Texts are well-crafted and are of publishable quality.

- The texts included in the materials are well-crafted and of publishable quality. The texts are appealing and interesting to children, and they are free of errors. For example, in Unit 2, students read a drama titled *Bigger Shoes for a Bigger Race*. Students identify elements unique to plays and enjoy the text because of its relatable content (the drama takes place in a familiar store setting). Students also appreciate the text's appealing illustrations. The materials also introduce students to an informational text, *The Life of a Frog*, which gives students factually correct information and photographs to gain an understanding of a frog's life.
- Unit 4 features the biography *Through Georgia's Eyes*. The selection includes artistic illustrations that mirror Georgia O'Keeffe's style, inviting readers to see the world through the artist's eyes. For example, the biography reads, "Even now, Georgia can show you the world as she sees it. Open your eyes.../...and walk along." The text appears in a simple Sans-Serif font for clear letter formation and spacing. It is free of spelling and grammatical errors. Advanced punctuation marks such as ellipses (...) and dashes (--) enhance the text, having a rhetorical and poetic effect on the reader.
- Unit 5 includes a persuasive text titled *In Spring*. The selection includes artistic illustrations of an outdoor setting that includes a simple house, field, and small wooded area. The illustrations include imagery that supports the spring season: sun shining, flowers blooming, animals present, and rain puddles. The text is written in a simple Sans-Serif font, offering clear letter formation and spacing between letters and words. The text is free of spelling and grammatical errors.

Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.

- The materials include diverse texts across multiple content areas throughout the thematic units. The materials include traditional, classical, and diverse texts across multiple content areas within the thematic units. Unit 3 is titled "Imagine That!" Students read classical fables such as *The Ant and the Grasshopper* and *The Cow and the Tiger*. Students also read diverse folktales like *The Clever Monkey*.
- Unit 4's theme is titled "Making History," and it includes a variety of traditional, contemporary, classical, and diverse texts across multiple content areas. The unit includes three biographies: *Through Georgia's Eyes*, *Jackie Robinson*, and *Eleanor Roosevelt*. The unit includes a historical fiction text titled *Before the Railroad Came* as well as two informational texts titled *What Is the Story of Our Flag?* and *The First American Flag*.

Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (S)

- The texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. This relevancy is evident in the novels and trade book list found in the "Getting Started with Savvas" in the online platform. For example, in Unit 1's book club, students engage with an informational text titled *Neighborhoods Around the World*, which explores neighborhoods across the globe. Students relate their background experiences to how children play in these different neighborhoods. In Unit 2, Week 5, the text *Bigger Shoes for the Big Race* enables students to connect with a common experience. This connection is also evident in Unit 3, Week 5 with the text *Thumbs up for Art and Music!* Students are familiar with and interested in the subject matter of creating art and music.
- The materials include folktales, fairy tales, fables, and myths, allowing teachers to expose students to different worldviews and cultures. For example, in Unit 3, Week 1, Lesson 1, the Student Interactive includes fables such as *The Tortoise and the Hare* and *The Little Red Hen*. The book club text for Unit 4, *Old Ways and New Ways*, tells the story of an Asian-American girl who learns about an older relative's background for the first time. Students at this grade level relate to meeting new and older relatives, such as great-aunts and uncles.

Text Quality and Complexity

7.2	Interaction with Grade-Level Text	8/8
7.2a	Materials include opportunities in each lesson for students to interact with grade-level text. (S)	1/1
7.2b	Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)	5/5
7.2c	Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)	1/1
7.2d	Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)	1/1

The materials include opportunities in each lesson for students to interact with grade-level text. Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing).

Evidence includes, but is not limited to:

Materials include opportunities in each lesson for students to interact with grade-level text. (S)

- The materials include opportunities in each lesson for students to interact with grade-level texts as seen in the Shared Reading piece of the Reading Workshop. For example, in Unit 1, Week 1, Lesson 2, after learning about realistic fiction, students interact with the text *The Blackout* with a Lexile level of 380L. The Teacher's Edition includes questions such as, "How does the boy act toward the other people in the story?" The Student Interactive provides questions such as, "How do you know this text is realistic fiction?" and "How can you describe Mrs. Johnson? Use text evidence."
- Each week in the Teacher's Edition includes grade-level text with opportunities for students to apply their understanding through discussion, written responses, and text-dependent comprehension questions. In Unit 3, Week 1, students read a fable, *The Ant and the Grasshopper*, located in their Student Interactive. Students "underline the grasshopper's problem," and answer, "What can the ant learn from the grasshopper?" while being prompted to use textual evidence. In Unit 5, Week 2, while reading *Seasons Around the World*, students correct and confirm predictions by looking at the table of contents. In the "Check for Understanding" section of the Student Interactive, students respond to questions about the

text such as, "What makes this an informational text? Why does the author use 'Did You Know' boxes?" and "What is the weather like near the equator?"

Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)

- The materials provide opportunities for students to listen to, think about, and discuss texts during close-read mini-lessons. For example, in Unit 2, Week 2, students read *The Life of a Sunflower*. In Lesson 2, students "underline the details that describe what happens after the sunflower seeds sprout." Lesson 3 focuses on text structure. Students listen to teachers modeling how to find text structure. Students have the opportunity to fill in the structure of the chronological text using a graphic organizer. In Unit 3, Week 1, students describe the plot of *The Ant and The Grasshopper*. Teachers explain that the plot involves the main events in a text. Students look back into the text and answer questions about the plot in their Student Interactive. Students write down their responses to the following questions: "The grasshopper's problem is...", and "What is the resolution or outcome of the text?"
- The materials provide opportunities for students to justify their thinking orally and in writing. In Unit 2, Week 5, Lesson 3, the materials focus on identifying elements of drama. Students note the characters, setting, and dialogue of the story *Bigger Shoes for the Big Race* in their Student Interactive and then discuss the characters and setting with a partner. In the next lesson, students practice making inferences by writing their answers in their Student Interactive. They then discuss the textual evidence supporting their inferences with a partner using the word "because." In Unit 4, Week 3, the focus is on historical fiction via the text *Before the Railroad Came*. In Lesson 2, students answer the question, "How can you tell this text is historical fiction?" in their Student Interactive. Lesson 3 revisits the idea of theme, asking students to write down the theme and respond to a turn-and-talk prompt with a partner, which reads: "Discuss the topic of the text. How does the topic help you figure out the theme?"

Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)

- The materials provide opportunities in each lesson for students to discuss specific aspects of grade-level text. In Unit 1, Week 1, Lesson 1, students read the realistic fiction text *Game Over*. Students then turn, talk, and share with a partner. They "identify the characters and discuss what makes the characters seem real." In Unit 2, Week 3, Lesson 1, students recall an informational text they've read in the past and discuss the author's purpose of that text with a partner. In Unit 3, Week 1, teachers prompt students to ask questions to make sure they understand what happened at the end of the story. Teachers also check that students identify the moral of the fable *The Ant and the Grasshopper*. In Unit 3, Week 2, students are prompted to underline and discuss words and details in the folktale titled *The Clever Monkey*, which helps students learn that the author's purpose is to entertain the reader.
- The materials provide opportunities in each lesson for discussing specific aspects of grade-level vocabulary in the "Strategy Group" section of the Reading Workshop. In Unit 5, Week 2,

students develop vocabulary by revisiting the text "Seasons Around the World." Students discuss the pictures using vocabulary words that correspond to the pictures they see. The materials prompt students to refer to the text to aid their discussion.

Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

- The materials involve students in various reading skills through the "Close Read" routine during the "Shared Read" section of the Reading Workshop. Close reading the weekly texts in each unit enables students to practice skills like generating questions, making and confirming predictions, and making inferences. For example, in Unit 2, Week 3, students ask and answer questions about the text *How Do Baby Animals Grow?* Students evaluate the author's use of details to inform the reader about how baby animals grow, checking their understanding by answering questions such as: "How can you tell this is an informational text?" "Why does the author use pictures?" "Why does a baby animal need its mother? Use text evidence." The "Strategy Group" section of the Reading Workshop offers additional practice via the text *How Do Baby Animals Grow?* Students actively ask and answer questions of varying complexity. The materials prompt students to consider the author's purpose, using it to guide their questioning about a text. For example, a reader might ask, "Are there more facts to help me understand how this animal gets its food?" Students discuss their thoughts and provide evidence to answer the questions generated in the Student Interactive activity. In Unit 3, Week 1, lessons include teacher modeling and guided discussions on making and confirming predictions about the fable *The Ant and the Grasshopper*. The Unit 3, Week 4 lessons include teacher modeling and guided discussions on visualizing details in the fable *The Cow and the Tiger*.
- The materials provide opportunities for students to participate in book talks with peers, which focus on reading skills during book clubs. The book clubs extend opportunities for students to engage in a variety of reading skills with grade-level text. For example, Unit 5, Weeks 1-3 use the text *Moving with the Seasons*. Students use this text to complete various book club routines (e.g., focusing on text during Week 1; focusing on pictures during Week 2; focusing on design during Week 3). When students focus on the text, they discuss the purpose of the text and its connection to the unit theme. Students use a chart each week to record their "noticings, connections, and wonderings" as they interact with the text in a variety of ways.

Text Quality and Complexity

7.3	Supporting Access to Grade-Level Text	3/3
7.3a	Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)	2/2
7.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)	1/1

The materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade level texts.

Evidence includes, but is not limited to:

Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)

- The Teacher's Edition provides guidance to ensure all students can access grade-level text while maintaining rigor through embedded scaffolds such as think-alouds during the first reading. In Unit 2, Week 2, teachers model setting a purpose before reading *The Life Cycle of a Sunflower*. The materials provide teachers with an exact script in blue text to read aloud: "Before I start reading, I will set a purpose or reason for reading. I want to read to learn about sunflowers. I will read to find out facts about sunflowers. I see a fact on how sunflowers grow from sunflower seeds. I wonder what else I will learn." In Unit 2, Week 2, the materials offer teachers a script in blue text and directions to teach students how to use text features (for example, signal words) to read and understand the text. In Unit 3, Week 1, lessons use the text *The Ant and the Grasshopper*, written at 440 Lexile. Teacher guidance includes lessons that preview vocabulary, "First Read" notes with discussion prompts, and "Close Read" notes. These materials help students describe a text's plot. They also help students correct and confirm their predictions.
- The materials include teacher guidance and support to ensure all students can access grade-level vocabulary. The materials include a "Preview Vocabulary" section when the weekly text is introduced to students. In Unit 3, Week 2, Lesson 2, when teachers introduce the text *The Clever Monkey*, teachers use the Student Interactive to introduce the words *sadly*, *fairly*, *exactly*, and *carefully*. Teachers ask students what they already know about the words. Teachers then ask students, "What happens if you don't work carefully? Why should you do things fairly?" Students have the opportunity to "demonstrate what they know about the words. For example, they can act out how someone would do something sadly or carefully." Teachers explain that the words help students understand what happens in the story *The Clever Monkey*, providing definitions for the introduced words as needed. In Unit 5, Week 4, Lesson 1, teachers use the Student Interactive to introduce the words *tornado* and *powerful*

from the text *Tornado Action Plan*. Students share what they already know, and teachers ask students, "What happens in a tornado? Can you think of someone or something powerful?" Students are then prompted to look for the words as they read.

Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)

- The materials include extension activities located in the Resource Download Center. Each unit of study engages students in additional analysis of grade-level texts. The Unit 3 extension activities include a Nonfiction Response Menu, Fiction Response Menu, Characters Response Menu, Plot and Setting Response Menu, and Vocabulary Response Menu with multiple activity choices for students to extend their thinking. For example, activities in the Characters Response Menu include the following: "Pretend you are the author. Write a story telling what happens next to your character."
- The materials include small-group extension activities and resources in the "Assess & Differentiate" area of the Teacher's Edition for on-level and advanced students to engage and challenge their literacy development. For example, extension activities in Unit 3, Week 1 include requiring students to use a suggested website to generate questions about why we plan ahead. Students conduct research about their questions and share them with others.
- The "Close Read" lessons in the Teacher's Edition include a "Quick Check: Notice and Assess" section. Teachers notice and assess students' understanding, then decide if students show proficiency. If students demonstrate proficiency, the materials provide opportunities for additional analysis of grade-level texts. For example, in Unit 5, Week 4, Reader's Workshop Lesson 1, students identify fiction. If they succeed, teachers extend instruction with additional small-group lessons. These lessons involve students looking for characteristics of fictional text in their independent reading books or leveled readers. Students also write a short fiction story with a clear beginning, middle, and end.

Text Quality and Complexity

7.4	Analysis of Text Complexity	6/6
7.4a	Materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement.	4/4
7.4b	Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.	2/2

The materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement. Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

Evidence includes, but is not limited to:

Materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement.

- The "Text Complexity" chart in the "Getting Started with myView" tab on the Savvas Online Platform includes qualitative measures such as Lexile, average sentence length, word frequency, and word count for each text. The charts also examine qualitative measures of a text's complexity level that range from "simple" to "very complex." The charts note "levels of purpose, text structure, language conventionality and clarity, and knowledge demands." Additionally, each text has a rationale for its educational purpose and grade-level placement. The Unit 3, Week 4 text *The Cow and the Tiger* includes various quantitative measures (e.g., a Lexile of 410L, an average sentence length of 6.2, a word frequency of 3.491, and a word count of 168). The qualitative measures state that the text has a simple structure, language conventionality and clarity, and knowledge demands. The levels of meaning are rated as "medium" complexity.
- The "Text Complexity" charts also include "Reader and Task Considerations for English Language Learners," "Intervention," and "On-Level/Advanced" support sections. These considerations help teachers plan for various student populations and provide a rationale for each text's educational purpose. The core text from Unit 4, Week 1, *Through Georgia's Eyes*, is a biographical text about Georgia O'Keeffe's life. Students establish the text's purpose (to share a life story), highlight the chronological text structure, and note the text's use of figurative language (similes).

Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

- Each page in the "Text Complexity" chart includes a "Recommended Placement" box that explains the grade-level placement for each text, ensuring that core texts have the appropriate level of complexity for the grade based on quantitative and qualitative analysis and their

relationship to student tasks. The quantitative measures include Lexile level, sentence length, word frequency, and word count. The qualitative measures include levels of meaning, text structure, language conventionality and clarity, as well as knowledge demands. For example, in the Unit 5, Week 3 text *In Spring*, the materials state that "the Quantitative Measures place this text in the grade 1 complexity band." The materials also state that "the Qualitative Measures suggest that students might need additional support" with figurative language and knowledge-demands related to the characteristics of spring.

- The materials provide a "Text Complexity" chart in the Savvas Online Platform that details the appropriate complexity level for each grade based on quantitative and qualitative analysis and its relation to student tasks. The chart covers specific details and readability, text structure, language conventionality and clarity, and knowledge demands. It also explains each measure and how students interpret the text. For example, in the Unit 1, Week 3 text *Look Both Ways!* the "Levels of Purpose" section is rated "medium" on the complexity scale. This is because "the purpose of the text is implied; there is no topic sentence, but the text features and illustrations make the topic and author's meaning clear."

Text Quality and Complexity

7.5	Read-Aloud, Shared Reading, and Independent Reading	10/10
7.5a	Texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.	6/6
7.5b	Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)	1/1
7.5c	Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	3/3

Texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. Texts designated for independent reading have a range of complexity levels for students to practice reading independently. Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals.

Evidence includes, but is not limited to:

Texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.

- The texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. The "Text Complexity" chart supports teachers in giving "recommended placement." For example, Unit 3, Week 2, Lesson 3 uses the text *The Clever Monkey* as a shared read. As the "Recommended Placement" box from the "Text Complexity" chart states, "The Quantitative Measures place this text in the grade 1 complexity band." The materials also state that the "Qualitative Measures suggest that students might need additional support" with understanding "trickster characters in folktales" and "longer, more complex sentences."
- The materials for read-aloud and shared reading texts include a variety of structures from multiple genres. The following core/shared reading texts align to specific genres in Unit 4: *Through Georgia's Eyes* (biography); *Jackie Robinson* (biography); *Before the Railroad Came* (historical fiction); *What is the Story of Our Flag?* and *The First American Flag* (informational text); *Eleanor Roosevelt* (biography). According to the "Text Complexity" chart, all these texts fall within the grade 1 complexity band.

Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)

- Within each unit of study, materials include text for independent reading with a range of complexity, including leveled readers using the qualitative Guided Reading Levels (GRL) system. The GRL system is based on research by Fountas and Pinnell and examines ten factors including genre, text structure, content, themes, features of language, sentence complexity, vocabulary, number and difficulty of words, illustrations, and features of print. While students have access to all digital leveled readers, each weekly lesson plan includes suggestions for specific leveled readers to use with students. For example, leveled readers in Unit 3, Week 1 range from Guided Reading Level D-I.
- The "Trade Book" list provided in the "Getting Started with myView" section on the Savvas Realize online platform provides a list of texts that students use for their book clubs or in independent reading. This resource provides the Lexile levels as well as a synopsis of the text. For example, the Lexile levels range from 290L to 530L.

Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)

- The materials include a Daily Plan for the reading workshop in the "Front Matter" section of the Teacher's Edition, which schedules time for students to read independently. The plan suggests students spend 25-30 minutes working independently or collaboratively. The materials also recommend independent reading.
- At the beginning of each unit, the materials include Student Interactive pages with a plan for independent reading and tracking self-selected texts. For example, the Unit 3 Student Interactive includes suggestions for how to choose an independent text and build reading stamina, an independent reading log for students to track their pages and minutes read, and the unit goal of reading traditional stories. While independently reading, the materials encourage students to "try to read for longer periods of time. If you read for ten minutes yesterday, read for fifteen minutes today!"
- The materials include a plan for students to self-select high-quality texts and read independently for a sustained period, with strategies for planning and tracking progress toward independent reading goals. Each unit features a "Book Club" option that enhances engagement with either teacher-selected or self-selected books. In Weeks 1-3, lesson guidance uses texts from the unit of study. For Weeks 4-5, a list of additional texts is provided for students to explore and connect to the theme or spotlight genre. The "Book Club" lessons follow a routine that includes reading aloud from the teacher's book, establishing groups for sharing ideas, and focusing on different aspects of the book each week. They also offer support such as "Noticings, Connections, and Wonderings" charts. Collaboration in the "Book Club" lessons helps students improve their speaking and listening skills.

Evidence-Based Tasks and Responses

8.A.1	Use of Text Evidence	18/18
8.A.1a	Materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)	4/4
8.A.1b	Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)	10/10
8.A.1c	Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)	2/2
8.A.1d	Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)	2/2

The materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text.

Evidence includes, but is not limited to:

Materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)

- The materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension and justify their thinking. The Unit 3, Week 1 "Assess and Differentiate" activities provide "Guided Reading Instruction" prompts for the leveled readers. The prompts in this unit focus student discussions around identifying traditional stories, developing vocabulary, describing the plot, making predictions, and comparing texts. The prompts require students to reference the words and pictures in the text (e.g., "What clues helped you predict the resolution of the story?") In Unit 5, Week 2, students find text features in the text *Seasons Around the World* and explain how these features help them understand the story. Students are asked to underline or circle the text features they find in their Student Interactive and then explain their reasoning by answering the question "What information did you learn from the graphics?" Students submit a written response to justify their understanding.
- The materials include text-dependent questions and tasks that require students to use evidence from the text to justify their thinking. For example, in Unit 3, Week 1, during the shared reading of a fable, students are instructed to underline what the character learns from

the resolution to the problem. Then, in Lesson 2, students use textual evidence to answer the following question: "What can the ant learn from the grasshopper? Use text evidence."

- The materials include text-dependent questions and tasks that require students to use evidence from the text to support claims. For example, in the close read titled *The Blackout* in Unit 1, Week 1, Lesson 2, teachers prompt students to "find text evidence that tells about the boy." Then students answer the question "What does this text evidence tell about the boy?" In Unit 2, Week 5, Lesson 4, students make inferences and claims about the story *Bigger Shoes for the Big Race* and support these claims with evidence.

Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)

- Questions and tasks require students to use text evidence when evaluating the language and craft of high-quality texts. For example, in Unit 3, Week 5, Lesson 3's "Shared Read" lesson, students read the persuasive core text *Thumbs Up for Art and Music*. Students then explore what the author is attempting to persuade the reader to think. Additionally, students examine the author's reasons for their claim. The "Check for Understanding" questions in the "Shared Read" lesson require students to evaluate the author's craft. In Unit 2, Week 5, Lesson 3's Close Read, students utilize textual evidence when analyzing the structure and craft of the text *Run, Jump, and Swim*. Students specifically examine the text structure and answer the following question: "Is the author attempting to persuade us to take action?" Teachers guide students to search the text for words that contribute to the structure of persuasive writing.
- Questions and tasks require students to use text evidence when evaluating the key ideas of high-quality texts. In Unit 5, Week 4, Lesson 3, the mini-lesson "Focus on Strategy" has teachers define the theme and explain that students "can use text evidence and their own experiences to determine the theme of the text." Students apply this by reading the text *Winter Food* in their Student Interactive. After identifying the theme, students revisit their "Close Reading" notes and underline words that aid in determining the theme.
- Questions and tasks require students to use text evidence when evaluating the structure of high-quality texts. For example, during the shared reading of an informational text in Unit 5, Week 1, teachers lead discussion on text structure using sentences from the text. Teachers instruct students about "how authors use text structure to support their purpose, or reason for writing." The students look at a descriptive sentence in their Student Interactive and then search for "other examples in the text where the authors use description to tell readers about the seasons."

Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)

- The questions and tasks require students to support their claims and justify their thinking through a variety of strategies such as comparing sources and discussing key ideas in evidence from the text. In the "Reflect and Share" lesson, students state their opinion about

which of the two texts they read earlier in the week is the best. Students state their claim and the reason for their opinion. Students also cite examples from the text to support their opinions. Teachers ask students to write their opinions with justifications on a piece of paper or discuss their opinions in small groups.

- The materials include "Reflect and Share" activities located in the Teacher's Edition at the end of each week's lessons. These are designed for students to justify their thinking through a variety of strategies, including comparing sources. For example, Unit 1, Week 2, Lesson 2 includes questions for students to compare text. The Guided Reading Prompt Guide includes questions to ask, such as questions on how the stories are the same or different. In Unit 5, Week 3, Lesson 5, students take notes comparing and contrasting two independently selected texts using evidence from both texts in their writing. In Unit 5, Week 4, Lesson 5, students "list important details from the fiction text they are reading and use that list to retell the story to a reading partner."

Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. ^(S)

- Throughout the weekly lessons, questions and tasks are designed at different levels of cognitive complexity to provide students ample opportunities to engage in a text's analysis. Within the "Close Read" lessons each week, teachers ask students questions with specific Depth of Knowledge (DOK) levels assigned to each. For example, the "Check for Understanding" option in Unit 3, Week 1, Lesson 2 asks students how they know the story is a fable (DOK 2), the author's purpose (DOK 3), and what lesson the character learned (DOK 3). These questions vary in complexity within a single "Close Read" lesson. For example, in Unit 5, Week 5, Lesson 2, students are asked "Was your prediction correct?" (DOK 2) and "What reasons does the author give?" (DOK 3).
- The "Teacher-Led Options" component includes a "Conferring" option that involves questions and tasks of varying cognitive complexity. This approach encourages students to analyze the text through personalized one-on-one interactions. Teachers are equipped with conference prompts that include questions at different levels of complexity, along with tasks such as drawing, speaking, or writing to respond. For example, in Unit 5, Week 4, students engage in conferences about determining theme. Teachers use possible conference prompts like "Which details seem important? What big idea did those details support? What do you think is the theme of the story?" Students are encouraged to discuss their thoughts and write down their responses as another way to express their understanding.

Evidence-Based Tasks and Responses

8.A.2	Teacher Guidance for the Use of Text Evidence	4/4
8.A.2a	Materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. m.	2/2
8.A.2b	Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. m.	2/2

The materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax.

Evidence includes, but is not limited to:

Materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)

- During the "Shared Read" section of the texts in each unit, the materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses through the "First Read" and "Close Read" protocols. Through these two routines, teachers think aloud to state their claims and then locate evidence during the close read to support their responses. Both the "First Read" and "Close Read" protocols provide teachers with prompts and scripted guidance in blue. For example, teachers use the text *Eleanor Roosevelt* to think aloud. Teachers state that students learn information about Eleanor Roosevelt. During the "Close Read" activity, teachers identify the main idea and provide evidence to support it.
- The Unit 1, Week 1, Lesson 4 Close Read includes a clear lesson on using textual evidence. The mini-lesson guides teachers on how to effectively model using textual evidence to make evidence-based claims and build text-based responses. In the teacher-guided example for *The Blackout*, teachers demonstrate how to infer the character's personality by examining details in the text. For instance, teachers observe the boy's actions toward his neighbors during the power outage to gain an understanding of what the boy is like.
- The "Reflect and Share" lessons at the end of each week give students a final opportunity to analyze each text. Within this lesson, the materials provide guidance for teachers to effectively model the use of text evidence in generating evidence-based claims and constructing text-based responses. For example, in the Unit 2, Week 4, Lesson 5 Reflect and Share, teachers guide students on how to express an opinion and support it with text evidence. Teachers state, "I think *How Do Baby Animals Grow* is the best book because the information about baby penguins was really interesting."

Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)

- The materials include guidance for the teacher on the use of structured opportunities to engage students in discussions using academic vocabulary. For example, the Unit 4, Week 2, Lesson 2 Respond and Analyze guides teachers to create structured opportunities for discussion. During this lesson, students review past tense words from the story "Jackie Robinson." Students are prompted to consider why the author selected these words and what they reveal about Jackie Robinson. Teachers then encourage students to use these words in sentences with questions like, "What kind of player could my dad have been?" Following discussion, students independently fill in sentences with the appropriate vocabulary words in their Student Interactive for practice. In Unit 3, Week 3, Lesson 5, teachers guide students on a discussion about their favorite poem. Support for teachers includes, "Ask questions to help students share and support opinions about the poems. Which poem did you like best? Why? Point to the part of the poem or illustration that shows why you liked it."
- The materials include suggested text-based discussion prompts as well as guidance and strategies for facilitating discourse among students. Each week in a unit includes "Guided Reading Instruction" prompts, which support lessons throughout the Assess and Differentiate Teacher-Led Options. These lessons help to facilitate a discussion among students about the text. The conferring options provide additional discussion prompts and guidance. The prompts in Unit 4, Week 1 focus student discussions around identifying themes, practicing vocabulary, describing connections, asking and answering questions, comparing text, and reviewing word work. The strategy lesson options also provide ELL Targeted Support. Through the structured use of these ELPS-aligned strategies (e.g., pictures, sentence frames, and collaboration) students gain a deeper understanding of the texts.
- The materials include a Speaking and Listening Practice PDF located in the Resource Download Center. This includes guidance for teachers to support students in having text-based collaborative discussions. Throughout the Teacher's Edition, the lessons reference the Speaking and Listening Practice PDF to help guide student discussions. For example, in Unit 2, Week 2, Lesson 5, students use text evidence to talk about connections to texts read during Shared Reading. The materials instruct teachers to "use Speaking and Listening from the Resource Download Center to help guide discussions." The small group instruction page from the Speaking and Listening Practice PDF directs students to write the topic of their discussion as well as use sentence starters such as, "When I think about _____, I realize _____." Students also ask questions to their peers using provided stems, writing what they learned from the discussion on the back of the paper.

Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	6/6
8.B.1a	Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.	1/1
8.B.1b	Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1c	Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1d	[3rd grade only] Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft.	N/A
8.B.1e	Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. (S)	1/1

The materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft.

Evidence includes, but is not limited to:

Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.

- Each unit of study includes five to eight suggested mentor texts to provide students with an example of the type of writing they will be producing. Week 1 of each unit includes suggested published texts to use in a mentor stack. In addition to suggested published texts, the materials include criteria for teachers to self-select books for the mentor tack. In Unit 3, students are introduced to poetry. Mentor text suggestions include *Quick as a Cricket* by Audrey Wood and *A Poke in the I* by Paul Janeczko. In Unit 5, students explore how-to books, and mentor text suggestions include *How to Babysit a Grandpa* by Jean Reagan and *How to Make Slime* by Lori Shores. The mentor stack includes the following titles: *Ralph Tells a Story* by Abby Hanton, *Owl Moon* by Jane Yolen, *Fireflies* by Julie Brinckloe, *Tulip Sees America* by Cynthia Rylant, and *Kitchen Dance* by Maurie J. Manning. The materials offer guidance to teachers in locating more mentor texts. The materials ask teachers to find texts similar to the length of the students' books. Texts should feature a clear, identifiable plot written in linear order and following a problem/solution pattern. In Unit 5, students explore how-to books using mentor texts that contain instructions about things to do or make, that use sequence words, and that feature simple graphics to help clarify each step.

- Throughout each unit, weekly Writing Workshop lessons utilize the mentor stack to highlight specific elements of the genre. In Unit 4, Week 1, the mentor stack texts highlight stories that match the length of students' texts. These texts feature a clear, linear plot and use a problem and solution structure. In Week 2, the mentor stack texts focus on an identifiable problem and solution structure. These texts use pictures and words to describe settings, as well as include characters in addition to the narrator.

Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft as seen through the scope and sequence. Throughout the units, students learn about different aspects of writing. In Unit 1, students explore literary elements of writing. In Unit 2, students focus on writing informational texts. Unit 3 covers writing poetry, while Unit 4 centers on writing personal narratives. Finally, Unit 5 involves developing informational research texts. Students develop elements like adding details and genre-specific characteristics, structure their work with introductions and conclusions, and use writer's craft skills such as editing and revising. The process concludes with publishing, celebrating, and assessing their work.
- "Writing Workshop" lessons follow a five-week sequence. Each unit follows the same sequence: Week 1 introduces and immerses students in the genre. Week 2 focuses on developing genre-based elements. Week 3 covers genre-based structure. Week 4 emphasizes using the writer's craft. Finally, Week 5 involves publishing, celebrating, and assessing one's work.
- The materials include "Writing Club" lessons that are in the Teacher's Edition. These offer students opportunities to share literary writing with different purposes and audiences. For example, in the Unit 3, Week 2 "Writing Club" section, students share their ideas about imagery and word choice, discussing elements of poetry in their writing. In Unit 3, Week 5, students celebrate by sharing their poems with the class.

Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- In Unit 2 of the Writing Workshop, the materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. In this unit, students write an informational book. They develop genre-specific elements like facts and details, use simple graphics, and edit for capitalization and subject-verb agreement.
- In Unit 5, students write a different type of informational text: a how-to book with procedural steps. Students establish an audience and purpose for their how-to book and work through the writing process to develop clear instructions, a conclusion, a list of materials, and graphics. They use diagrams and photographs to share information in their how-to book. Finally, students edit their writing for different sentence types, prepositions, and adverbs

before publishing their how-to book. In Unit 5, Writing Club Week 1, students share plans for how-to books with each other. In Unit 5, Week 5, students celebrate their writing by publishing and sharing their how-to books with the class.

- The materials offer scaffolds such as anchor charts, graphic organizers, and rubrics to help students develop strong informational texts. In Week 5 of the Writing Workshop cycle, teachers and students assess writing using a rubric. In Unit 2, the informational text rubric sets the following quality criteria for an effective text: (1) clear development and focus, (2) extremely clear ideas presented in a developed and logical manner, (3) thorough details, (4) precise and concrete language using domain-specific vocabulary, and (5) correct grammar, spelling, capitalization, and punctuation.

[3rd grade only] Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft.

- The guidance bullet is not applicable to the grade level.

Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. (S)

- In the "Detailed Scope and Sequence" section of Units 2 and 4, the materials offer opportunities for students to learn about or write correspondence pieces. In Unit 2, Week 6, materials provide opportunities for students to dictate or compose correspondence such as letters. In Lesson 3, students learn that "an opinion letter is a type of persuasive text written by one person and sent to another." After reviewing an example of a persuasive letter, students work in pairs to write their letter to a zookeeper, persuading the zookeeper to add an animal to the zoo.
- In Unit 4, Week 6, materials offer opportunities for students to dictate or compose correspondence such as thank-you notes. In Lesson 4, students dictate or compose a thank-you note to a person they interviewed earlier in the week. After reviewing an example of a thank-you note and noting the greeting, body, and closing, students use a graphic organizer to complete their own thank-you note.

Evidence-Based Tasks and Responses

8.B.2	Writing Process	11/11
8.B.2a	Materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)	5/5
8.B.2b	Materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)	6/6

The materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. Materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising.

Evidence includes, but is not limited to:

Materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)

- The materials support students in using the elements of the writing process to compose texts, as outlined in the Unit Overview at the beginning of each unit. Within the Writing Workshop, students engage with the writing process starting with an introduction to a text in a specific genre in Week 1. In Week 2, students develop the elements of the genre, such as informational writing. In Week 3, students work on the structure of the genre-specific writing. In Week 4, students apply writer's craft and conventions of language. In Week 5, students publish, celebrate, and assess their writing. For example, in Unit 5, students start by learning characteristics of procedural texts (how-to books) and planning their how-to book in Week 1. In Week 2, students develop the introduction, conclusion, instructions, and simple graphics for their books. In Week 3, students organize the structure of their how-to book. In Week 4, students edit for prepositions, adverbs, and punctuation. Finally, in Week 5, students publish their work for a celebration.
- The TEKS Correlation Guide in the "Getting Started with myView Online Component" section shows how the material uses age-appropriate progressions of conventions. The guide outlines when students learn each component of writing conventions. For example, students are first taught complete sentences with subject-verb agreement in Units 2 and 3, and then move to prepositions in Unit 5 according to the TEKS Correlation Guide.

Materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)

- The materials provide direct and explicit guidance for teachers to model each element of the writing process. For example, In Unit 1, Week 4, the lesson focuses on adding details to words. The teaching point explains that "after writing a first draft, authors look back and revise their writing to improve it. They often use specific words to expand sentences and add details." The teacher models how to ask questions while discussing details in fiction and nonfiction books, pointing out adjectives and adverbs to show how these specific words make the writing clearer. Students then participate in an independent writing task in which they add details to their books, including adjectives in their sentences. In Unit 1, Week 5, students choose a book to publish by deciding which writing they will get ready to share with readers. The materials direct teachers to model asking questions about publishing. Students spend independent writing time on publishing.
- In the Writing Workshop Weekly Overview at the beginning of each week, the materials include guidance for teachers to support students at different levels of understanding through conferencing and revising. The materials include an "If... then" conference prompts resource for each component of the week. For example, in Unit 2, Week 3, teachers receive conference prompts on graphics, words and sentences, as well as organizing ideas. The conference prompts guide teachers to assist students in organizing their ideas by asking students which detail they wrote first in their book and why. In Unit 3, Week 3, teachers focus on helping students understand the different ways a poem is structured. If students require additional support with rhyming, teachers help students make a list of words that rhyme to use in their writing. If students show understanding with rhyming, teachers have students identify the words used in their writing.

Evidence-Based Tasks and Responses

8.B.3	Explicit (Direct) and Systematic Writing Instruction	13/13
8.B.3a	Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)	3/3
8.B.3b	Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level TEKS. (T)	4/4
8.B.3c	Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)	6/6

The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level TEKS. Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing.

Evidence includes, but is not limited to:

Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)

- The Teacher's Edition provides direct and explicit lesson plans for teachers to support students in sentence structure. For example, in Unit 1, Week 3, Reading-Writing Workshop Bridge Lessons 2-4, students learn that a complete sentence includes a subject and a verb. Teachers work with students to identify complete sentences, create their own, and edit sentences. The Unit 2, Week 4 Writing Workshop lesson "Edit for Capitalization" teaches students to capitalize the beginning word of a sentence. Teachers are given explicit instructions for modeling using mentor texts and practicing in the Student Interactive before having students edit their writing for proper capitalization.
- The Teacher's Edition provides direct and explicit lesson plans for teachers to support students in sentence syntax and vocabulary. In "Writer's Workshop" lessons, teachers receive guidance on introducing present tense verbs in simple sentences in Unit 1, interrogative and declarative sentences in Unit 2, and past verb tense in Unit 4. Teachers receive scripting, guidance, and mentor sentences to help with sentence-level writing instruction. In Unit 5, Week 2, the materials guide teachers in providing explicit instruction on sentence-level writing. During the "Language and Conventions" lessons in the Reading-Writing Bridge, students review adverbs and then move on to transitions and conjunctions. Students start with a simple sentence and, through teacher modeling and questioning, edit sentences for adverbs. Later, students add appropriate transitions and conjunctions with teacher assistance.

Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level TEKS. (T)

- The materials include guidance for teachers to provide systematic, direct, and explicit instruction in writing starting at the sentence level and building to compositions. In Unit 2, Week 2, teachers explicitly instruct students to apply the main idea, add details to their informational book, and write an engaging introduction. In Week 4, teachers receive direct guidance for instruction on editing plural, possessive, and singular nouns, as well as prepositions. By Week 5, students focus on publishing their informational book compositions. In Unit 5, Week 2, teachers start by modeling how to write instructions for their "How-To" book. Students then engage in shared writing to apply these instructions. Next, students receive guidance on adding simple graphics, an introduction, and a conclusion to their work. Week 2 concludes with independent writing. Students create compositions, incorporating learned elements with strong teacher support throughout the week.
- Each unit of study in the Teacher's Edition includes a "Skills Overview" section. This gives an overview of skills taught during each week's Writing Workshop. Lessons include instruction at the sentence level and instruction in writing longer compositions. The "Skills Overview" section for Unit 3 offers sentence-level lessons on nouns, pronouns, and capitalization. Additionally, students compose poetry and a persuasive letter.

Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)

- The "Detailed Scope and Sequence" section outlines increasingly complex skills. Lessons provide explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in Unit 3, Week 3, students write poetry and revise their poems to include various poetic elements such as line breaks, white space, sound words, rhyme, and stanzas. The materials offer explicit support for teachers and provide opportunities for students to practice these elements independently in their writing. In Unit 3, Week 5, students work to edit for proper nouns, in Unit 4, Week 5, students edit compound sentences. In Unit 5, Week 5, students edit commas and dates in sentences. In the Student Interactive, teachers remind students of the use of commas in dates and sentences. Students edit a paragraph with commas to demonstrate their understanding.
- The materials provide systematic anchor charts, checklists, and protocols for revising and editing. These materials prompt students to engage with sentence structure that increases in complexity during the writing process. Each unit follows a Writing Workshop routine throughout Weeks 1-5. Each week, teachers conference with students about their writing. Week 4 focuses on the writer's craft, so the conference prompts focus on taught language and convention concepts. Unit 4, Week 4 focuses on capitalization, punctuation marks, and verbs. The materials provide teachers guiding questions to ask students in these conferences, such as "What else does a complete sentence have? (capitalization)" and "Is there a place in your writing where you would change the punctuation?"

Evidence-Based Tasks and Responses

8.B.4	Grade-Level Standard English Conventions	20/20
8.B.4a	Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level TEKS. (S)	4/4
8.B.4b	Materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. (S)	4/4
8.B.4c	Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)	12/12

The materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level TEKS. Materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context.

Evidence includes, but is not limited to:

Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level TEKS. (S)

- The TEKS Correlation Guide in the Getting Started with myView Online Component outlines where student practice and apply the conventions of academic language both in and out of context. The guide specifies that students learn and use complete sentences with subject-verb agreement in Units 2 and 3. Students learn about singular, plural, common, and proper nouns in Unit 3. Students learn about adverbs and prepositions in Units 3 and 5.
- The materials include opportunities for practice and application both in and out of context of the conventions of academic language. For example, in Unit 4, Week 4, students apply punctuation marks by editing sentences for correct punctuation. Students first work in a whole group with their Student Interactives to edit declarative, exclamatory, and question sentences. Then, students continue their writing independently and are prompted to edit for punctuation marks. Unit 4, Week 1, Reading-Writing Workshop Bridge Lesson 4 includes an application activity for the students to complete. The "My Turn" section directs students to complete a practice activity by writing the correct verb tense on the line after a sentence with a mistake. For example, students might write the word "called" to correct a sentence that uses

"call." After practicing in isolation, students are instructed to pay attention to the sentences written in drafts during the Writing Workshop, and teachers remind students that verbs should have the correct tense to express when the action occurs. In Unit 5, Week 4's Writing Workshop lesson on prepositions, teachers identify prepositions from a mentor text and create a list. Students then complete an activity in the Student Interactive and edit their drafts, paying attention to the correct use of prepositions during independent writing and conferences.

Materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. (S)

- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation. For example, in the Reading-Writing Workshop Bridge for Unit 3, Week 4, students analyze third-person text. Students read *The Best Story*, writing a response about one of the characters in the text in a complete sentence with correct punctuation.
- The materials include Let's Write! Literacy Stations, which are in the Resource Download Center. These offer students opportunities to write sentences, providing students with activities to extend learning and write in multiple genres. In the "Write Sentences" section, students write about pets. The instructions state, "Think about a pet someone might have. Write two sentences about the pet. Start each sentence with a capital letter. End each one with a period."
- The materials include student workbooks in which students write grammatically correct sentences aligned with grade-level TEKS. The Reading-Writing Bridge lessons for Weeks 1-5 within each unit of study include corresponding Student Interactive pages. Additional practice activities in the Savvas Realize Resource Download Center provide opportunities for students to write grammatically correct sentences. Unit 2, Week 1 focuses on simple sentences, and the practice activities ask the students to rewrite two sentences with correct capitalization and punctuation.

Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)

- The materials offer clear and systematic opportunities for practicing correct grammar in context. For example, in Unit 2, Week 1, Lesson 3, teachers instruct students on simple sentences, showing students that each sentence has a subject and predicate. Teachers explain this by demonstrating on the board, and students circle the subject and underline the predicate in each sentence. The next day, in Lesson 4, students correct simple sentences in their Student Interactive. In the Writing Workshop, students focus on sentence structure while drafting their writing. In Unit 2, Week 2, Lesson 3, students learn that declarative sentences end with a period. Teachers demonstrate with example sentences, and then students practice with guidance. The next day, in Lesson 4, students edit punctuation in the Student Interactive.

- In the Teacher's Edition Writing Workshop, students edit their writing for grammar and punctuation during the "Writer's Craft" section. The materials offer systematic practice and application of grammar, punctuation, and usage. Students focus on grammar, punctuation, and usage in the "Explore and Apply" sequence during Week 4's Writing Workshop. For example, In Unit 3, Week 4, students edit for capitalization using an activity in their Student Interactive. Later, students edit their writing for capitalization during independent writing. In Unit 4, Week 4, students first explore punctuation marks and then apply them. Later in the week, students explore verbs, applying them both in context and within their compositions.