

| Publisher Name | Program Name |
|-----------------------------------|-----------------------|
| Savas Learning Company LLC | Texas myView Literacy |
| Subject | Grade Level |
| English Language Arts and Reading | 2 |

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| Texas Essential Knowledge and Skills (TEKS) Coverage: | 100% |
| English Language Proficiency Standards (ELPS) Coverage: | 100% |
| Quality Review Overall Score: | 522 / 536 |

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 | 219 / 223 |
| 6. Knowledge Coherence | 50 / 54 |
| 7. Text Quality and Complexity | 38 / 38 |
| 8. Evidence-Based Tasks and Responses | 71 / 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 offer cumulative review and practice of taught phonics skills, with opportunities in both isolation and connected text.
- **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 determining the meaning of unfamiliar words using illustrations, context, and print or digital resources, with teacher guidance for explicit instruction and activities that encourage resource use for word meanings and pronunciations.
 - 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.1 Connected Knowledge-Building Units and Lessons: Materials design units to build knowledge in various fields with a structured scope and sequence, focusing on extended topics and integrating grammar, vocabulary, discussion, and writing activities with the knowledge theme.
 - 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.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials provide a year-long scope and sequence for building tier 2 and 3 academic vocabulary within knowledge-building contexts, with differentiated practice opportunities, purposeful tasks, and nonverbal techniques like images and visualization to support vocabulary acquisition.
 - 6.B.1 Recursive Inquiry Process: Materials support students in asking questions, generating research plans, gathering information from various sources, and distinguishing between primary and secondary sources through guided activities and tasks.
 - 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 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.

- 7.3 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.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 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.

Challenges

- 1.1 Course-Level Design: Materials lack pacing guidance for various instructional calendars, a rationale for unit order, and supports for instructional coaches.
- 5.C.2 Letter-Sound Correspondence: Materials lack explicit instruction on connecting phonemes to letters and feedback for common student errors. Materials do not include various ways to practice decoding multisyllable words.
- 6.A.3 Context and Student Background Knowledge: Questions and tasks do not prompt students to synthesize knowledge and concepts across texts across units.
- 8.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials do not

include mentor texts that serve as models
to compose a variety of texts..

Summary

Texas myView Literacy is an English Language Arts and Reading K–5 program by Savvas Learning Company LLC. It offers a comprehensive and structured approach to reading, writing, and phonics instruction through its reading and writing workshop models. The curriculum provides specific daily instructional guidance and routines, including modeling and guided practice through gradual release. Additionally, the product includes various supplemental materials to assist teachers in small group instruction, assessment, and intervention.

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 do not include a scope and sequence outlining the ELPS 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.

- In the grade 2 Teacher's Guide, the materials provide a yearly, course-level scope and sequence via a week-by-week "Unit Skills Overview" section. This overview is found at the beginning of each unit in the Teacher's Guide that includes the relevant TEKS. The "Unit Skills Overview" section includes various literacy components such as the Reader's and Writer's Workshop as well as the knowledge taught within each course unit.
- The materials detail ELPS connections in a separate resource, the Language Awareness Handbook. This handbook is organized according to the unit week. At the end of each unit in the Teacher's Guide, the materials provide correlation charts for both TEKS and ELPS. In the charts, teachers see where each TEKS and/or ELPS is addressed by unit and week in both the Student Interactive and the Teacher's Edition.

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 materials include unit overviews for each of the five units. Each unit includes six weeks of study, revolves around a theme (e.g., "You Are Here" in Unit 1), and centers on a genre-specific book (e.g., the realistic fiction text "Maybe Something Beautiful" in Week 2). The week by week unit structure and pacing guidance is in line with a typical 180-day school calendar. Materials do not include suggested pacing guidance to support implementation for various instructional calendars, such as a 210-day, extended school year calendar.
- The Program Overview in the Teacher's Edition includes a "Grades K-2 Program Assessment Overview" section that lays out the units in relation to "baseline," "middle-of-year," and "end-of-year" tests. Teachers adapt these assessments to fit their instructional calendars.
- The materials provide "Suggested Weekly Plan" sections for each unit and editable lesson plans with pacing guidance at the daily and weekly level. These guidance documents support effective implementation at the lesson and unit level, but materials lack year-long pacing guides or calendars for localities with varying numbers of school days.

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

- The materials do not include an explanation for the rationale of unit order throughout the course. Each unit in the Teacher's Edition includes a "Quick Start Guide" section, which provides teachers with a global view of the skills, goals, and activities that each unit includes. The Quick Start Guide does not reference previous or future units. The materials include five separate units, each with a unique, unconnected theme. However, the materials do not provide an explanation or rationale for the order of these units.
- The materials do not include an explanation for how learned concepts connect throughout the course. Student Interactive resources provide a sequence of units that systematically connect between the foundational skills. For example, in Unit 3, Week 5, students apply oral instruction to writing commands in Unit 5, Week 2. However, the materials do not include a rationale or explanation for how these foundational skills (or other skills) are learned throughout the course.
- The materials do not provide a rationale for the unit order and concepts. Each unit begins with an "Introduce the Unit" section, which offers an essential question that serves as a focal point throughout the six-week unit. The unit is organized by a theme with weekly goals for each part of the workshop lesson plan. The materials include an essential question for each unit with guiding questions for each week that connect to the unit theme. The theme is connected week to week through text selection and inquiry projects. This information is depicted visually in a roadmap and in a chart format.

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

- The materials include a "Unit-at-a-Glance: Workshop Overview" section, which lists targeted skills and focus areas for each part of the lesson for the week and unit. For example, in Unit 1,

Week 3, the targeted skills include identifying the main idea, making connections during reading, as well as planning, drafting, and publishing writing. This provides guidance to teachers, serving as a guide for teachers to internalize the target of the lesson. Each unit includes a Quick Start Guide that allows the teacher to "navigate the resources" provided for each unit.

- The Assessment Guide provides guidance on how the assessments align with the TEKS and standard learning objectives. For example, Unit 5, Lesson 3 provides teacher guidance on two assessments, including formative and quick check assessments, which assess students' understanding and application of inferring a theme of a story.
- The materials include a Leveled Readers Library with guidance on how to use these resources. Teacher guidance materials explain that accurately placed leveled readers provide the support readers need to make progress.

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

- The materials provide guidance to support administrators with implementing the materials as designed. The "Savvas Realize" on-demand training provides self-paced courses for administrators. For example, the "Realize Reports for Administrators" course overview states the course supports administrators in "helping educators evaluate student needs by tracking student performance on assessments and standards."
- The materials include resources to support administrators in the "Savvas Realize" on-demand training platform. For example, the Reports Overview handout reviews the types of reports provided for the materials, and the Realize Customer Administrator Guide supports administrators with the tools to customize and share assessments for program implementation.
- The materials do not provide resources or guidance for instructional coaches that would support implementing the instructional materials as designed.

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 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. For example, in Unit 1, the materials introduce the concept of CVC words. In Unit 4, before introducing the new skill during a lesson about antonyms, teachers remind students of the definition of a synonym. In Unit 5, before introducing the concept of decoding words with double consonants, teachers remind students "that each syllable in a word has one vowel." Teachers instruct students to apply what they know about vowel patterns to the decoding process.
- The "Skills Overview" for each unit lists the following academic vocabulary that repeat on a weekly basis for each of the five weeks unit of study: related words (week 1), synonyms and antonyms (week 2), context clues (week 3), figurative language (week 4), parts of speech (week 5). Additionally, the "Reading-Writing Workshop Bridge" section of "Workshop Overview" in the "Unit-at-a-Glance" lists academic vocabulary to be used as teaching points and progress monitoring for each week in the unit. The academic vocabulary by week mirror the above weekly routines for teaching and practicing academic vocabulary. This is the extent to which materials provide teacher guidance for academic vocabulary necessary to teach unit concepts.

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 includes a "Parent Connect" page for each unit. These materials inform families about the objectives of the unit using the language of educators. For example, the objectives are described as "digraphs" and "trigraphs." The materials offer only general suggestions for how families help support students at home, such as: "Can you show me

some of the new words in your reading? What did you write about in your final draft?" These suggestions are available in English and Spanish.

- The Assessment Guide includes a Parent Form that parents use to observe their child's reading. Each unit includes a "Family-School Connection" page for teachers to send home to parents explaining what the unit is about and what phonological, reading, and writing skills the students are working on. This page also explains what the Project-Based Inquiry is about. This resource is available in both English and Spanish. Parents complete the form at the beginning of the year to give the teacher a better idea of how the student is as a learner.
- The materials provide parent guidance to help support their child with an individualized learning plan. The "Parent Corner" resources allow parents to access resources in various languages to support students' online learning at home. The Parent Corner includes filters and hyperlinks for easy access to student-individualized online learning that teachers assign. The materials offer several online tools, including a video, to help parents support students' learning.

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.

- The Teacher's Guide includes comprehensive lesson plans in the "Week-at-a-Glance" and "Weekly Plan" sections, which include the required components of daily ELA lessons. For example, the materials list the foundational, comprehension, and writing skills for each day's lesson, providing teachers with the necessary objectives, tasks, and materials. For each component of ELA, the materials provide daily structured lessons that include objectives, questions, tasks, and materials for teachers to support student learning. The "Materials" list includes the specific objectives addressed in the lesson, questions for teachers to use during the lesson, tasks for students to complete, and materials for student practice. For example, the objective of the Unit 1, Lesson 2 Word Work lesson involves distinguishing between long and short vowels. The teacher's directions for the lesson include, "Have students name the vowel and tell whether it is long or short." Next, students are asked to decode CVC words on a chart at the bottom of the Student Interactive page. For additional practice, students are asked to read the words with a partner and orally use the words in sentences. Each lesson also includes formative assessment at the end. Each lesson contains a teacher script to support the implementation of the content and language standards.
- In the Teacher's Guide, each unit begins with a "Skills Overview" page that lists all the lessons the teacher conducts, broken down by week and by literacy component. This "Skills Overview" page also lists the corresponding TEKS and the essential question for the unit. Each unit in the

Teacher's Guide is broken down by week. Each week includes a "Suggested Weekly Plan" section that includes learning goals and specific locations for the teacher to find the necessary lessons, activities, supports, and formative assessments (referred to as "Quick Checks") for each of the program's components. The "Weekly Overview" section provides the suggested time frame for each component. For example, in Units 1 and 3, the materials provide routine activities to support student learning, such as listening comprehension, partner reading, and word study.

- The lessons found in the Teacher's Guide explicitly provide guidance to the teacher on what to do and how to practice with the students. The "Lesson Overview" section includes timing for each component of the lesson in a range of minutes. For example, the "Reading Workshop" component allocates 10-20 minutes for foundational skills (phonics) and comprehension lessons with the text. Teachers model various skills and walk students through various activities. Lessons include "TEKS Objectives" and "ELL Targeted Support," which instructs the teacher on how to intervene with students at various levels of English proficiency. Lessons also include pictures of the Student Interactive, ensuring that teachers guide their students through the lesson.

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

- The materials include a "Weekly Lesson Overview" section, which includes a suggested time frame in minutes for each reading lesson component. For example, in Unit 3, the materials provide teachers with guidance for routine activities to support student learning. The Teacher's Guide Program Overview includes a "Daily Plan" section for reading workshops, which includes a suggested daily pacing guide. This includes whole-group mini-lessons that require 5-15 minutes, small group activities that require 25-30 minutes (which coincide with independent and collaborative actions), and, finally, another whole-group share-back that requires 5 minutes.
- The materials include a "Weekly Lesson Overview" section, which includes a suggested time frame in minutes for each writing lesson component. The Teacher's Guide Program Overview includes a "Daily Plan" section for writing workshops, which includes a suggested daily pacing guide. This pacing includes mini-lessons that require 5-15 minutes, independent writing that requires 30-40 minutes, teacher conferences with individual students for 3-5 minutes, as well as a five-minute share-back.

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

- The materials include a "Lesson Overview" section listing the teacher and student materials necessary for the lesson. The Teacher's Guide Program Overview lists all of the print and digital program components and workshop resources for grade 3. These materials include the Student Interactive, leveled readers, small-group guide, assessment guides, language awareness handbook, and a myFocus Intervention Teacher's Guide.

- Each unit's materials include a "Suggested Weekly Plan" section that provides teachers with each lesson's page in the Teacher's Guide, allowing teachers to effectively deliver the lesson. The lessons within the Teacher's Guide include screenshots of the Student Interactive, listing any available additional practice or digital downloads available to help teachers teach the lesson. The "Weekly Overview" section includes teacher and student grade-level materials and resources to support the skills that students learn. In Unit 3, the materials provide resources and hyperlinks to *myView* digital resources for shared reading. For each day of the week, the materials list each lesson component, providing teacher and student page numbers.

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

- The materials guide teachers on the effective use of lesson materials for extended practice or enrichment of the lesson. For each lesson, the materials provide guidance to assess and differentiate with options for extended practice opportunities and enrichment. Online activities throughout the digital learning platform offer students interactive learning activities to extend and enrich the lesson or unit objectives.
- Each lesson within the Teacher's Edition provides teachers with the locations to find available extension activities. For example, the Unit 1, Week 1, Lesson 2 Reading Workshop lessons in the Teacher's Guide include the locations for teachers to find additional practice. The extension activities are templates completed in class or taken home to practice grade-level content.
- The "Small Group" section of the Teacher's Guide provides intervention, enrichment, and extension activities available for the teacher to integrate into classroom instruction. These materials guide the teacher on the effective use of lesson materials for extended practice. Students complete the extension activities in class or take them home to practice grade-level content. In Grade 2, Unit 2, Week 3, the "Academic Vocabulary" activity provides a multiple-choice format that teachers either deliver in class or print for students to take home for additional practice.

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 materials include a variety of instructional assessments at the unit level, including diagnostic, formative, and summative assessments that vary in types of tasks and questions. The "Assessment Overview" chart provides teachers with detailed information on how and when to utilize these assessments during the year. The materials list a variety of each type of assessment. For example, there is a Diagnostic Baseline Assessment for the beginning of the academic year as well as other tools such as the Reading Behavior Checklist, which teachers use diagnostically throughout the year. The "Summative Assessments: Teacher's Manual and Answer Keys" section includes the Baseline Test, a diagnostic test for the program. The Baseline Test features a phonics, word knowledge, vocabulary, reading comprehension, and phonemic awareness test along with an optional fluency component. The "Summative Assessments: Teacher's Manual and Answer Keys" section includes all unit middle-of-the-year and end-of-year tests for the program.
- At the lesson level, the materials include a variety of instructions in the "Weekly Plan" section. For example, the materials include quick checks for foundational skills and vocabulary throughout the week. The Daily Lesson Guide notes these assessments. Lessons include

formative checks, which include guidance on how teachers intervene when "students struggle" as well as when "students show understanding."

- The materials include a variety of assessment tools that vary in types of tasks and questions at the unit and lesson level. For example, in Unit 1, the teacher assigns an end-of-the-unit assessment to measure a student's learning. The materials include three online assessments that are administered: BOY—a diagnostic, baseline assessment, MOY—a summative, middle-of-year test, and EOY—a summative, end-of-year test.

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

- The materials provide the definition for the types of instructional assessments included. In the Assessment Guide, the materials distinguish the differences between diagnostic, summative, and formative assessments. For example, diagnostic assessments are administered at the beginning of the year or in a unit that determines a student's academic strengths and weaknesses. Diagnostic assessments help determine the academic support that the student needs. The Assessment Guide also includes a chart of where to find the assessments in the teacher resources. The materials provide information on different question types, supporting teachers' use of a variety of questions to assess student learning.
- The materials provide the purpose of each assessment, as well as a definition of the various types of assessments. In the Assessment Guide, the materials distinguish the differences between diagnostic, summative, and formative assessments. For example, formative assessments are used to "gather continuous data about the student and monitor academic progress."
- The materials provide an Assessment Guide that the teacher references to understand how to interpret the student data collected from assessments, as well as how to use that data to inform instruction.

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

- The Assessment Guide includes a dedicated section that supports the teacher in understanding the different types of assessments, as well as provides the teacher with a suggested timeline. The materials provide various tools such as a checklist to support the teacher in collecting student data. The checklist is utilized to track student progress and inform instructional design.
- The Assessment Guide includes teacher guidance on the administration of each type of assessment, ensuring teachers' consistent and accurate administration of instructional assessments. The materials list this guidance in a bulleted, user-friendly format. The guidance includes scripted directions for the teacher to use with students, ensuring administrative accuracy and consistency.
- The materials include the "Summative Assessments: Teacher's Manual and Answer Keys" section, which guides the teacher on how to administer various assessments. This section

includes guidance on a fluency test as well as summative assessments with various components.

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

- The Assessment Overview states that formative and summative assessments are aligned to the TEKS and the objectives of the unit. The materials also include TEKS-aligned and TEKS-formatted assessment items. In the Assessment Guide, Savvas Realize (the online assessment tool), allows teachers to view each student's online assessment results. For assessments aligned to standards, teachers view assessment scores by question and standard. Therefore, assessments are aligned to the TEKS and unit objectives.
- The materials include summative assessments aligned to the TEKS and unit objectives in the "Summative Assessments: Teacher's Manual and Answer Keys" section, which includes charts per unit that indicate which TEKS are being assessed for each component of the summative assessments. The "Summative Assessments: Teacher's Manual and Answer Keys" section includes diagnostic assessments aligned to the TEKS and their objectives. This section provides an Item Analysis Chart for the Baseline Test, a diagnostic assessment that shows the TEKS and component alignment.
- The Teacher's Guide aligns the assessments at the lesson level. Lessons have a formative quick check with the TEKS aligned from the lesson. Teachers intervene using a quick check if students struggle, or "extend instruction" if students show proficiency.

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

- The materials include various types of informal assessments at varying levels of complexity. For example, in Unit 3, the quick check guides the teacher to make quick decisions based on the student's performance on syllable patterns. This assessment provides teachers with on-the-spot opportunities to provide students with constructive feedback and immediately respond to students' academic progress.
- The materials include an online assessment resource that allows for customizable digital assessments that teachers create or edit at various levels of complexity to fit the needs of their class. The Assessment Guide provides a chart of the types of questions that each assessment measures, including multiple-choice items, fluency checks, and writing prompts. For example, the assessment titled "Cold Reads" provides a rubric to assess students' reading fluency.
- The materials include the "Summative Assessments: Teacher's Manual and Answer Keys" section, which includes charts per unit that demonstrate the various Depth of Knowledge (DOK) levels being assessed. For grade 2, the DOK level fluctuates between DOK 1 and DOK 3. The TEKS being assessed are also listed on these charts, which shows that the materials include standard-aligned items at varying levels of complexity.

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.

- The materials provide guidance on interpreting and responding to student performance. The Rubric Scoring Guide supports teachers in evaluating students' constructed responses within writing workshop conferences. The rubric allows teachers to evaluate student responses as well as how to respond to students and improve their writing. The writing workshop conference structure offers another opportunity to guide teachers in responding to student-constructed responses.
- The materials provide teachers with aligned-scoring information as well as guidance for interpreting student performance. When students take an online assessment, Savvas Realize offers a variety of reports that support teachers' analyses of assessment data. These reports allow teachers to track student scores on assessments by question and by standard. The materials also allow teachers to export classroom data as a CSV file to use in grade books or other applications. All of these features provide teachers with guidance on using assessments to respond to student trends and individual performance.
- Instructional assessments allow teachers to gather a range of scoring information on student performance, ensuring that teachers respond to varying levels of student needs. The *myView* digital reporting tools allow teachers to easily track and monitor benchmark data from the *myView* Baseline Test, *myView* Middle-of-Year Test, and *myView* unit tests. Teachers use the data from varying assessments to inform their instruction and respond to students as a class, in groups according to performance level, and individually.
- The Assessment Guide provides a chart that filters assessments by type, clarifies when the assessment should be administered, determines the type of data the assessment will provide, and offers a brief description of how teachers interpret the data. Teachers use this to determine baseline practices regarding how to respond to student assessments. The

Assessment Guide walks the teacher through how to use the online assessment component of the materials as well as how to interpret and use data to make informed instructional decisions on a minimally detailed level. The Assessment Guide also provides teachers with guidance on how to keep track of running records, conduct a running record, as well as interpret the data collected from running records. This guidance ensures that teachers adjust small groups and differentiate instruction as needed.

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

- The materials include guidance for the use of tasks and activities that support responding to student trends and performance on assessments. For example, in Unit 1, teachers utilize a quick check to determine if students need additional support with phonics skills and long and short vowels. In Unit 3, the teachers utilize a quick check to determine if students need additional support. As the materials explain, "identifying specific vocabulary gives clues about the character."
- The materials provide guidance to teachers when students take an online assessment. Savvas Realize offers a variety of reports to support teacher analysis of assessment data. These reports allow teachers to see student scores assessment scores by question and by standard. The materials also allow teachers to export classroom data as a CSV file to use in grade books or other applications. All of these features provide teachers with guidance on how to use assessments to respond to student trends and individual student performance.
- The Teacher's Guide includes guidance on how teachers should respond to students who struggle with the lesson's material, as well as guidance on how to respond to students who are proficient with the lesson material. The "Summative Assessments: Teacher's Manual and Answer Keys" section offers teachers guidance on how to interpret the Baseline Test results (which serve as the diagnostic test). This includes guidance on how to respond to students scoring about 90%, guidance on how to respond to students who score between 60% and 89%, and guidance on how to respond to students who score below 60%.

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

- The materials provide opportunities for students to track their own progress. In Unit 1, students utilize the Research Project Checklist to ensure they have completed tasks associated with their assigned project.
- The Assessment Guide provides several checklists for students to self-assess their progress with reading, writing, and unit projects. For example, the materials include a student form to assess group projects and work. Such resources allow students to reflect on their learning and better contribute to their group's effectiveness.
- In the Assessment Guide, teachers provide students with a writing log that allows students to keep track of their writing, record how they felt about a piece of writing, and record the things that they liked or disliked about a piece of writing. The Student Interactive provides reading logs for each unit, ensuring that students track their personal reading practices.

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.

- The Reading Workshop materials include teacher guidance on providing differentiated comprehension instruction by using texts of different levels to match students' reading abilities. The materials provide additional lesson plans to reteach skills using leveled texts. This is useful for students who have not reached proficiency in a whole group shared reading. For example, there are additional pages in the myFocus Intervention Teacher's Guide with instructions on specific student comprehension skills. The myFocus Intervention Teacher's Guide contains specific lessons for teachers to utilize to differentiate below-grade-level students during small group time. The lessons include references to student materials that they complete within their myFocus Reader. The materials include various manipulatives and lesson variety. The materials also include independent activities for students to practice skills in self-selected texts, as well as questioning for teachers to use to support reading conferences during independent reading practice. The materials provide teacher-led options for reteaching phonics concepts, thereby supporting student foundational skills. For example, the materials provide additional lessons in the myFocus Intervention Teacher Guide. The materials also provide differentiated activities for students who have not yet reached decoding proficiency. These activities are found on the "Teacher-Led Options" pages of the Teacher's Guide. The activities include independent word work using letter tiles or decodable text. The materials provide extra scaffolding by providing teachers guidance on working with partners. The concepts in these lessons are at grade K expectations.

- The materials include teacher guidance to support students who have not yet reached proficiency in grade-level skills. The Teacher’s Guide includes quick checks and formative assessments that guide teachers to differentiate instruction, activities, and lessons by reviewing content, reteaching content via different approaches for students who did not reach proficiency or extending and enriching instruction for students who mastered content. For example, in Unit 1, the teacher utilizes a quick check to determine if the student needs additional support with long and short vowel phonics skills, directing the student to additional lessons to support mastery. The "Assess & Differentiate" section within each unit in the Teacher’s Guide focuses on small-group instruction. This section includes references to intervention activities in the myFocus Intervention Teacher's Guide that align with the skills the teacher is teaching that week.
- The Reading Routines Companion includes teacher guidance on how to use materials as a continuum of resources to meet student needs. As the level of support increases, teachers use the small group differentiation provided in the "Teacher-Led Options" pages in the Teacher's Guide, the myFocus intervention resource, as well as the SuccessMaker, which the materials describe as a way to adapt and prescribe reading instruction for intervention, differentiation, and personalization.

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

- The lesson plans include the regular practice of pre-teaching three to five unfamiliar vocabulary words before reading with an explicit approach. For example, for each new unit, teachers pre-teach vocabulary words using an explicit vocabulary routine. Before each new text, instead of using the explicit routine, students preview vocabulary words on a practice page, which they read with teacher guidance to "define as needed."
- The "Turn, Talk, and Share" section of each lesson in the Teacher's Edition provides students with embedded support for unfamiliar vocabulary. This section provides opportunities for students to speak to one another using academic vocabulary. The teacher directs students to work with a partner and practice various skills while utilizing their academic vocabulary. The Teacher’s Guide includes screenshots of the Student Interactive to help teachers direct students as necessary.
- The Teacher’s Guide includes embedded supports for references in the text. The lessons include a "Possible Teaching Points" section that teachers use during the read-aloud. This section supports students in reading like a writer as well as noticing a writer’s crafting of figurative language. The Student Interactive offers continued student practice. Prior to a shared reading, teachers preview vocabulary with students by utilizing specific pre-teaching techniques for ELL students. The Teacher’s Guide includes many teacher "think aloud" moments that model reading comprehension skills for students. The materials also provide "Possible Teaching Points" sections that teachers use as opportunities to focus students’ attention on specific skills or literary elements.

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

- Each Reading Workshop mini-lesson includes a quick check (a short formative assessment) that provides teachers with guidance on assessing and differentiating instruction for students who have demonstrated proficiency and need enrichment or, alternatively, require extension instruction. Lessons including quick checks also provide references to activities to "extend instruction" for "students [who] show understanding" of the skills and content taught in that lesson. The "Small Group" section of the lesson offers extended instruction by providing conference questioning during students' independent reading of self-selected texts. For example, the teacher asks students to apply the skill taught during a mini-lesson to the new text. In each unit, the materials provide a Project-Based Inquiry project that provides week-by-week instructions for the steps of the project. For each step, the materials provide instruction and differentiated support, thus enriching student learning by providing both intervention and advanced support opportunities.
- The "Assess & Differentiate" section of each lesson provides teachers with guidance regarding "On-level and Advanced" activities for students who do not require intervention during small group instruction. These activities are found in the Resource Download Center online. The activities align with the skills and content in the weekly lessons to enrich and extend student learning. Extension Activities are be found in the online Resource Download Center of Savvas Realize. These activities are broken up by unit and are referenced in the Teacher's Guide.
- The materials provide teacher guidance on extension activities in weekly standards practice. Teachers project a practice PowerPoint to their class, providing opportunities for students to practice a learned skill. For example, in Unit 2, Week 1, students have an opportunity to practice context within and beyond a sentence to determine the meaning of unfamiliar words.

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 directly and explicitly. 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).

- The Teacher's Guide includes prompts and guided instructions to support teachers in communicating, explaining, and modeling concepts directly and explicitly. For example, during handwriting instruction in Unit 1, Week 1, the teacher models proper sitting and paper position, correct letter formation, and explains letter strokes for students. The teacher script provides prompts to communicate this information to students.
- The Reading Routines Companion provides additional guidance for teachers to support modeling, explaining, and communicating concepts to be taught explicitly. For example, In the "Distinguish Long and Short Vowel Sounds" lesson in the Reading Routines Companion, the materials provide detailed and precise scripted instructions for teachers: "Listen carefully to the vowel sound in this word. Have students repeat the sound after you."
- The Teacher's Guide includes explicitly written lessons, allowing teachers to easily model and direct students through activities. For example, in Unit 1, Week 2, the teacher explains that "the vowel sound in dime is known as long because the vowel 'says its name.'" Scripted portions are often colored in light blue. The materials include screenshots of the Student Interactive so teachers more effectively guide students through skills practice. For example, one scripted phrase reads, "The word mat has a consonant-vowel-consonant pattern. The vowel sound in this pattern is usually short."
- In the Teacher's Guide, teachers are directed to mini-lessons that contain both a "Focus" section and a "Model and Practice" section. Both sections are detailed to ensure teachers properly guide their students. For example, in Unit 1, Week 2, the materials provide teachers with detailed, step-by-step instructions to teach decoding words with long and short vowels.

Oftentimes, the materials list specific resources (e.g., sound-spelling cards) that teachers need to properly complete the lesson.

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

- The Teacher's Guide provides guidance on lesson delivery, which includes a variety of instructional approaches. For example, when introducing a new unit, the lesson includes a video as well as explicit vocabulary instruction. This variety of instructional approaches increases student engagement and learning potential. For example, Unit 1's "Introduce the Unit" section offers teachers guidance on telling students what to watch for and focus on while watching the video.
- The materials include recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. The materials offer frequent opportunities for students to partner together and talk using academic language. For example, in Unit 3, students partner to discuss different purposes for reading.
- The lesson plans in the Teacher's Guide allow for a variety of lesson facilitation and instructional approaches, including partner sharing, small group instruction, and independent practice. This ensures more opportunities for student engagement and learning.

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.

- The Teacher's Guide includes multiple types of practice to support effective implementation. For example, the daily lesson components include opportunities for guided, independent, and collaborative practice (guided, independent, group, literacy centers, project-based, partners, and book clubs). The materials recommend that teachers include these components within each day's lesson. The Teacher's Guide provides explicit lessons for whole-group instruction, as well as directions for teachers to follow to guide their students through independent practice, including independent writing.
- The materials include guidance for teachers to support effective implementation. For example, the lessons instruct teachers to "have students apply by practicing..." as well as integrate "Turn, Talk, and Share" opportunities. This guidance ensures increased student engagement and learning.
- The Teacher's Guide provides guidance for teachers. For example, the guide directs teachers to confer with students about their writing, including providing prompts and "if-then" statements. The Teacher's Guide also includes a "Conference Support for ELL" section, which provides guidance for helping ELL students with their writing on various levels.

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.

- The materials include teacher guidance on providing accommodations for various levels of language proficiency via dedicated sections in the lesson plans for Emergent Bilinguals (EB). These sections guide targeted support specific to the concept/skill being taught. This guidance includes accommodations for various levels of language proficiency, including beginning/Intermediate, advanced, and advanced-high. In the Teacher's Guide, lessons include "ELL Targeted Support" sections that teachers use to differentiate activities, skills, and content based on whether the emergent bilingual student is at a beginning, intermediate, advanced, or advanced-high level of language proficiency. In the Teacher's Guide, lessons contain "ELL Access" sections that teachers use to "help prepare students for" oral readings and other activities. Lessons in the Teacher's Guide include strategies such as making anchor charts and using sentence stems to help enhance student understanding. The materials also include highlighted Spanish cognates to assist with language transfer.

- The materials include additional teacher guidance to further engage students in using increasingly more academic language. The Language Awareness Manual includes a "Story Map Graphic Organizer" resource to help EB students organize sequences of events. Teachers model how to complete the graphic organizer, as well as provide sentence frames and a word bank that includes words that tell time order. These words include after, first, later, and next. Unit 3 provides EBs support with comparative endings. EB students at a beginning and intermediate proficiency level are provided a sentence stem and visual representation to compare the endings -er and est. Advanced students point to the word, identifying the base word in large. The lesson continues with the advanced EB students using the words large, larger, and largest in a sentence.

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

- The Language Awareness Handbook reviews informational text, referencing the infographic from the Student Interactive. The lesson continues with teachers asking guiding questions and providing Emergent Bilingual (EB) students with sentence frames. EB students work in pairs, taking turns asking each other questions and constructing oral responses. The Language Awareness Handbook reviews the purpose of oral language. It also offers practice incorporating academic vocabulary from the word wall when speaking. Teachers assist students in selecting new words for use in a sentence.
- 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.

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 materials provide guidance for supporting EB students in vocabulary development. The Language Awareness Handbook provides additional support to teachers in supporting emergent bilingual students. The Language Awareness Handbook guides teachers to display academic vocabulary related to the unit theme and utilize the "analyze cognate routine" to help students recognize Spanish cognate words. The materials include activities and resources to build EB knowledge of English vocabulary. Using kinesthetics, EB students use movements and gestures to learn unfamiliar English vocabulary.

- In the Teacher's Guide, the "ELL Targeted Support" section provides teachers guidance in helping students build academic language by using cognates to transfer language. The "ELL Targeted Support" section provides teachers with student sentence stems (referred to as "sentence frames" in the materials) to help students develop an understanding of various concepts (e.g., setting).
- The Teacher's Guide lessons include tips for supporting emergent bilingual students with language transfer (e.g., cognates, cross-linguistic connections, rephrasing suggestions, and checks for understanding through oral discourse). The materials provide these opportunities for academic vocabulary, comprehension, and building background knowledge as well. For example, one "Listening Comprehension" lesson includes guidance on words in the story that have Spanish cognates. The lesson guides teachers to build students' background knowledge of the story by sharing a summary before the oral reading. The lessons in the Teacher's Guide contain embedded guidance to support emergent bilingual students with written discourse. For example, during the reading workshop, the "ELL Targeted Support" section for vocabulary requires students to write words and draw pictures to represent meaning.

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 "Getting Started with *myView*" resource includes a scope and sequence of foundational skills (including phonics). It offers a detailed list of the phonics skills that the materials include throughout the six units of instruction. This resource provides guidance for the systematic and sequenced instruction of phonics and foundational skills, allowing teachers to understand the progression of foundational skills. The resource supports teacher planning, ensuring teachers' ability to differentiate for a variety of learners.
- The Teacher's Guide includes sequenced instruction of phonics and foundational skills. Each unit begins with a "Skills Overview" section that details the TEKS as well as the skills that students will focus on in that unit and progression. This overview includes foundational skills relating to phonics instruction. In the Teacher's Guide, each unit also begins with a "Unit-at-a-Glance: Workshop Overview" section, which lists student phonological behaviors to show progression throughout the six-week unit. The end of the Teacher's Guide contains a scope of foundational skills that encompass the complete program for grades K-5. This includes a chart that identifies which skills are taught in each year. Additionally, the chart lists the skills in general categorical terms such as "Know sound-letter relationships and match sounds to letters." The materials identify each unit's foundational skills by week and lesson, ensuring teachers' sequenced instruction of phonics and foundational skills.
- The materials include sequenced instruction. This instruction begins with a review of grade 1 skills and words with CVC patterns. This lesson continues with students spelling words with short vowels. In grade 3, student skills progress to more complex concepts. For example, in

Unit 5, Week 1, student skills progress to vowel patterns. Students decode and encode single and multisyllabic words that have the vowel pattern /au/, /aw/, /a/, /augh/, and /ough/. In Unit 4, Week 1, the materials begin with a review of one-syllable words. Teachers tell students that, "rap has one vowel so it has one syllable." The lesson continues with teachers providing explicit instruction for two-syllable words. Teachers remind students that multisyllabic words with the spelling pattern VC/V are divided after the consonant.

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

- Unit 1, Week 6 in the Teacher's Guide includes a "Weekly Planner" section. This section provides intentional daily opportunities for phonics and foundational skills. Each unit is broken into six weeks and each week has five lessons. The "Suggested Weekly Plan" sections provide time to practice foundational skills (including phonics) each week—including the sixth week, which focuses on project-based learning. Additionally, Unit 5, Week 3 in the Teacher's Guide includes a "Suggested Weekly Plan" section, which provides intentional daily opportunities for phonics and foundational skills. Each unit is broken into six weeks and each week has five lessons. The "Suggested Weekly Plan" sections include time for foundational skills (including phonics) each week.
- The materials include direct and explicit instruction for phonics and foundational skills. In grade 2, Unit 4, Week 1, the materials begin with a review of one syllable words. Teachers tell students that "rap has one vowel so it has one syllable." The lesson continues with teachers providing explicit instruction for two-syllable words. Teachers remind students that "multisyllabic words with the spelling pattern VC/V are divided after the consonant." In grade 3, students distinguish between VC/V and V/CV spelling patterns and divide words into syllables. In the "Word Work" lesson for Unit 1, Week 1, Lesson 1, students discover the phonics pattern of VCE. The materials direct teachers to, "Write and say the word bike and have students repeat it. Ask: When I say bike, what vowel do you hear me saying? Then replace the /i/ in bike with /a/ to form the word bake. Circle the vowel and e in bike and bake. Ask: When you see that e at the end of the word. What does that tell you? Students should recognize that it is an indicator that the vowel will be long."
- Lesson 2 of each week provides intentional opportunities to practice foundational skills. The materials guide teachers to use formative assessments for the week's skill focus to determine the focus of small group lessons. This allows teachers to be intentional with small group planning, providing opportunities to reteach phonics skill if needed. The "Whole Group" lesson plan prescribes uniform practice for each day of the lesson. The lesson plans in the Teacher's Guide support uniform delivery practices.

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

- The "Daily Lesson Plan" resource in the Teacher's Guide offers opportunities for whole group practice of phonics skills in isolation. Teachers provide students practice with reading words in isolation. The materials provide additional practice pages as part of the lesson. For example, the "Word Work" lesson refers to the practice page during the lesson and suggests

additional pages that students can complete either independently or with partners. The materials also offer the possibility of using practice pages as formative assessments to determine small group instructional needs. The Teacher's Guide includes "Foundational Skills" lessons. Beginning with Unit 3, students learn phonological skills in isolation via explicit instruction in Lessons 1-3 before students practice this newly learned skill in context using decodable texts. For example, in Unit 3, Week 1, Lesson 1, the "Foundational Skills" section of the Reading Workshop guides teachers on how to explicitly instruct students to decode words with the long /i/ sound. Teachers model for students, then students work with a partner to practice the skill. Students practice phonics skills in isolation via individual words and word lists. For example, in Unit 1, Week 1, students read CVC words in isolation.

- The materials include opportunities for students to practice phonics skills through decodable texts. In the Teacher's Edition, the "Daily Lesson Plan" resource includes a "Foundational Skills Extension" sidebar, which includes a decodable text in the "Small Group Differentiation" lesson plan. For small group differentiated instruction, the materials suggest practicing phonics skills through decodable texts. Beginning with Unit 3, the "Foundational Skills" lessons in the Teacher's Guide require students to learn phonological skills in isolation via explicit instruction in Lessons 1-3. Students then practice the skills in context using decodable texts. Unit 3, Week 1, Lessons 4-5 includes a "Foundational Skills" section in the Reading Workshop. This section offers teachers guidance on how to guide students through the decodable text "Rabbit's Kite." It also provides guidance for students to identify words with the new phoneme, long /i/.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities to review previously taught skills. When teachers introduce a new concept, the "Foundational Skills" lessons in the Teacher's Guide reference previously taught concepts. The materials thus provide opportunities to review previously taught skills by connecting past phonics skills to new ones. One example of this kind of connective lesson can be found in Week 2, Lesson 1, which offers a connection between closed syllables and the new concept of the VCE syllable pattern. The "Foundational Skills" lessons in the Teacher's Guide include a weekly review on the fifth day of every week. These lessons review the skills and concepts that students learned during the previous week. For example, the fifth day of Week 4 includes a "Spiral Review" component that reviews only what was taught during the previous week. The "Foundational Skills" lessons in Units 1 and 2 in the Teacher's Edition occasionally include a "Phonics: Spiral Review" section at the end of the week. In this section, teachers review and practice previously taught phonics skills from the previous week with students.
- The online materials in the "Savvas Realize" resource provide "Weekly Standards Practice" PowerPoints for teachers to utilize as quick checks for students. For example, in Savvas Realize: Assessment & Practice: Weekly Standards Practice: Unit 1: Weekly Standards Practice: Week 5: TEKS Check: Word Study, the foundational skills students work on for the week include inflectional endings. The formative assessment also focuses on inflectional endings.

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.

- The Teacher's Guide provides "Word Work" lessons that include instructions for modeling new phonics skills. For example, in Week 2, Lesson 1, the materials provide the following guidance for teachers: "This week students will be decoding words with the long vowel pattern CVCe. To introduce the vowel pattern, write mat, make. The word mat has a consonant-vowel-consonant pattern. The vowel sound in this pattern is usually short. Write CVC over the letters in mat. The word make has the long vowel sound /ā/. The letter e at the end of make doesn't have a sound. We only hear the /a/ sound. This pattern is called consonant-vowel-consonant-silent e. In this vowel pattern, the first vowel is usually long. Write CVce over the letters in make." This language allows for consistency of instruction and supports teachers' knowledge of foundational skills. The "Foundational Skills" lessons in the Teacher's Guide provide explicit directions for teachers to follow in modeling phonological skills for their students. The materials explicitly label this modeling via the "Model and Practice" sections. This modeling is also embedded in teacher guidance as shown in Unit 1, Week 1, Lessons 1 and 2.
- Phonics lessons include explicit teacher modeling before students practice phonics skills independently. In Unit 1, Week 1, teachers tell students to listen for the vowel sounds as teachers read the words big and bite. Teachers tell students that, "I will say the words again. Clap once if you hear the short vowel sound, and clap twice if you hear the long vowel sound." The students continue to practice identifying short and long vowel sounds with additional words. The materials provide explicit instructions that include modeling and practicing decoding contractions. In Unit 2, Week 1, teachers provide explicit instruction on decoding contractions. Teachers instruct students to write and say isn't. Teachers tell students that "I can decode this contraction by deciding the letter O goes where the apostrophe is." The lesson continues as students work in pairs to decode words in isolation.

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

- The materials include lessons that offer opportunities for corrective feedback. For example, a grade 2 lesson on decoding two-syllable words with closed syllables includes the following suggested feedback: "If a child has difficulty determining which vowel sound to use when reading multisyllabic words, ask the child, 'Where would you divide the syllables in this word? Is that a closed or open syllable? What vowel sound is usually in a closed syllable?'" Additionally, in the Reading Routines Companion, each skill includes "Side A" and "Side B" pages that offer teachers explicit instructional directions as well as corrective feedback for students. The Teacher's Guide includes "Word Work" lessons that offer explicit guided instruction. For example, Lesson 4, Week 2 offers the following advice to teachers: "If students say a word with a different long vowel pattern, such as train, write [the word] and confirm that it has a long a sound. Then ask if it has a CVCe pattern. Tell students the word has a different vowel pattern." The "Foundational Skills" lessons in the Teacher's Guide regularly provide precise terms, phrasing, and statements to guide student practice and teacher instruction.
- Daily lessons include opportunities for immediate and corrective feedback with the "Daily Quick Check" resource. Located in the top right corner of each lesson in the Teacher's Edition, the "Daily Quick Check" resource provides corrective feedback in each lesson. For example, grade 2, Unit 1, Week 1, Lesson 3 covers setting. The Quick Check states, "If students struggle, revisit instruction about describing and understanding settings in a Small Group."

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

- The lessons include daily opportunities for students to work collaboratively in pairs. For example, during a "Language and Conventions" lesson in Unit 4, small groups of students discuss their day using adjectives. In Unit 5, students work with a partner to circle the spelling pattern for VCCV words. Students then write two more words with the VCCV spelling pattern.
- The materials include lessons that offer a variety of opportunities for students to practice through collaborative learning and independent practice. For example, the Unit 2, Week 1 lesson "Decoding and Encoding Compound Words" includes an activity that provides the following instructions: "You are making compound words from two base words. Find the two pictures that make a compound word. Put them together, and then record the word on your recording sheet. When you are all done, turn this direction sheet over and check your answers with the answer guide. Correct any misspelled words."
- The Teacher's Guide provides "Foundational Skills" lessons that include a variety of opportunities to practice through collaborative learning and independent practice. For example, in Week 1, Lesson 3, the "Guided Spelling" activity requires students to work in partners to practice building words before independent practice. Lessons 1 and 5 of each unit week include a different lesson structure. Instead, Lesson 1 introduces the skill via teacher modeling. The "Foundational Skills" lessons in the Teacher's Guide regularly require students to collaborate while practicing phonics skills, as shown in Unit 1, Week 3, Lessons 4 and 5 and Unit 2, Week 4, Lessons 4 and 5.

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 throughout the curriculum. In the Teacher's Guide, the "Suggested Weekly Plan" resource outlines practice opportunities for foundational skills throughout the week using whole groups, collaborative groups, small groups, and independent work. In Unit 2, Week 3, teachers remind students that, in the previous lesson, students learned about vowel teams or digraphs ai, ay, and ea. Teachers encode the words pie and thief. Teachers then explain, "When I say the word pie, I hear the long /i/ sound. When I say the word thief, I hear the long/e/ sound."
- The materials include intentional cumulative review and practice activities throughout the curriculum. In the "Foundational Skills" section of the Teacher's Guide, Lesson 5 includes a review of the skills students learned from the previous week. For example, in Week 4, Lesson 5, this review covers the previous week's emphasis on consonant blends. This is the only concept covered.

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

- In the Teacher's Guide, the "Foundational Skills" lessons include opportunities to practice phonics skills that have been previously taught. For example, in Week 1, teachers provide students a list of practice words that focus on the target skill of CVC. This ensures appropriate practice and leads to student progress.
- Students have opportunities to practice phonics skills that have been explicitly taught. During independent practice in Unit 2, Week 1, students form contractions by writing words and contractions at the top of one of their Student Interactive pages. In Unit 2, Week 1, students focus on the long vowel team /ow/. The "Foundational Skills" lessons in the Teacher's Edition

include explicit instruction for the phonics TEKS. Partner and/or individual practice follows this instruction, as evidenced in Unit 5, Week 1, Lessons 1 and 2.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials provide decodable texts for each lesson that focus on the targeted skill. These texts provide students practice reading words for that week's skill focus. For example, the decodable texts for Unit 1, Week 5 include the target skill of inflectional endings, which aligns to the weekly focus. In the "Intervention" lessons in the "Small Group Differentiation for Phonics" page, the materials suggest a connected text that teachers can use as intervention support. This text includes cumulative practice for skills previously taught. For example, in Week 4, Lesson 2, the target skill is "digraphs/trigraphs." The associated text includes words with that pattern.
- Decodable texts are only used in Units 3-5 and reflect the practice of phonics skills taught within that past week. This is evidenced in Unit 3, Week 5, Lessons 4 and 5 and Unit 4, Week 4, Lessons 4 and 5. Additionally, the decodable texts include taught phonics skills and irregular high-frequency words. Students can read the text independently or read with an audio reader. For example, after an explicit lesson on diphthongs /ou/ and /ow/, students read the decodable text "A Proud Brown Dog," which includes words with phonics patterns and high-frequency words that have all been explicitly taught.

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

- In the Teacher's Guide, the "Foundational Skills" lessons include opportunities to practice new phonics skills with words in isolation. Each lesson includes practice words that are either provided by the teacher or listed on a practice page. The "Foundational Skills" lessons in the Teacher's Guide allow students to practice skills they were explicitly taught in isolation. This is evidenced in Unit 4, Week 4, Lesson 3. Teachers explicitly model and practice using prefixes. Students then work with a group. Students use word cards to make new words using the prefixes. Similar lessons can be regularly found throughout the curriculum.
- In Lesson 2 of the Teacher's Guide, the "Foundational Skills" lessons include a sidebar reference to decodable text as a suggestion for extension. The materials also provide opportunities to practice new phonics skills in connected text as part of the "Intervention" section of the "Small Group Differentiation" lesson for phonics. The "Foundational Skills" lessons in the Teacher's Guide allow students to practice skills they were explicitly taught in a connected decodable text. This is evidenced in Unit 4, Week 4, Lessons 4 and 5. The "Shared Reading" section of the Teacher's Guide will sometimes offer "Foundational Skills Extension" callouts. In these callouts, teachers explicitly make a connection from the "Word Work" lessons to the text being read, as shown in Unit 4, Week 4, Lesson 2's "Shared Reading" text titled "One Plastic Bag."
- The materials include lessons with an instructional focus and opportunities for practice in isolation and in connected text. For example, after receiving explicit instruction on a sound-

spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text in Unit 1, Week 2. In Unit 3, Week 1, students decode a list of words, fill in blanks with missing words, and read the decodable sentence.

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 systematically and accurately 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 formative assessments in a variety of formats to measure student learning. This helps determine next steps for instruction, as evidenced in Unit 1, Week 1. The Teacher's Guide includes "Formative Assessment Options," which provide teachers with multiple options to assess students' proficiency in a lesson's specific skills. These assessments require students to complete activities in the Student Interactive such as using letter tiles to demonstrate syllable division.
- The "Summative Assessments: Teacher's Manual and Answer Keys" resource includes summative assessments for each unit. This resource also includes a "Middle-of-Year" and "End-of-Year" test. These assessments are multiple-choice and include a writing component.
- The materials include a variety of diagnostic assessment tools for measuring phonological awareness and phonics skills. For example, in Unit 1, teachers assess students' phonics skills via various assessment tools. These tools include quick checks, formative assessments, and weekly standard practice. The "Summative Assessments: Teacher's Manual and Answer Keys" resource includes diagnostic assessments (e.g., the Baseline Test) to determine a starting point for each student.

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

- The Assessment Guide includes teacher guidance on the administration of each assessment in the materials. The materials list such guidance in a bulleted, user-friendly format with

scripted directions for teachers. Such directions ensure administrative accuracy and consistency.

- The materials include guidance to help teachers efficiently administer assessments with clear, consistent directions, ensuring accurate assessment administration. For example, during the Summative Phonological Assessment, the Teacher's Manual provides clear directions and guidance to help teachers administer the assessment. In the "Summative Assessments: Teacher's Manual and Answer Keys" resource, the materials provide teachers with directions on how to measure various assessments, including oral reading accuracy, phonemic awareness, and summative multiple-choice tests.
- The materials include clear, consistent directions, ensuring the accurate administration of assessments. For example, the assessment directions clearly specify when to move to the next task and when to discontinue the assessment. The directions state that if students cannot respond orally to any of the practice items in a section of the Phonemic Awareness Assessment, then teachers should discontinue the assessment.

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

- The materials include systematic progress monitoring tools that measure students' acquisition of grade-level phonics skills. The materials provide "Progress Check-Ups" that "measure students' progress [during] each week of instruction." The materials include a total of 25 check-ups. These check-ups include four sections: vocabulary, phonics, reading comprehension, and writing. The "Progress Check-Ups: Teacher's Manual and Answer Keys" resource provides teachers with a reproducible "Student Progress" chart to keep track of each student's progress throughout the year. The materials also include a "Class Progress" chart.
- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. This is evidenced in the "How to Use Data" section of the Assessment Guide. The materials include progress monitoring tools for sample class record charts.

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

- The "Assessment Overview" section at the beginning of the Teacher's Guide provides a timeline for the use of a variety of assessment measures throughout the course. This overview includes a chart that provides guidance to teachers on which assessment tools are aligned with progress-monitoring data. The overview lists a variety of assessment measures and contains information on each assessment, how to administer each assessment, and when and how to use the data from the assessment.
- An online assessment screens a variety of reading skills that can be used as a baseline measure. This resource ensures that teachers can screen for students who may need more diagnostic assessments to identify gaps. In grade 2, students are expected to develop basic reading comprehension skills, as well as apply foundational skills to become more fluent

readers. It is developmentally appropriate for assessments at this level to include a general comprehension test as well as tools to identify any learning gaps or deficiencies.

- The Assessment Guide includes teacher guidance on using an aligned system of assessment tools throughout the year. The materials include a "Progress Check-Ups: Teacher's Manual and Answer Keys" resource, which provides teachers with a reproducible "Student Progress" chart to track each student's progress throughout the course. The materials also include a "Class Progress" chart. The "Progress Check-Ups" are designed to "measure students' progress [during] each week of instruction." The materials include a total of 25 check-ups. The check-ups have four sections: vocabulary, phonics, reading comprehension, and writing. Teachers administer these progress monitoring tools at the end of each week's instruction.

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. 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.

- The materials include Savvas Realize, an online assessment and data-management tool for tracking individual student progress. Savvas Realize provides a variety of reports for teachers to analyze student assessment data.
- The materials include an online data-management tool for tracking individual student progress—helping teachers make appropriate instructional decisions and accelerate instruction. The online tool enables teachers to document and monitor student phonics skill outcomes. It also enables teachers to document individual data regarding student progress on phonological awareness and phonics skills. Teachers document student phonics progress on the student progress chart.
- The "Teacher's Manual" and "Answer Key" sections of the Progress Check-Ups provide the teacher with a reproducible student progress chart. This, along with a class progress chart, allows teachers to track each student's progress throughout the year. This data management tool tracks individual student progress—allowing teachers to make appropriate instructional decisions and accelerate instruction.

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

- The materials include Savvas Realize, an online assessment and data-management tool designed for tracking whole-class trends and progress. The Assessment Guide provides comprehensive support on how to effectively use Savvas Realize to guide instructional practices. This guidance includes detailed instructions on accessing and interpreting assessment reports within Savvas Realize.
- When students utilize the online assessment tools in Savvas Realize, the platform generates various reports to assist teachers in analyzing assessment data. Teachers view student scores on assessments by individual questions and, for assessments aligned with educational standards, by specific standards. Additionally, teachers export classroom data in CSV format for integration into grade books or other educational applications. This data management tracks whole-class student progress to analyze students' patterns and needs.
- The "Teacher's Manual" and "Answer Key" sections of the Progress Check-Ups supplement these capabilities by providing tools such as a reproducible student progress chart. This, along with a class-wide progress chart, enables teachers to monitor each student's academic progress throughout the academic year. This functionality allows educators to analyze patterns and identify specific student needs to inform instructional decisions effectively.
- Savvas Realize offers robust reporting capabilities for academic progress. The Assessment Guide is not explicit regarding phonological progress data tracking within the system; nevertheless, the platform is effective in tracking overall class data on both individual student and collective class levels.

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

- The myFocus Intervention Teacher's Guide provides specific guidance on determining the frequency of progress monitoring based on student needs. As stated in the resource, "myFocus Intervention offers a consistent lesson format to make instruction, practice, and assessment during intervention clear and easy to use. Student models, activities, routines, and assessments are provided at point of use and follow a gradual-release model. The pace of the lessons is naturally dependent on the needs of each student. The chart below provides a suggested pacing for lessons, many of which might typically take about one week." The resource includes a weekly pacing chart that offers teachers specific guidance on when and how to progress monitor throughout the week (i.e. on days two, three, and four).
- The myFocus Intervention Teacher's Guide provides specific guidance on determining the frequency of progress monitoring based on student strength and need. The materials provide the following teacher guidance: "Teachers use assessments to set goals for students, monitor progress toward those goals, give feedback on that progress, and adjust teaching as needed (Allal 2010). By observing how students respond to this ongoing formative assessment, teachers can adjust or focus activities in each lesson. Research shows that effective formative assessment strives to answer the questions 'Where am I going?' 'Where am I now?' and 'Where to next?' (Frey and Fisher 2011). By answering these questions, students know exactly

why they are being assessed, what skills they need to address to improve, and what skills they will need for future classroom work." This guidance offers teachers the research background that guides their decision-making.

- Each lesson in the myFocus Intervention Guide concludes with specific guidance for progress monitoring based on student strengths and needs. For example, Lesson 1 ends with a quick tool to monitor progress on rhyming with guidance depending on students' responses: "For this lesson, IF... students cannot identify the rhyming words in a set, THEN...say each word in the set and have students repeat the words after you. Ask: Which words end with the same sound? Repeat the words, emphasizing the ending of each to help students identify the words that rhyme. REMIND STUDENTS THAT... • words that rhyme have the same ending sound. • words that do not have the same ending sound do not rhyme • rhyming words can have one or more." This specific guidance supports the teacher's decision on how to adjust instruction to meet student needs.
- The materials provide specific recommendations on how frequently different groups of students or individuals should be progress-monitored based on their diagnostic assessment results. The materials also feature data-management tools designed to track whole-class student progress, which facilitates the analysis of patterns and helps teachers identify student needs. For example, the materials encourage teachers to progress-monitor approaching-level students monthly, whereas the materials recommend that teachers progress-monitor below-level students every two weeks.

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

- The myFocus Intervention Teacher's Guide includes guidance on accelerating learning based on student needs. This resource gives the following guidance to teachers: "myFocus Intervention follows a consistent format, but the sequence and number of lessons in the program are not prescriptive. Intervention should be quick and efficient, targeted to the skills and concepts that are proving barriers to grade-level reading proficiency. If a straightforward concept is introduced and quickly mastered in a session or two, teachers should move on (i.e. reading words with digraphs or reading words with common prefixes). On the other hand, some lessons may require several sessions for instruction, modeling, and to practice skills before students will show mastery (i.e., reading some lesson common vowel patterns like ue or ie). The number of sessions, their duration, and the intervention model used should be tailored to students' needs. For example, students needing intensive intervention may require 30-minute daily sessions for instruction, practice, and progress monitoring. For students needing minimal intervention, two to three 30-minute small-group sessions may be enough to teach the concept and provide sufficient guided practice and assessment."
- Each lesson in the myFocus Intervention Guide concludes with specific guidance for progress monitoring based on student strengths and needs. For example, Lesson 1 ends with a quick tool for teachers to monitor student progress on rhyming with guidance depending on students' responses: "For this lesson, IF... students cannot identify the rhyming words in a set, THEN... say each word in the set and have students repeat the words after you. Ask: Which words end with the same sound? Repeat the words, emphasizing the ending of each to help

students identify the words that rhyme. REMIND STUDENTS THAT... • words that rhyme have the same ending sound • words that do not have the same ending sound do not rhyme • rhyming words can have one or more." This specific guidance supports the teacher's decision on how to adjust instruction to meet student needs.

- The materials include guidance on how to accelerate learning based on progress monitoring data. For example, in Unit 1, Week 2, the materials offer specific instructions on accelerating student learning depending on individual student outcomes. If a student demonstrates an understanding of a skill, the materials suggest extending instruction and moving forward to the next lesson.
- The materials provide detailed guidance on accelerating learning to achieve mastery of specific concepts based on progress monitoring data. For example, the Teacher's Guide includes tables that specify which activities in the program to assign students when they have difficulty on progress monitoring assessments or have already demonstrated mastery of a concept or skill. This includes a list of suggested activities to assign students and a set of lessons to teach when students score above or below a set threshold on a progress monitoring assessment. These resources provide a tailored approach to addressing student needs.

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 Language Awareness Handbook provides explicit instructional guidance on developing oral language and oracy skills directed at helping emergent bilingual students. These strategies also could be applied to the class as a whole. The handbook includes support for collaborative conversations for specific targets such as expressing opinions or coming to a consensus, as well as sentence stems for academic language before, during, and after reading a text. This support guides the teacher to provide specific feedback and set up opportunities to practice oracy skills.
- The reference section in the back of the Teacher's Guide provides explicit instruction on oral language skills that involve clarifying, elaborating, and reaching an agreement. These materials provide oral language and oracy practice through guided and independent practice. Specifically, the materials offer teachers a lesson plan to use when introducing the oral language skill, which explains why the skill is important and when to use it. This lesson plan includes an anchor chart of sentence stems to use for students to practice. The Reading Routines Companion, Grade 2 provides step-by-step and scripted instructions for teachers to use to effectively implement Foundational Skills lessons.
- The materials include oral language and oracy practice through a variety of methods. For example, in Unit 1, Week 1, the teacher models how to orally discuss a piece of writing and provide respectful feedback. The teacher reminds the students that listening is a useful skill for receiving feedback. The lesson continues with the students practicing listening to their peers and providing feedback. In Unit 2, Week 6, students orally present their fact sheet and

poster to a peer. The teacher models oral reading from the fact sheet and reminds students to listen attentively. In Unit 5, Week 1, the teacher models how to orally analyze informational text during a think-aloud.

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

- The Teacher's Guide for reading and writing offers opportunities for students to engage in academic communication. For example, after introducing academic vocabulary, students talk in partners using new words, relating these words' meaning to personal connections. In the Unit 1, Week 1 section called "Meeting the Author," students are asked to share interesting facts about themselves since authors also share interesting facts about themselves in their stories. These types of communication provide opportunities for students to engage with one another for different purposes and audiences.
- The Language Awareness Handbook provides explicit lesson plans for both academic and social language communication. Several lessons guide teachers in modeling specific oral language skills such as having a discussion. The lessons include teaching tips to monitor and provide feedback as students practice these skills. The lessons also include opportunities to extend the skill in authentic situations. For example, in the lesson "Have a Discussion" from the Language Awareness Handbook, teachers explain the purpose of the skill and connect it to students' life experiences. The materials offer further guidance for modeling the skill and listing the rules of discussion.
- Lessons in the Teacher's Guide provide students with the opportunity to engage in social communication by having students discuss the times they have solved a problem in response to a shared read, as seen in Unit 1, Week 1, Lesson 2's discussion question within the "Shared Read" analysis. In Unit 1, Week 1, Lesson 3's "Shared Read" activity, students engage in various communication with partners by presenting details about the setting of a "Shared Read" text.
- The materials include opportunities for students to engage in social communication. For example, in Unit 3, Week 6, students review ways to be an active listener and speak clearly using the appropriate conventions of language. The lesson continues with the teacher allowing students to practice their oral delivery and responding to peer feedback. In Unit 5, Week 1, lessons include coaching prompts for conversing politely. In Unit 6, Week 6, the students orally communicate their research project clearly and politely.

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

- The Teacher's Guide provides one lesson per week that is focused on listening comprehension. This lesson supports active listening skills, combining such skills with opportunities for students to ask clarifying questions and share ideas and information. For example, in Unit 1, Week 2, the "Listening Comprehension" lesson focuses on realistic fiction. The materials instruct teachers to "tell students you are going to read a realistic fiction story

aloud. Have students listen as you read 'Troy's Project.' Explain that students should listen actively, paying careful attention to the characters in the story as they read. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules." The Small Group Guide provides guidance on what makes a task authentic. The guide lists characteristics of authentic tasks with examples for each task. For example, "Real-World Issues," one item on the list, explains that projects resulting in students making a difference is highly motivational.

- In the Teacher's Guide in each unit, the lessons include routine, authentic opportunities for students to use oral language skills to understand a new topic, listen actively, and engage in discussion. For example, in Unit 1, Week 1, the students listen carefully to peers, ask questions, and provide feedback. In Unit 1, Week 2's "Lesson Unit Launch" section, students "discuss their answers to the Turn and Talk questions with a partner. Invite them to draw a picture to illustrate ideas they could try out in their neighborhood."
- During shared reads, teachers are given explicit directions in the "First Read Strategies" section of the Teacher's Edition. These directions allow teachers to assist students in generating questions and connecting to the stories. Additionally, when participating in shared reads, the materials offer teachers explicit directions and call-outs throughout the text to perform specific think-alouds, facilitate discussions with discussion questions, and create teaching points.

Foundational Skills

| 5.C.2 | Letter-Sound Correspondence | 26/30 |
|--------|--|-------|
| 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) | 0/2 |
| 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) | 22/24 |

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. 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 errors and 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 do not 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 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 repeats the modeling from Steps 2-3 on the previous page. The materials also advise students to work through the "Make it Easier" activity.
- 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.

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 lack teacher guidance for providing explanatory feedback to students. 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 grade 2 materials provide opportunities to decode one-syllable words but lack opportunities for second graders to adequately decode multisyllabic words. The Teacher's Guide provides phonics lessons that consistently use one-syllable words. These lessons allow teachers to model and practice words in isolation and within text. However, even Unit 3, Lesson 2, Day 3 (18 weeks into the course) includes only one-syllable words for instruction and practice. The decodable text suggested for this lesson includes only one multisyllabic word (rabbit) and the materials repeat this word several times in the text. The TEKS for phonics in grade 2 requires instruction and practice in multisyllabic words.
- The materials include opportunities for students to develop, practice, and reinforce their understanding of decoding words in isolation. In Unit 1, Week 1, the materials begin with reviewing previous grade 1 skills (e.g., reviewing words with CVC patterns). The lesson continues as students spell words with short vowels. The materials include the practice of phonics skills in isolation, such as in individual words and word lists. For example, in Unit 1, Week 1, students read CVC words in isolation.

- The materials include a variety of resources for students to develop, practice, and reinforce their understanding of decoding one and multi-syllabic words in decodable texts. The materials provide decodable texts for each unit, offering targeted practice on the letter-sound correspondence focus from the "Word Study" lesson. By grade 2, most common letter-sound correspondences have been taught. Since the grade-level text is decodable, it offers application practice for students. The materials include a leveled library of texts, shared reading texts for comprehension lessons, and the "Book Club" opportunity.
- The materials include a cumulative review for students to develop, practice, and reinforce their understanding of decoding words in isolation and connected text. The "Foundational Skills" lessons in the Teacher's Guide include a "Weekly Review" resource on Day 5 of each week. These lessons allow students to review the skills they learned during the previous week. For example, in the "Word Work" lesson in Week 4, Day 5, the "Spiral Review" component reviews what was taught during the week.

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 materials include direct and explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Unit 1, Week 3, Lesson 1 provides explicit instruction for teaching students phonological awareness of rhyming words. For example, the lesson states, "Point to the picture of the key on p. 92 of the Student Interactive. Tell students to listen carefully to the ending sound as you say the word key. Repeat the sounds in the word several times, emphasizing the final sound: /ē/. Repeat for the word tree. Then have students repeat the words key and tree and ask what sound they hear at the end. Tell students these words rhyme." This lesson is scripted and provides explicit instruction and appropriate feedback.

- The Teacher's Guide includes direct and explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, In Unit 1, Week 5, students add the /b/ sound to the word lock to create the word block, change the initial /h/ sound in hand with the blend /s/ /t/, and change the digraph /sh/ in short with the blend /s//p/. The materials include direct and explicit instruction for teaching phonological awareness skills. In Unit 1, Week 2, teachers remind students that vowels have short and long sounds. Students play the "Say" game, telling the teacher what vowel sound they hear. In the Unit 2, Week 5 lesson, the materials offer teachers guidance on how to model and practice the lesson. In Lesson 1 of the Teacher's Guide, phonics lessons begin each week with a "Phonological Awareness" activity to develop, practice, and reinforce grade-level TEKS. In Unit 4, Week 2, Lesson 1, the lesson practice includes decoding words with open syllables C/Vc. In Unit 4, Week 2, teachers remind students that vowels have short and long sounds. The students play the "Say" game and tell the teacher what vowel sound they hear.
- The Reading Routines Companion includes direct and explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in the Reading Routines Companion, if students cannot distinguish between short and long vowel sounds, the materials guide the teacher to model how to segment the sounds in each word to identify the long and short vowel sounds. Students may need support identifying long and short vowel sounds in words in isolation. The teacher says, "Listen carefully as I say a sound and a word. If you hear the sound in the word, show me thumbs up." The lesson continues with the teacher saying the /e/ sound and the word dress. In the grade 2 Reading Routines Companion, the materials provide teachers with "corrective feedback" and a different "Make It Easier" activity if the student struggles with a skill, such as the long e, spelled ee, ea, ey, or y. The materials provide teachers guidance on recommended explanatory feedback for students.

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 with recommended explanatory feedback for students based on common errors and misconceptions. Unit 1, Week 3, Lesson 1 provides explicit instruction for teaching students phonological awareness of rhyming words. For example, the lesson states, "Point to the picture of the key on p. 92 of the Student Interactive. Tell students to listen carefully to the ending sound as you say the word key. Repeat the sounds in the word several times, emphasizing the final sound: /ē/. Repeat for the word tree. Then have students repeat the words key and tree and ask what sound they hear at the end. Tell students these words rhyme." This lesson is scripted and provides explicit instruction and appropriate feedback.
- The Teacher's Guide includes direct and explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, In Unit 1, Week 5, students add the /b/ sound to the word lock to create the word block, change the initial /h/ sound in hand with the blend /s/ /t/,

and change the digraph /sh/ in short with the blend /s//p/. The materials include direct and explicit instruction for teaching phonological awareness skills. In Unit 1, Week 2, teachers remind students that vowels have short and long sounds. Students play the "Say" game, telling the teacher what vowel sound they hear. In the Unit 2, Week 5 lesson, the materials offer teachers guidance on how to model and practice the lesson. In Lesson 1 of the Teacher's Guide, phonics lessons begin each week with a "Phonological Awareness" activity to develop, practice, and reinforce grade-level TEKS. In Unit 4, Week 2, Lesson 1, the lesson practice includes decoding words with open syllables CVC. In Unit 4, Week 2, teachers remind students that vowels have short and long sounds. The students play the "Say" game and tell the teacher what vowel sound they hear.

- The Reading Routines Companion includes direct and explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in the Reading Routines Companion, if students cannot distinguish between short and long vowel sounds, the materials guide the teacher to model how to segment the sounds in each word to identify the long and short vowel sounds. Students may need support identifying long and short vowel sounds in words in isolation. The teacher says, "Listen carefully as I say a sound and a word. If you hear the sound in the word, show me thumbs up." The lesson continues with the teacher saying the /e/ sound and the word dress. In the grade 2 Reading Routines Companion, the materials provide teachers with "corrective feedback" and a different "Make It Easier" activity if the student struggles with a skill, such as the long e, spelled ee, ea, ey, or y. The materials provide teachers guidance on recommended explanatory feedback for students.

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 (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills. In Lesson 1 of the Teacher's Guide, phonics lessons begin each week with the inclusion of a "Phonological Awareness" activity through which students develop, practice, and reinforce their phonological awareness skills connected to grade level TEKS. In Unit 1, Week 4, Lesson 1, the lesson practice includes pictures to support student memory as they are tasked with producing additional rhyming words. The Teacher's Guide also has a variety of activities for teachers to develop, practice, and reinforce students' phonological skills. In the Unit 2, Week 5 lessons, students use sound-spelling cards and regular notecards to create words using the long o sound.
- The 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. For example, in Unit 1, Week 1, the materials guide the teacher to display pictures on the sound cards to develop students' memory-building strategies, helping reinforce students' abilities to identify long or short vowel sounds. The materials offer students opportunities to practice and reinforce identifying long or short vowel sounds via partner participation and Student Interactive worksheets. In Unit 1, Week 3, the materials guide teachers to display

pictures on the sound cards to develop students' memory-building strategies, which in turn reinforces rhyming words. The students have opportunities to practice and reinforce creating new rhyming words with partners. In the Unit 4, Week 1 reading workshops, students practice with sound-spelling cards, decodable texts, and word boxes to create sentences for close syllables VC/V.

- The Reading Routines Companion includes a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills. The Reading Routines Companion provides additional explicit instruction on phonological awareness that offer students practice in developing and reinforcing these skills. The materials offer a variety of activities for practice, including isolating oral words to identify rhyme, producing additional rhymes, as well as connecting words to meaning in the context of a sentence. The sentence-type activities support student memory and scaffolding. Side A of the grade 2 Reading Routines Companion includes a base lesson for each of the phonics lessons. Side B includes additional activities in the "Make It Easier" and "Make It Harder" sections. These activities help teachers differentiate among various student skill groups.

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 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 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. In the Teacher's Guide, the Unit 2 "At-a-Glance" section reflects the progression of simple to complex phonemic awareness activities required for grade 2. In the Unit 2 "Skills Overview" section in the Teacher's Guide, the materials present a systematic and sequenced transition of skills progression as students move from inserting and deleting sounds in Week 1 to substituting sounds in base words by Weeks 4 and 5. In the Unit 4 "Skills Overview" section in the Teacher's Guide, the materials present a systematic and sequenced transition of skills progression as students move from closed syllables to applying syllable patterns.
- The Word Study lessons include phonemic awareness activities, providing a systematic sequence that transitions from simple to more complex manipulation practices. For example,

in Unit 1, Week 5, Lesson 1, the Word Study lesson begins with students reviewing simpler concepts of segmenting and blending before students progress into manipulation. For example, the teacher's script reads, "Say the word cat. Explain that the word cat has three sounds or phonemes: /k/ /a/ /t/. Tell students you can change the word cat by taking away the /k/ sound at the beginning and adding the /m/ sound to make the word mat. Point to the picture of the lock on p. 160 of the Student Interactive. Tell students to listen carefully to the beginning sound as you say lock. Have students say the word. Point to the second picture on p. 160. Tell students to listen carefully to the beginning sound as you say block. Point to the first picture again and say lock. Point to the second picture and say block. Show students that the sound /b/ was added to the beginning of lock to make the word block. We can change words by adding and taking away sounds. Have students repeat the two words with you several times." In the Foundational Skills lesson for Unit 2, Week 3, the materials guide the teacher to model and practice decoding words using the vowel digraph /ie/ with students before they work independently. For example, the teacher gradually moves from one-syllable words such as tried to multisyllabic words such as believe when modeling. In Unit 4, Week 1, the students identify the VC/V sounds in words such as rapid. During the Word Work activity, the materials guide the teacher to identify and apply the VC/V syllable pattern.

- 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. For example, in Unit 1, Week 4, the student looks at the sound spelling cards for sock and clock. The materials guide the teacher to ask what the ending sounds for sock and clock are and if the words rhyme. Students also identify if additional words rhyme. In Unit 2, Week 4, students gradually transition to more complex skills. Students manipulate the /b/ /t/ sounds in the word bat to make a new word, tab.
- 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. For example, in the Language Awareness Guide, the students review developing their awareness of rhyming words. The teacher reminds the students that words rhyme when they have the same vowel and ending sounds.

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)

- Unit 1, Week 5, Lesson 2 In the Teacher's Guide includes explicit instruction for teaching students phonemic awareness of inserting and deleting sounds. The lesson also includes recommended feedback for students based on common errors or misconceptions. For example, the lesson states, "Point to the picture of the tape and say the word. Ask students: what word do we have if we take away /p/ and add /k/? Say the word hand with me. What word do we have if we take away /h/ and add the blend /s/ /l/? Say the word short. What word do we have if we take away the digraph /sh/ and add the blend /s//p/?" This lesson is scripted and provides teachers with explicit instruction and guidance to give appropriate feedback based on common student errors and misconceptions.

- The materials include direct and explicit instruction for teaching phonemic awareness, including recommended explanatory feedback for students based on common errors and misconceptions. In the Reading Routines Companion, if a student cannot identify or produce rhyming words, students participate in a rhyme completion task. For example, the teacher says, "Help me complete the sentence with a word that rhymes. Nonsense words are accepted." If students cannot substitute initial phonemes in words, they may need additional explicit instruction. The teacher says, "Listen to this word: lime. The beginning sound is /l/. If I take away the /l/ sound I have the /ime/. Let's add a new beginning sound, /t/. Let's put the two sounds together, /t/ /ime/. We have the word time." The lesson continues with the teacher saying a word and changing the initial sound. The student identifies the initial sound and says the new word.
- The Reading Routines Companion Grade 2 provides teachers with "corrective feedback" and a different "Make It Easier" activity if the student struggles with a skill, such as the long e spelled ee, ea, ey, y. If students struggle with prefixes, the materials offer teachers "corrective feedback" and a different "Make It Easier" activity for students in the "Prefixes" section of Side B.

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)

- Starting in Lesson 1 of each week, the Word Study lessons include guidance for connecting phonemic awareness to the alphabetic principle, emphasizing a phonemic awareness skill that students apply to phonics later in the same lesson. The first part of the lesson includes phonemic instruction that is isolated from letters (the alphabetic principle). Then, the remaining weekly Word Study lessons include an integration of phonemic awareness and phonics. Students are directed to blend sounds to decode as well as segment sounds to encode. For example, in Unit 1, Week 1, Lesson 1, students' phonemic awareness instruction aligns with their phonics instruction, allowing students to distinguish long and short vowel sounds in oral words. Students then apply that skill to decode CVC words with short vowels.
- The Teacher's Guide provides direct and explicit guidance to teachers in each lesson. For example, Unit 2, Week 4, Lesson 1 focuses on manipulating sounds and rearranging the initial and final phonemes in words. The lesson uses the word bat as an example. The teacher segments the initial sound, /b/, and the final sound, /t/, before switching the t and b to make the new word tab. The teacher continues to model and practice with students before they work with a partner to practice. For example, Unit 4, Week 2, Lesson 1 focuses on manipulating sounds and rearranging the VC/V pattern. Next, in Lessons 4 and 5, students use oral language to decode V/CV using their phonemic awareness strategies. This shows a transition from oral activities to basic decoding and encoding.
- The spelling lessons in the Teacher's Guide include guidance on practicing spelling words using phonics patterns that the materials introduced in a previous phonics lesson. The teacher's guidance in the spelling lesson is to "display and say the words aloud. Discuss that these are words with short vowel sounds."

- The materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, supporting students' transition from oral language activities to basic decoding and encoding. The Reading Routines Companion Grade 2 includes a variety of lessons for each of the foundational skills and phonics TEKS. For example, the lessons in the "Change Phonemes: Initial" section requires students to decode new words, create new words, as well as identify and produce rhyming words.

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 Teacher's Guide includes a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, the Word Work lesson for Unit 1, Week 6, Lesson 1 directs teachers to "explain that when students see the letter combination ar they should decode it as /ar/ as in the word car." As word choice gets more complex, students encounter ar and may need to flex the sound from /ar/ to /er/ in a schwa syllable. This requires students to apply phoneme manipulation. In Unit 2, Week 5, students use sound-spelling cards and regular notecards to create various words using the long o sound. In Unit 4, Week 3, students develop their skills in decoding suffixes. Through practice, students identify the phonemic awareness strategy to decode suffixes and then apply that strategy in writing. The teacher provides students with sound cards as a visual.
- The materials provide a variety of opportunities to develop and reinforce students' phonemic awareness skills. The materials provide an online game through which students practice, reinforce, and review their phonemic awareness skills. For example, the Student Interactive asks students to sort pictures by the initial sound qu=/kw/. This practice opportunity provides students with an engaging option to practice and review their phonemic awareness. Additionally, the Reading Routines Companion Grade 2 includes base lessons on Side A of each phonics lesson, as well as additional activities in the "Make It Easier" and "Make It Harder" sections on Side B. These resources help teachers differentiate among various skill groups.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce students' phonemic awareness skills. For example, in Unit 1, Week 3, students develop rhyming skills. Through practice, students identify the word that rhymes with key. The teacher provides a visual of the word key to reinforce the skill. In Unit 1, Week 4, students develop skills in manipulating sounds to form new words. The students practice by identifying the initial sound /k/ and the ending sound /p/ in the word cap. The students manipulate the sounds to form the new word pack. The teacher reinforces this newly learned skill with a visual representation of a cap.

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)

- *myView's* "Foundational Skills Scope and Sequence" resource offers a systematic sequence for introducing grade-level sound-spelling patterns. This sequence is detailed and organized, aiding teachers in planning their instruction effectively. The materials list various phonics skills such as short vowels, long vowels with CVCe, consonant blends, digraphs, and more. The Teacher's Guide segregates lessons into decoding and encoding sound-spelling patterns within the "Word Work" and "Spelling" sections.
- The materials provide a variety of activities to support students in grade level sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction. For example, in the "Phonics Practice Activity: Learning Tiles" resource, students match words with a short vowel sound to corresponding pictures. Students read the word or play an audio sound to hear the word. Also, the decodable readers provide students opportunities to practice reading or listening to CVCe words in text.
- The materials include a vertical alignment that outlines the progression of "Sound-Spelling Patterns" skills and concepts (e.g., lesson objectives). For example, Unit 4's progression

transitions from closed syllables VC/V to phonics syllable patterns VCCV. This progression shows a systematic sequence.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. The Reading Routines Companion provides guidance for teachers to provide explicit instruction in grade-level sound-spelling patterns. The materials include elements of explicit instruction, such as clearly stating the objective, implementing a gradual release of responsibility, and including precise language for teachers to use in explaining the sound-spelling. For example, in the grade 2 "Phonics" lesson for r-controlled vowels, the lesson introduction states, "When the letter r follows a vowel, the vowel and r join together to spell a new sound. Today we will read words that have the vowel sounds /ar/ and /or/." The Reading Routine Companion also includes teacher guidance on explicit instruction for open syllables v/cv. Teachers introduce the lesson by defining an open syllable. Teachers say, "Today we are going to focus on syllables that end with a long vowel sound. These are called open syllables." Through modeling, teachers continue providing explicit instruction by saying, "This is the word be. Be has one vowel sound /e/ (long) so it has one syllable. Teachers say the word be. Students then say the word with their teacher. The lesson continues with teachers providing explicit instruction for the open-syllable word with the two-syllable word begin. This explicit instruction supports students' decoding proficiency.
- The Teacher's Guide includes lessons that provide direct and explicit instruction for sound-spelling patterns. For example, in the Unit 2, Week 2 lesson on decoding words with vowel digraphs ai, ay, ea, the materials direct teachers to "write and say the words reclaim, anyway, and daybreak, emphasizing the long a vowel sound . . . Underline the vowel digraph or digraphs in each word. Point out that each of the vowel teams, or digraphs, ai, ay, and ea are pronounced /ā/ in these multisyllabic words. In the digraphs ai and ay, the first letter, a, has the long a sound, and the second letter in the vowel team is silent. Explain that in the digraph ea, the first letter is silent and the second letter has the long a sound."
- The "Word Work" lesson includes guidance for decoding words. This is followed by the "Spelling" lesson, which offers students practice spelling words with the pattern introduced during the previous "Word Work" lesson. The Teacher's Guide contains separate lessons for decoding and encoding sound-spelling patterns.
- The materials include guidance for teachers to provide direct and explicit instruction for grade-level sound-spelling patterns. In Unit 1, Week 2, teachers point to the picture of a dime in the Student Interactive. Teachers tell students to listen to the vowel sound in the one-syllable word dime. The materials guide teachers to provide explicit instruction that a long vowel sound says its letter name.

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 materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, in Unit 1, Week 3, students develop rhyming skills. Through practice, students identify the word that rhymes with key. The teacher provides a visual of the word key to reinforce the skill. In Unit 1, Week 4, students develop their skills of manipulating sounds to form a new word. Students practice by identifying the initial sound in the word cap (/k/) and the ending sound /p/. Students manipulate the sounds to form the new word pack. Teachers reinforce this newly learned skill with a visual representation of a cap.
- The Teacher's Guide includes "Word Work" lessons with practice pages in addition to the lesson activities for students to practice sound-spelling patterns. For example, Unit 1, Week 1, Lesson 3 includes a student practice page for additional reinforcement of decoding words with short vowel sounds. The lesson is extended further with a "Teacher-Led Options" section for differentiation, which includes additional lesson and practice opportunities. Unit 1, Week 1's "Teacher-Led Options" section includes Sound-Spelling cards and decodable text for practice. Students also practice this skill as a cumulative review throughout the week.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. The "Multisensory Activities" provide more practice opportunities in a game format to reinforce sound-spellings. These games incorporate multiple modalities to increase students' engagement and support their memory retention. For example, one of the games is titled "Word Pyramid," and supports Unit 1, Week 4's emphasis on short vowel spellings. In this game, students add a cup for each word read to build a pyramid. Online materials include "Phonics Practice Activities" that range from the long e: ea, ee, ie, y to vowel teams such as oo, ue, ew, ui. Students also practice this skill as a cumulative review throughout the week.
- The grade 2 Reading Routines Companion includes a variety of activities for initial lessons. It also includes a variety of activities for students who struggle with (or excel at) specific skills via the "Make It Easier" and "Make It Harder" sections. The lesson on distinguishing long and short vowel sounds includes this practice.

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)

- The Teacher's Guide provides 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. For example, "Word Study" lessons provide students with extra practice decoding words in isolation. The "Teacher-Led Options" section provides opportunities for students to practice decoding words in isolation and in decodable texts. "Student Practice" pages correlate with

these lessons, which offer additional student practice decoding in isolation and in connected text.

- The materials include encoding practice in the "Spelling" lessons for each week. Spelling practice includes pattern words in isolation. Sentence-level encoding offers students the opportunity to review previous skills. In Unit 5, Week 6 of the Teacher's Guide, the lessons include an emphasis on encoding and decoding words with final stable syllables through direct and explicit instruction. Students practice in isolation, as seen in the "Independent Practice" section and Student Interactive screenshots.
- The materials provide a variety of activities and resources to support students in decoding that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction. The materials reference the decodable text from the myFocus Intervention Guide. This text is found in the digital resources under the "Foundational Skills Kit" option. The materials provide one decodable text each unit week that correlates with the "Word Study" lessons in the Teacher's Guide. For example, the decodable readers provide students opportunities to practice reading or listening to open syllable V/CV words in a text. In Unit 5, Week 6, students practice reading words with final stable syllables. Students use the decodable reader "Caution" to complete this practice during the "Independent and Collaborative" section of the "Small-Group" instruction block.
- The 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. For example, the "Word Study" section provides students with opportunities to practice reading (as well as drag and drop) r-controlled vowels. Using the Phonics Practice Activity Learning Tiles, students match words with a short vowel sound to pictures. Students read the words or play audio sounds to hear the words.

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 materials include a systematic sequence for introducing regular and irregular high-frequency words through brief lessons on targeted words. The materials also limit the number of regular and irregular words introduced in a single lesson or week. For example, grade 2 students might learn five high-frequency words. Four of the words are regular high-frequency words such as before, always, after, and made, while the fifth word is an irregular word such as been.
- The "Foundational Skills Scope and Sequence" section for grade 2 provides a comprehensive, sequenced list of high-frequency words for each unit, which are integral to the "Word Study" lessons conducted weekly. This ensures a structured method of incorporating these words throughout the course. The online materials include a systematic progression of high-frequency words within the "Foundational Skills Scope and Sequence" section. The Unit 2 "Skills Overview" section details the sequence of high-frequency words for the six-week unit, yet this section also lacks a distinction between regular and irregular words.
- The materials offer a systematic approach to teaching both regular and irregular high-frequency words. For instance, the online game "Word Island" reinforces previously-learned

grade-level high-frequency words before introducing new ones. The game engages students through an audio prompt that articulates the word, prompting the student to listen and select the correct word visually. Similarly, the Language Awareness Handbook for Unit 1, Week 1 aids students in identifying and pronouncing high-frequency words accurately. Teachers are advised to highlight the frequent occurrence of these words in texts, emphasizing them during instruction. Teachers encourage students to repeat the words.

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)

- The materials include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. In the "Language Awareness" resource, the materials guide the teacher to write high-frequency words on the board. The teacher will say aloud the words and have students repeat them. The lesson continues with the students independently reading the high-frequency words and filling in the blanks with the correct high-frequency word. The "myFocus Intervention" section for grade 2 includes teacher guidance on explicit instruction for high-frequency words. The lessons follow a step-by-step routine that includes connecting sounds to spellings. Students say the word, write it, orally use it in a sentence, and then read it in context.
- The materials include teacher guidance on routines for explicit instruction in regular and irregular high-frequency words. The Reading Routines Companion outlines a step-by-step routine for teachers to use throughout the curriculum. Teachers introduce words aloud and have students write and use these words in sentences to reinforce meaning.
- The materials include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. In the Student Interactive, teachers remind students they are learning high-frequency words. Teachers also remind students that these are words that they will need to recognize by sight, and that they will see a lot when reading. Students read the high-frequency words in the box and fill in the blanks with the correct high-frequency word.
- The Teacher's Guide offers guidance to teachers on directly and explicitly instructing students in decoding and encoding high-frequency words. In Unit 2, Week 1, Lesson 1, the materials instruct teachers to "point to even and read it." Teachers next instruct students to repeat this process for each of the three designated high-frequency words (even, between, and different) before using one in a sentence. In Unit 2, Week 1, Lesson 2, teachers instruct students to use tiles to spell each high-frequency word aloud.

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 Reading Routines Companion incorporates multisensory activities aimed at improving recognition, reading, and writing of high-frequency words in isolation. Activities such as "Word

Trios" instruct teachers to create sets of three cards for each word, which students then match to practice reading and writing.

- The Teacher's Guide features "Student Practice" pages that are aligned with "Word Study" lessons. These allow students to develop and practice decoding high-frequency words through cumulative review. Some pages focus on isolated practice, while others integrate these words into connected texts. For example, Unit 1, Week 1, Lesson 3 includes a "Student Practice" page in which students fill in the correct high-frequency words to complete sentences based on their meanings. The materials include high-frequency word cards that allow students to practice decoding regular and irregular words. These cards are organized by unit and can be printed for use as flashcards.
- The 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. The online game, "Word Island," begins with students practicing previously-taught grade-level high-frequency words. As the game advances, students practice identifying and decoding grade-level high-frequency words. As the audio voice says the word, students listen to the word, read the word list, and select the correct word.
- The 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. In Unit 1, Week 1 of the Language Awareness Handbook, students practice identifying high-frequency words and reading them correctly. The materials guide the teacher to remind students that these words will appear often in the texts. The materials provide opportunities for the teacher to reinforce reading regular and irregular high-frequency words. Teachers point to the words as they pronounce them. Teachers then have students repeat them. Students practice these skills 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). (PR 2.A.1) (S)

- The Reading Companion Guide features multisensory activities designed to help students recognize, read, and write high-frequency words in isolation. These activities include "Word Trios," in which teachers create sets of three cards for each word. Students then match these cards to practice their reading and writing skills.
- The materials include a variety of resources for students to recognize, read, and write high-frequency words. The Resource Download Center on the Savvas Realize platform includes a variety of resources for students to recognize, read, and write high-frequency words. Teachers can access additional practice materials for high-frequency words, categorized by unit and week, to reinforce lessons from the Teacher's Edition. The materials also include high-frequency word cards for practicing the decoding of both regular and irregular words. These cards are organized by unit and can be printed for use as flashcards.
- The materials include various activities and resources for students to recognize and read high-frequency words within connected texts, such as sentences or decodable texts. For example, the Decodable Practice Reader includes fluency passages featuring both newly-learned and previously-learned high-frequency words. Students practice reading these words in decodable

readers like "Talent Show" and "Meet Tom Lamb." The materials feature activities and resources like "Spider Web," in which students orally share high-frequency words with a partner. The materials also include "A Change Plan," which provides lists of high-frequency words for students to recognize, read, and write in both isolated and connected text contexts. These activities aim to enhance students' engagement and proficiency with high-frequency words.

Foundational Skills

| 5.E.3 | Decoding and Encoding One-Syllable or Multisyllabic Words* | 38/38 |
|--------|--|-------|
| 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) | 2/2 |
| 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) | 8/8 |
| 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) | 16/16 |

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 grade-level syllable types and syllable division principles as outlined in the TEKS. Unit 3, Week 4 of the Teacher's Edition provides a scope and sequence for words with ou, ow, oi, and oy sound-spelling patterns. Week 4 provides daily guidance that includes assessment of prior knowledge, teaching, modeling, practice, and reinforcement. For example, in Week 4, Lesson 2, in reference to the ou, ow, oi, and oy vowel teams, the teacher informs students that "different groups of letters can make the same sound in words with one or more syllables."
- The materials include the "English Foundational Skills" and "Word Study Scope and Sequence" sections, which introduce grade-level syllable types and syllable divisions as outlined in the TEKS. These are located in the "Getting Started with *myView*" teacher guide. Unit 1 covers

various syllable types such as consonant digraphs ch, sh, wh, th, and ph, while Unit 3 progresses to the vowel teams oo, ue, ew, and ui.

- The Unit 4, Week 1 "Skills Overview" section includes a systematic sequence for introducing grade-level syllable types and syllable divisions as outlined in the TEKS. This overview shows that the materials provide opportunities for students to apply their knowledge of syllable patterns to decode and encode one-syllable words with closed and open syllables before reading and spelling multisyllabic words with suffixes -ly and -ful. This progression of skills (from encoding and decoding one-syllable words to multisyllabic words) demonstrates a systematic sequence in introducing grade-level syllable types.

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 materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable and multisyllabic words. For example, in Unit 4, Week 1, the teacher explains to the students that "words are made up of syllables" and some words have one vowel sound like the word rap or multiple syllables like the word rapid. The teacher writes and says the word rap, stressing the short /a/ vowel and explaining that since rap has one vowel sound, it only has one syllable. The teacher then says, "when a syllable ends with a consonant, it is called a closed syllable, and the vowel sound in the syllable is usually short." The materials thus offer explicit guidance for teachers on providing students direct instruction for encoding and decoding one-syllable words.
- In the second Word Work lesson for Unit 2, Week 2, the materials give teachers guidance in directly and explicitly instructing students on how to apply syllable principles to decoding and encoding one-syllable and multisyllabic words such as snail and explain. The materials instruct teachers to tell students "that one sound can have different spellings" and that "vowel teams, or digraphs, ai, ay, and ea are pronounced /ā/ in these multisyllabic words." This demonstrates explicit guidance for teachers, ultimately providing students with direct instruction in encoding and decoding multisyllabic words.
- The Reading Routines Companion for grade 2 provides explicit instruction to teachers for applying knowledge of syllable types. Each phonics lesson includes elements of explicit instruction, including clearly stating the objective, gradually releasing responsibility, and using precise language for the teacher to use in explaining the syllable types. For example, in the phonics lesson for VCe syllables, the teacher's script states, "Today we will read consonant-vowel-consonant-silent e, or CVCe, words. In CVCe words, the first vowel is usually long and the e at the end is silent." Teachers apply this lesson to one-syllable words only. For students who are proficient with one-syllable words, the lesson guides teachers to move on to the "Make it Harder" part of the lesson. For this extension, students continue to work with one-syllable words, but add additional sounds like a consonant blend in the initial position. The materials thus provide an opportunity to practice with 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). (PR 2.A.1 & 2.A.3) (S)

- In the Digital Phonics Practice Activities for grade 2, students apply syllable types and syllable division principles, including activities that align with the Word Study scope and sequence. Teachers assign these activities to provide the extra practice or reinforcement that students may need. The list of activities available includes encoding and decoding syllable patterns VCV and VCCV, as well as encoding and decoding syllable patterns CVC, CVCe, and r-controlled vowels. Due to the nature of the TEKS, to teach these syllable types, the materials build cumulative review into the lessons, allowing students to master these skills.
- The Reading Routines Companion for grade 2 provides additional guidance, ensuring teachers provide students with further practice, reinforcement, and development in encoding and decoding one-syllable or multisyllabic words. For example, in the lesson "Vowel Digraphs ai, ay, ea," teachers inform students "that the long a vowel sound can be spelled with the vowel a and with a consonant-vowel-consonant-silent e pattern."
- The 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. For example, in Unit 4, Week 5, teachers model how to divide the word carpet into syllables. The teacher has the students say the word in syllables and read the word. The lesson continues with the students independently completing an activity in the Student Interactive. The students read the words in the chart and draw a line to divide various words into their correct syllables.

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 materials include activities for students to practice decoding one-syllable or multisyllabic words using their knowledge of syllable types and syllable division principles in isolation. For example, in the "Practice Foundational Skills" activity, students decode words with the VCCCV syllable pattern. The materials provide students with these VCCCV words in isolated word lists, which requires students to use their knowledge of syllable types and division principles to decode the words.
- The Teacher's Edition provides guidance for teachers so students use syllable patterns in connected, decodable texts. In Unit 5, Week 2, students read *The Changing River*, looking for words with double consonants in the lesson's connected text. Then, students share decodable words with double consonants that they found in the text with peers. The students then encode the words they've found in their Student Interactive. This activity supports students in practicing previously mastered syllable types in connected text.
- The Teacher's Edition provides a variety of activities to support decoding. This includes Word Study lessons, which offer students practice decoding words in isolation, as well as teacher-led small-group options, which provide opportunities to practice decoding words in isolation and in a decodable text. The materials offer student practice pages that correlate with these

lessons. This offers students additional practice decoding in isolation and in a connected text. The materials reference the decodable text in the myFocus Intervention Guide.

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 materials include a systematic sequence for introducing grade-level morphemes as outlined in the TEKS. Unit 1, Week 5 of the Teacher's Edition provides a scope and sequence in the Reading-Writing Workshop Bridge for adding prefixes to base words. This week provides daily opportunities for the students to practice spelling words with prefixes. There are also weekly check-ups assessing students' newly acquired skills.
- The materials include a "Foundational Skills Scope & Sequence" section that shows a systematic progression of grade-level morphemes for grade 2. For example, Unit 4 starts with closed syllables VC/V and progresses to the more complex syllable pattern VCCV.

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)

- In the Reading Routines Companion Grade 2, the teacher is given guidance on how to explicitly and directly instruct students in using the comparative endings -er, and -est. The teacher's script says, "The ending -er is added to a word when you compare two things. The ending -est is added to a word when you compare three or more things...A truck is larger than a car. I am comparing two things, so I drop the e and add -er to the word large to compare a truck to a car." Students are then asked to encode by adding -er and -est to the words safe, wet, and funny.
- The Teacher's Edition includes guidance for the teacher to provide direct and explicit instruction for supporting students' recognition of common morphemes, as well as using these morphemes' meanings to support decoding, encoding, and reading. The teacher writes the word jump on the board. In Unit 1, Week 5, the materials guide the teacher to tell the students that they change a word and its meaning by adding an inflected ending. The teacher says, "The word jump is happening now, [but] adding -ed changes the meaning. The word jumped means we jumped in the past." The lesson continues with the teacher adding -ing and asking students, "When are we jumping?"
- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example, Unit 4, Week 3 includes the definition of the term suffix and a suggested reminder for the teacher to tell students that "-ly means to add a certain way."

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)

- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught, as well as spiral previously learned morphological skills. For example, in grade 2, students complete matching activities that require them to pair words with the prefix -un to their definitions. Students then write sentences with the words. This activity allows students to practice and reinforce the morphological skill, using prefixes through cumulative review.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills. For example, in the Online Interactive Practice, the students practice decoding words with prefixes. The students then read the words and complete a crossword puzzle to reinforce newly learned skills. This online resource is one of the variety of resources and activities that teachers have access to and helps ensure that students develop and practice morphological skills.
- The morphemes explicitly introduced in grade 2 recur throughout texts that students read, including the shared reading text and decodable texts aligned with specific lessons. This cumulative review uses the materials' wide array of texts and activities.

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)

- The Teacher's Edition provides a variety of activities to support morphological awareness. This includes Word Study lessons that provide activities corresponding to specific lessons, as well as teacher-led differentiation lessons that provide students opportunities to practice morphemes in isolation and in decodable texts. Additionally, the materials include student practice pages that correlate with these lessons, providing additional practice in isolation and connected text. The myFocus Intervention Guide references the decodable text. This shows that the materials have a variety of activities (via the Word Study lessons) and resources (via the decodable texts and intervention lessons) to help students decode morphemes in both isolation and connected text.
- In Unit 3, Week 2, Lessons 4 and 5 of the Teacher's Edition, teachers are given guidance on how to help students recognize comparative endings in the decodable text *No Help At All*. For example, the materials prompt the teacher to ask students, "I hear the word taller. What is being compared in this sentence?" This activity builds on previous instruction. Lessons 1-3 of Week 2 introduce and develop comparative endings in isolation before having students practice decoding comparative endings in a connected text.
- The 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, thus allowing students to build on previous instruction. In Unit 4, Week 4, the teacher reads the word *untrue* in isolation and then incorporates the word into a sentence. The teacher then says, "The story turned out to be untrue." The lesson continues with the students decoding words in isolation as well as encoding them in their Student Interactive.

Foundational Skills

| 5.F.1 | Vocabulary Development | 11/11 |
|--------|---|-------|
| 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. | 4/4 |

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

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 materials help students determine the meaning of unfamiliar words with illustrations in the use of context according to grade level TEKS. In the "Shared Read" section of the Reading Workshop in the Teacher's Edition within Unit 2, Week 3, Lesson 2, teachers remind students of first read strategies. This includes "encourag[ing] students to look at the illustrations to help them understand the text." Teachers then have students read The Seasons of Arnold's Apple Tree either independently, in pairs, or as a whole class. The materials instruct teachers "to help students connect with the text and guide their understanding." These first read strategies are also available in the Student Interactive. This allows students to use illustrations to find the meaning of unfamiliar words.
- The materials provide guidance in determining the meaning of unfamiliar words, offering texts and guidance in context. The Reading-Writing Workshop Bridge of Week 3, Lesson 1 in the Teacher's Edition includes a mini-lesson on context clues. Teachers first review the lesson's academic vocabulary words, which include behavior, evidence, identify, similar, and design. Teachers then provide guidance to students by saying, "We can use context clues to learn more about our academic vocabulary words. When you are reading and you come to a word you do not know, look for clues that help you figure out what the word means. Find clues in word parts and related words. Try a different word. Does the substitution make sense in the sentence?" The teacher next models determining the meaning of a bolded word by circling the context clues, then defines the word with students using the Student Interactive, the students then complete the rest of the activity in the Student Interactive on their own. This lesson encourages students to use text and guidance to find the meaning of unfamiliar words.

- In Unit 3, Week 3, the materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context. The instructions include content words, which are words that give hints about a word's meaning. Students determine the meaning of an unfamiliar word by looking for clues in nearby words or sentences. The lesson continues as students circle the context clues that helped them understand each bolded word or phrase. Finally, students must determine the meaning of the word and fill in the blank.

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)

- The materials provide guidance for teachers to provide explicit instruction using print resources such as a glossary. The Teacher's Edition includes a lesson titled "Glossary Support" in Volume 2, Unit 4. After teachers explicitly model how to use the glossary, students have the opportunity to practice. In the lesson, students work with a partner to use the glossary to determine the meaning and pronunciation of a word.
- The materials guide the teacher to provide explicit instruction on the purpose and use of print and digital resources. In the "Shared Read" portion of the Reading Workshop in Unit 3, Week 4, Lesson 2 of the Teacher's Edition, teachers explain that "when students find a word they do not understand, they can look up its meaning and pronunciation in a dictionary." Teachers instruct students to "carefully check the spelling of the word, and then find it in a print or digital dictionary." The teacher models looking up the word natural. Students subsequently find the definitions of the word's society, cure, traditions, and respect using a dictionary. Students then record those definitions in their Student Interactive. This is an example of guidance that leads to explicit instruction in using both print and digital resources such as a dictionary.
- The materials provide explicit instruction on the purpose and use of print resources such as a glossary. The Reading Routines Guide includes a lesson on how to use resources. The lesson provides the following guidance for the teacher: "When you read, you may come to words that are not familiar. Often you can find the meaning by using a glossary. A glossary is a dictionary at the back of a book." Once teachers establish the purpose of the lesson, instruction continues with teachers explicitly modeling how to use the glossary to find the meanings of a few words. Finally, students practice on their own.

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

- The materials include activities and tasks for students to use print and digital resources, helping students determine the meaning of words and their pronunciations. The Volume 1 "Glossary Support" section of Unit 2 in the Teacher's Edition includes a mini-lesson on how to use a glossary. The teacher reminds students that "print and digital dictionaries include the meaning of a word as well as its pronunciation." The teacher then models how to look up the

word flock in the sample glossary used in the Student Interactive. The teacher points out that they "see how flock is pronounced" as well as "find the word's definition, or what the word means." The students are then instructed to turn to a partner to discuss "how they would use the glossary to find the meaning of the word climate." Next, the students are required to "find a new word in an online dictionary, pronounce it, and determine its meaning." In this activity, must use a digital resource to find a word's meaning and pronunciation.

- The materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations. The Unit 5 "Turn and Talk" section includes activities and tasks that require students to use print and digital resources to determine the meaning of words and their pronunciations. The students use a glossary to find the word climate and record its meaning. In this activity, students use a print resource to find the meaning of a word.
- The materials provide opportunities for students to use digital or print resources to complete tasks at the end of each unit. For example, in the "Glossary Support" section at the end of Unit 1, students are prompted to use either a digital or print dictionary to determine the meanings and pronunciations of teacher-selected words. This task provides the practice students need to become proficient at using these resources to determine the meaning and pronunciations of words.

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 offer lessons that include the modeling of fluent reading skills with suggestions for teacher feedback. One example is found in the Reading Routines Grade 2 Guide. These lessons include modeling and practice of fluent reading skills in context. For example, in the lesson titled "Prosody: Drama," the teacher is guided to model fluent reading, emphasizing expression and punctuation cues. The materials provide suggestions concerning teacher feedback for specific corrections on textual punctuation, or how characters in the text are portrayed with appropriate expression. These resources help students who struggle with such skills as they read a separate passage aloud. This is an example of a lesson and activity in which the teacher models fluent reading. Students practice fluent reading out of context with added suggestions for teacher feedback.
- The materials include lessons that involve teacher modeling of fluent reading skills. The materials also include suggestions for teacher feedback. In the myFocus Intervention Teacher's Guide, Lesson 24, titled "Read Accurately with Appropriate Rate," provides teachers with activities and scripts to model fluent reading skills. This is intended for a small intervention group, not whole group instruction. The teacher informs students that they "will practice reading carefully in a way that sounds like talking...[and] read the words without mistakes at a natural rate." The teacher then models by reading the text titled "'Bob's New Dog" at an "appropriate rate." Before reading, the teacher tells students that "before I read

aloud, I will read the story to myself to make sure I know how to pronounce all the words." This ensures that students have a strategy to use when it's their turn. The teacher reminds students that punctuation (such as a comma) tells them when to pause. The teacher then rereads the story aloud and checks student comprehension by asking the question "Why did Bob pick the name Penny?" allowing the students to respond. The lesson then implements a gradual release model as the students follow along while the teacher reads the story titled "Allie's Art." The students read aloud with the teacher. Afterwards, they read aloud without the teacher three or four times. As the students read, the teacher listens and provides corrective feedback, making "suggestions for pronunciation, pauses, and adjusting rate." Finally, teachers ask the comprehension question, "What does Allie draw for her mom?" to assess students' comprehension. This process demonstrates a lesson and activity in which the teacher models fluent reading skills in context with the comprehension questions before having the students practice the same skill, providing corrective feedback as needed.

- The Reading Routines Companion includes lessons, activities, and tasks that involve modeling and practicing fluent reading skills in context with suggestions for teacher feedback. The teacher says, "I read clearly and loudly enough so listeners can understand me. If I see a comma, I know to pause, and if I see a period, I know to pause longer." The teacher models reading a short informational text. The materials provide teachers with corrective feedback if students are struggling reading with prosody. For example, the teacher says, "Let's do an echo reading, I will read a sentence and you will read the sentence after me." This helps correct students' reading. The lesson continues with the teacher asking comprehension questions such as, "Why should we pause within a sentence?" and "What words do we emphasize?"

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 decodable connected texts in the lesson. In Unit 4, Week 2 of the Teacher's Edition, the teacher models reading the story "Spiders Web." Teachers remind students to pay attention to their reading accuracy and how to emphasize the key words. The teacher also reminds students that fluency is about reading for meaning. The students select their favorite sentence from the story and practice expressive reading with a partner.
- The materials include embedded modeling and practice with short, structured phrases or sentences and word lists that adhere to the phonetic rules and patterns being taught. For example, in Unit 4 of the Student Interactive, the lesson on the prefixes *-un-*, *-re-*, *-pre-*, and *-dis-* includes decodable sentences that contain the current spelling pattern of prefixes, as well as spelling patterns that have previously been taught. Students receive a word list that includes the prefixes they need to read and decode words. Students circle the correct prefix following the teacher's modeling. This lesson demonstrates how the materials provide embedded modeling and practice, integrating word lists and decodable texts within lessons.
- The materials include embedded modeling and practice with decodable texts in the lesson. The myFocus Interventions Guide provides an additional connected text for students' fluency practice of accuracy, rate, prosody and comprehension. These intervention lessons on fluency include explicit instruction that includes teacher modeling of fluent reading. The

lessons also include instruction on aspects of fluency with student practice. The lessons conclude with students demonstrating their comprehension of texts. For example, Level C, Lesson 24, titled "Read Accurately with Appropriate Rate," includes a text called "Bob's New Dog," which teachers model and students practice.

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)

- The materials include practice activities to develop students' reading fluency in a variety of settings, such as with a partner. One of these activities includes partner work found in Unit 5, Week 5, Lesson 1 of the Teacher's Edition. In this lesson, students read informational text to find the main idea. Teachers guide students' attention to fluency by pairing students together and having them reread the text, focusing on accuracy and rate. This practice activity allows students to develop reading fluency with a partner.
- The materials include practice activities to develop reading fluency in a variety of settings, such as a teacher-facilitated small group setting. During the "Small Group" section of the "Assess & Differentiate" portion of the Reading Workshop in the Teacher's Edition, teachers assess students' oral reading rate and accuracy using the Cold Read and Fluency Progress Chart. In the Unit 2, Week 2, Lesson 2 "Teacher-Led Options" section, the teacher can assess rate by requiring students in a small group to "choose a short passage in an appropriate leveled reader [then] ask pairs to take turns reading the passage at an appropriate rate." Teachers remind "students to read at a rate that is neither too fast nor too slow, to pause at commas, and to stop at periods." This practice activity allows students to develop reading fluency in a teacher-facilitated small group setting.
- The materials include practice activities to develop reading fluency in a variety of settings, such as during independent practice. In Unit 3, Week 2, the materials include independent practice activities and tasks to develop word reading fluency. In the Student Interactive, students practice reading fluency with the story *Traditional Tale: Legend*. Students read this text aloud with expression and prosody. The materials guide students to pay attention to punctuation, reading with excitement when they see an exclamation point. Students should also speak in a different voice for each character. Choosing this story provides opportunities for the students to practice reading with expression and prosody, as legends often include exciting events. This activity allows students to practice reading fluency in an independent setting.

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

- The materials include connected text to help students build accuracy, automaticity, prosody, and comprehension. In Unit 4, Week 2 of the Teacher's Edition, the students have the opportunity to practice their fluency skills and answer comprehension questions by reading an online story.

- The materials include texts to help students build accuracy, automaticity, prosody, and comprehension. During a shared reading, portions of the text focus on fluency during whole-group instruction. These opportunities to build fluency ensure students' comprehension of the shared reading texts. For example, during the shared reading for Unit 4, Week 2, Lesson 2, teachers guide students to go back to a specific paragraph and reread it for fluency, paying close attention to the dialogue. Next, students read with a partner while listening for fluency and prosody, correcting each other as necessary.
- The materials include texts to help students build accuracy, automaticity, prosody, and comprehension. During a shared reading, portions of the text focus on fluency during whole-group instruction. These opportunities to build fluency help ensure students' comprehension of the shared reading texts. For example, during Unit 1, Week 2's shared reading, teachers guide students to go back to a specific paragraph and reread it for fluency. Teachers remind students how to read various types of punctuation. Students read with a partner while listening for fluency and prosody, correcting each other as necessary.

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. (T) | 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. (S) | 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. (T)

- The materials include explicit instruction on teaching handwriting skills appropriate for each grade level and connected to current student learning. The Teacher's Edition includes handwriting instruction and academic vocabulary for each week during the Reading-Writing Workshop Bridge. Teacher guidance provides students with direct instruction on letter formation for print letters. For example, Unit 1, Week 3, Lesson 1 reviews the letters *E*, *F*, and *D*. The materials also provide opportunities for practice.
- The materials include explicit instruction on teaching handwriting skills appropriate for each grade level and connected to current student learning. In the Unit 2, Week 1, Lesson 1 Reading-Writing Workshop Bridge in the Teacher's Edition, teachers are given guidance on how to explicitly and directly instruct students to write the letters *Kk* and *Zz*. Teachers display the letters *Kk* and *Zz* and then draw "writing lines on the board." Teachers then write the letter *K* and tell students, "I start here at the top line and pull straight down. Then I move up here and pull down at a slant to here. Then I pull down at a slant to the bottom line." The students then write an uppercase *K* on their "Handwriting" page as the teacher repeats the process for the lowercase *k* as well as the uppercase and lowercase *Z*. This activity is an example of teacher modeling, allowing teachers to directly instruct students on handwriting skills.
- In Unit 3, Week 2, the materials include explicit instruction on the teaching of handwriting skills appropriate for each grade level. Teachers display the cursive letter cards *J* and *P*. Teachers tell students that the uppercase letter takes up the entire space between the lines on the paper. The lesson continues with the teacher writing each letter several times on the board, showing the students the proper letter formation and letter size. This is followed by student practice.

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 include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. In Unit 2, Week 3, students trace the lowercase letter *u* following cursive strokes. Students then practice writing the letter independently.
- The materials include frequent opportunities for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, the grade 2 "Handwriting Practice" section offers students opportunities to practice cursive starter loops for the cursive lowercase letter *l*.
- The materials include frequent opportunities for students to authentically practice and develop handwriting skills appropriate for each grade level. The "Getting Started with *myView*" resource list includes a section titled "Handwriting for All." This section includes resources to practice and develop handwriting skills appropriate for grade-level TEKS. For example, students practice each letter and the connections between letters as organized by approach stroke. This practice meets grade 2 TEKS, which require the correct formation of letters with appropriate strokes and connections between letters.

Knowledge Coherence

| 6.A.1 | Connected Knowledge-Building Units and Lessons | 12/12 |
|--------|---|-------|
| 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. | 4/4 |

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. Grammar, vocabulary, discussion, and writing activities are 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 materials include units that are designed to build knowledge based in the fields of science, history, literature, and the arts. The materials organize lessons into five-week units with a broad topic that includes science and history. These topics include literature and references to the arts throughout, as each unit includes a text for each week. The unit topics include Unit 1: "You Are Here"; Unit 2: "Nature's Wonders"; Unit 3: "Our Traditions"; Unit 4: "Making a Difference"; Unit 5: "Our Incredible Earth." For example, Unit 1: "You Are Here" includes social studies topics such as location, place, and neighborhoods.
- The "Shared Read" section of the Reading Workshop for Unit 2, Week 1, Lesson 2 in the Teacher's Edition includes a "Cross-Curricular Perspectives" resource that integrates TEKS from other content areas into the Shared Read. In A Green Kid's Guide to Watering Plants, the aforementioned Shared Read, there is a cross-curricular opportunity that includes science. Teachers explain to students "that just like people get nourishment from the foods they eat, plants get nourishment from the soil...when materials decompose, they break down into nutrients that fertilize the soil." Students then connect this information to the infographic in their Student Interactive. This Cross-Curricular Perspective links to Science TEKS 2.9.B.
- The materials include "Project Based Inquiry" assignments within units that promote knowledge-building across the fields of science, literature, history, and the arts. In Unit 3,

Week 6, the materials are designed to build knowledge based in the fields of science, history, literature, and the arts. The "Quest" activities include a Project-Based Inquiry that allow students to explore science and social studies themes while thinking critically, collaborating, and interacting with texts in authentic ways.

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

- Unit 4's "Introduction" section provides a scope and sequence to demonstrate the approach to knowledge-building within the grade level.
- The Teacher's Edition has a scope and sequence at the end of each unit that shows how the skills found in the materials build upon one another and span across grades K-5. For example, "reading aloud with accuracy" begins in grade 1 and continues through grade 5.
- The materials provide a scope and sequence of knowledge-building across each grade level. The Teacher's Edition includes a scope and sequence at the end of each unit that shows how the skills found in the materials build upon one another and span grades K-5. For example, "reading aloud with accuracy" begins in grade 1 and continues through grade 5. The materials provide a scope and sequence to demonstrate the approach to knowledge-building within the grade level. Unit 4's "Introduction" section shows a progression of skills and content students will learn by the end of the unit.
- The materials provide a scope and sequence to demonstrate the approach to knowledge-building across grade levels. For example, grade 2, Unit 1's theme "You Are Here" includes an essential question that asks, "How do different places affect us?" The scope and sequence in grade 3, Unit 1's theme "Environments" includes an essential question that asks, "How does our environment affect us?" Both of these units list texts about natural environments and earth science. From grade 2 to grade 3, students develop the same science topic at higher levels of text complexity.

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

- The materials organize lessons into six-week units that revolve around a broad topic. The sixth week of each unit focuses on an inquiry-based project while the preceding five weeks focus on skill and content building. Each week contains texts that connect to the theme of the unit. For example, Unit 1's theme is "You Are Here" and the lessons include social studies topics such as location, place, and neighborhoods. The texts that connect to the theme include *Places We Go*, *You Can't Climb a Cactus*, and *How Many Stars in the Sky?*
- Each unit in the materials are six weeks long and include a theme to connect knowledge-building topics and texts, as seen in the Unit 2 "Unit of Study" section in the Teacher's Edition. Unit 2's theme is "Nature's Wonders." The unit includes an essential question connecting each week of instruction, which asks, "What patterns do we see in nature?" Each week includes a "patterns in nature" central question. Week 1 focuses on patterns we can observe in gardens, Week 2 focuses on patterns on a prairie, Week 3 focuses on patterns in the changing seasons,

and Weeks 4 and 5 focus on patterns in animals. Week 6 focuses on a project, which is the culmination of the previous weeks.

- In Unit 4, the materials are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts. The weekly lessons provide an opportunity for students to utilize learned skills to develop the final Project-Based Inquiry during Week 6.

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

- The Unit 3, Week 6 lessons in the Teacher's Edition are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time. The first day directs students to "read the story *The Time Capsule* and use academic vocabulary." In the final Project-Based Inquiry, students understand ethnic and/or cultural celebrations and identify the significance of various celebrations through project-based inquiry. With a partner, students write a letter to the principal about traditions they think the school should celebrate.
- The lessons connect to the concept or theme of the anchor text, allowing the concept to serve as the foundation of the unit. These texts are rich in content and serve as reference points for related discussions and activities. For example, in Unit 4, students read the nonfiction biography *Who Says Women Can't Be Doctors: The Story of Elizabeth Blackwell* at the beginning of the unit. Students then reference back to it throughout the week to ground their learning and skill-building.
- The materials organize lessons into six-week units. The first five weeks contain a text that connects to the theme and serves as the anchor for that week's lessons. For example, Unit 1: "You Are Here" includes social studies topics such as location, place, and neighborhoods. The text for Week 1 of the unit is *How Many Stars in the Sky?* All of the skills and lessons during the Reading Workshop are anchored to this text.

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

- The materials include vocabulary activities that connect to the knowledge-building topic of the lesson. This includes the academic vocabulary for the unit theme as well as the vocabulary words from the text that connect to the knowledge-building topic. For example, each unit begins with an introduction to academic vocabulary that connects to the unit topic. In Unit 1, the words affect, different, location, region, and compare are introduced and connected to the topic. Students talk about a picture using the vocabulary words.
- In Unit 3, Week 6, students use vocabulary and discussion activities that are connected to the knowledge-building topic of the lesson. With a partner, students discuss and develop a research plan. Using the academic vocabulary belief, culture, communication, purpose, [and] maintain, students utilize the weekly template and write a task that needs to be completed. Students complete a research plan with the help of their teacher.

- The grammar and writing activities connect to the knowledge-building topic of the lesson. For example, Unit 2's theme is "Nature's Wonders." The essential question asks, "What patterns do we see in nature?" The writing activity requires students to develop details to support the main idea of their own writing piece. The sample text on the page explains some of the patterns that we may see in nature. The following grammar activity requires students to identify and edit possessive nouns in a paragraph about patterns in nature. The knowledge-building content on these pages also aligns with the weekly selections: "A Home on the Prairie" and "Amazing Migrations: Butterflies, Bats, and Birds."

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 materials include a "Scope and Sequence" chart that shows connections to prior grade levels for each area of skill development. This chart encompasses grades K-8 and indicates the skills and concepts that each grade level includes. Skill areas include phonics, genre characteristics, grammar, author's craft, and writing.
- The materials activate or supply students' background knowledge by making connections to previously-learned content from prior grade levels. The "Scope and Sequence" chart, found at the end of each unit in the Teacher's Edition, lists skills that connect to students' previous knowledge and skills.
- The materials activate students' background knowledge of text structures such as chronological order. For example, in grade 1, Unit 4, Week 3, Lesson 2, students complete an assignment in their Student Interactive on chronological order text structure. In grade 2, Unit 4, teachers instruct students to identify words and phrases that indicate chronological order.

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

- The materials activate or supply students' background knowledge by making connections across units within a grade level. This occurs through unit topics and essential questions. Within each grade level, essential questions connect topics across units that have civic topics. For example, grade 2, Unit 3 asks the essential question, "What makes a tradition?" Unit 4's essential question similarly asks, "Why is it important to connect with other people?"
- The materials activate or supply background knowledge by making connections across units within a grade level. This occurs through unit topics and essential questions on science

topics. For example, in Unit 1, on earth science, includes an essential question that asks, "How do different places affect us?" Unit 2's essential questions asks, "What patterns do we see in nature?" Later, students are required to consider Unit 5's essential question, which asks, "How does Earth change?" Topics thus build across units within the same year and across years.

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 or background knowledge to enhance students' engagement with the text. Each unit begins with an introduction to the topic and an essential question. To enhance student engagement, the materials include a video to support this introduction and build students' background knowledge. The materials offer guidance to students, which includes having students listen for new information. Students consider guiding questions to support their discussion of the video. As the introduction continues, teachers state the unit goals, allowing students to engage by sharing what they already know about these goals.
- The materials provide students with relevant and targeted context or background knowledge to enhance students' engagement with the text. Each unit in the Teacher's Edition begins with an "Introduce the Unit" section, which includes unit videos that provide students with background knowledge of the unit. In Unit 2, after watching the introductory video, students discuss with a partner what they learned from the images in the video. Students also discuss what they learned from listening to the video.
- The materials provide students with relevant and targeted context or background knowledge to enhance students' engagement with the text. Each unit starts with background information about the main topic, which benefits teachers. For example, Unit 4's introduction on making a difference includes a page that explains some of the key concepts students read, write, and learn about in the unit. This informational page supports teachers' ability to activate and build students' background knowledge, answer students' questions about the topic, and avoid sharing misconceptions about the topic. This page also helps engage students in the unit's content.

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 that prompt students to synthesize knowledge and concepts across texts within lessons and unites and across lessons. Questions and tasks do not prompt students to synthesize knowledge and concepts across texts across units. Materials include culminating tasks that 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.

- Each unit includes an essential question to engage students with big ideas, topics and themes. The essential question launches each unit with a discussion and background-building video. The materials include additional questions to provide teachers with further guidance to support discussion. For example, Unit 1's essential question asks, "How do different places affect us?" Additional guiding questions after the video introduction include the following: "What did you notice about some of the places you saw? How might some of the places affect people differently?"
- The questions and tasks found in the materials require students to engage with big ideas, topics, and themes. In the Teacher's Edition, teachers can consult the "Unit Theme" page for each unit. This page lists the essential question for the unit as well as the central question for each week. Unit 2's theme is titled "Nature's Wonders." The essential question asks, "What patterns do we see in nature?" Each week within that unit focuses on patterns in various aspects of nature. For example, Week 2 focuses on patterns on a prairie, while Week 5 focuses on the patterns of migration. These are the big questions that students are focused on each week and unit. These questions culminate in a project that students complete during the sixth (final) week of the unit.
- The questions and tasks found in the materials require students to engage with big ideas, topics, and themes. The questions are arranged so ideas develop from one lesson to another, encouraging student discourse concerning big ideas, topics, and themes. For example, Unit

4's Unit Overview focuses on the theme "Making A Difference." The unit begins with the text *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*. This text provides an overview of women who made a difference in the United States. Later in the unit, students listen to a read-aloud titled *Kids Being Helpers*. This text centers on how kids make a difference in their communities, and why it is important to connect to other people.

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

- The questions and tasks in the materials prompt students to synthesize knowledge and concepts across texts and lessons within a unit. Each unit concludes with the "Comparing Across Texts" lesson. This lesson includes questions and tasks that prompt students to synthesize knowledge and concepts within the unit and across lessons. For example, the lesson guidance directs teachers to do the following: "Have students look back at the essential question: 'Why is it important to connect with other people?' Use their answers to answer the essential question for the entire unit. Prompt students to push their thinking further and ask follow-up questions with their partners." This task prompts students to synthesize what they learned from week to week across the unit.
- The questions and tasks in the materials prompt students to synthesize knowledge and concepts across texts and lessons within a unit. In Unit 3, Week 6, questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons in the unit. During Week 1, teachers remind students of the unit theme, "Our Traditions," as well as the essential question, which asks, "What makes a tradition?" Students read informational and opinion texts that relate to the theme. Students synthesize and put together information from the text to gain a new understanding about the theme. Teachers encourage students to strengthen their response by including textual evidence. During the "Turn-and-Talk" section, students review weekly questions with a partner and write something they learned. In the "ELL Target" lesson, students use their prior knowledge to learn new vocabulary that applies to the unit's theme and stories. Students at the "Beginning" level create a T-chart and compare traditions in their country to traditions in the United States. Students at the "Advanced" level write complete sentences about their family and cultural traditions, comparing these traditions to what they know about United States traditions. As the week continues, students write a letter to the principal about traditions they believe the school should celebrate. Students activate prior knowledge and reflect on current traditions that the school celebrates. Students work together and brainstorm, creating a list of school traditions. As students work together, teachers walk around and ask, "What traditions do you think are at other schools? What keywords will help you find out more information?"
- The questions and tasks in the materials prompt students to synthesize knowledge and concepts across texts and lessons within a unit. In Unit 2, Week 1, Lesson 3 in the Teacher's Edition, students use the text *A Green Kid's Guide to Watering Plants*. Students identify text structure and complete a chart that requires them to put directions in chronological order. This is the third lesson using the same text, as *A Green Kid's Guide to Watering Plants* also appears in Unit 2, Week 1.

- The questions and tasks in the materials do not prompt students to synthesize knowledge and concepts across texts and lessons across units. Each unit in the materials are taught in isolation, so students are not synthesizing knowledge and concepts from previous units.

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

- The materials include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts. The final week (Week 6) of Unit 2 in the Teacher's Edition involves a project that requires students to research trees and the patterns found in the tree bark. This emphasis connects back to the essential question of the unit, which asks, "What patterns do we see in nature?"
- The materials include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts. Each unit in the Teacher's Edition concludes with the "Comparing Across Texts" lesson. This culminating task requires students to demonstrate their knowledge of the unit topic by making connections across related texts. The lesson guidance advises teachers to do the following: "Remind students that all of the readings from this unit are connected by a common theme. Use the questions below to help students compare the texts read in these previous weeks of the unit and find text evidence to compare themes." This can be an oral discussion or turned into a written assignment.
- The materials include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts. During the "Book Club" section in the Teacher Edition, students collaboratively choose a book that is related to the unit theme, "Our Traditions," or the essential question, which asks, "What makes a tradition?" As a class, students discuss how the book relates to the unit's theme and essential question.

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

- The materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. The final week (Week 6) of Unit 5 in the Teacher's Edition involves a project based around creating "a persuasive infomercial about Earth." This connects back to the essential question of the unit, which asks, "How does Earth change?"
- The materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. In Unit 3, teachers tell students the following: "With a partner, talk about traditions at your school. Talk about traditions that might be at other schools." Students generate questions to guide their research.
- The materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. The final week (Week 6) of Unit 2 in the Teacher's Edition involves a project that tasks students with researching trees and the patterns in tree bark. This project connects back to the essential question of the unit, which asks, "What patterns do we see in nature?" During this project, students read *Looking At Tree Bark* and learn about tree rubbings while applying the academic vocabulary introduced at the beginning of the unit.

Then, students conduct research using online databases and books while collecting tree rubbings or bark images. Students then refine their research and read *Nature's Skyscrapers* before revising, editing, and eventually reflecting on their project.

Knowledge Coherence

| 6.A.4 | Key Academic Vocabulary and Grade-Level Concepts | 12/12 |
|--------|--|-------|
| 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. | 2/2 |
| 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. (T) | 1/1 |

The materials 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 "Getting Started with *myView*" list includes a year-long scope and sequence for building tier 2 and 3 academic vocabulary. This list is organized by unit and includes essential questions as well as academic words that connect to the context of knowledge-building. The list includes five words for each six-week unit for a total of 25 words per year. The materials employ a generative vocabulary methodology throughout the course, guiding teachers and students to generate related words to expand vocabulary even further.
- Each unit in the Teacher's Edition begins with a lesson introducing the academic vocabulary that connects to the context of knowledge-building. For example, Unit 1 includes the following words: affect, different, compare, location and region.
- The materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building. This scope and sequence list each unit week to showcase the academic vocabulary words that will be introduced and developed in that week's lessons. The materials identify academic words as tier 2 or tier 3 words. For example, in grade 2, Unit 2, Week 1, titled "You Are Here," the identified words are affect, different, compare, location, and region. Each of these words include a (T2) or (T3) label beside it to reference if the word is 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 materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. For example, in Unit 3, Week 1 of the Teacher's Edition, the materials help students recognize related words to learn new vocabulary. The materials encourage EB students to apply knowledge of their native language as a strategy to learn new academic vocabulary.
- The materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. The materials include opportunities for students to practice vocabulary development in context by scaffolding simpler tasks and gradually moving to more complex ones, thus allowing a deeper understanding of key academic vocabulary. For example, in Unit 4, Week 1, Lesson 2, the "ELL Targeted Support" section in the Teacher's Edition includes support for beginner to advanced-high students in previewing new vocabulary in context.
- The materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. The myFocus Intervention Teacher's Guide has several lessons that teachers can use to help students who need vocabulary development scaffolded. For example, in Lesson 19, students practice determining the meaning of unfamiliar words. Teachers do this by using the passage "Animals in Winter" and a glossary. Teachers tell students, "A glossary is like a little dictionary. It gives the meanings of difficult words in text." Teachers then have students locate and read two sentences in the passage that include the words scarce and survive. The students then paraphrase the sentences using their own words. This practice activity also includes an "If...Then..." progress monitoring blurb that requires students to explain how they can use a glossary to find the meaning of unfamiliar words.

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

- The materials include tasks designed to engage students in the purposeful use of key academic vocabulary. In the Teacher's Edition, the academic vocabulary words that are used in each unit are introduced at the beginning of the unit and reinforced throughout various lessons. For example, the Unit 2 "Academic Vocabulary" list is found in the "Introduce the Unit" section. Teachers read a paragraph from the Student Interactive aloud then expands and asks questions for each word. After that, students "use the Academic Vocabulary words as they talk about the pictures with a partner."
- The materials include tasks designed to engage students in the purposeful use of key academic vocabulary. Each unit in the Teacher's Edition begins with a lesson introducing the academic vocabulary words for the unit. This lesson includes tasks designed to engage students in purposeful use of these key vocabulary words. For example, the Unit 1 "Introduce the Unit" section instructs teachers to direct students to "turn and talk using the academic vocabulary as they discuss the pictures from the Student Interactive." This lesson includes purposeful engagement with academic vocabulary. Unit 3, Week 6 of the Teacher's Edition includes tasks designed to engage students in the purposeful use of key academic

vocabulary. Teachers tell students to use some of the academic vocabulary to collaboratively talk about the theme: "Our Tradition."

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 include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. In Unit 5, Week 6, students look at a picture of a volcano erupting and, using newly acquired academic vocabulary (e.g., destroy, environment, resources, react, and balance) students talk with a partner about what makes this Earth change exciting.
- The materials include nonverbal teaching techniques such as using images and visualization to support vocabulary development. Each unit introduces academic vocabulary using photographs of the words. For example, the "Introduction" section in Unit 1 refers to the Student Interactive page, which includes two photographs to support key vocabulary use. In the Teacher's Edition, when introducing Unit 2, students are given three pictures in their Student Interactive that represent patterns in nature. Teachers instruct students to work with a partner to use the academic vocabulary words to describe the patterns in nature they see in the pictures.

Knowledge Coherence

| 6.B.1 | Recursive Inquiry Process | 7/7 |
|--------|---|-----|
| 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 | <p>2-3</p> <ul style="list-style-type: none"> • Materials require students to gather relevant information from a variety of sources. (S) • Materials provide guidance for students on differentiating between primary and secondary sources. (S) • Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S) | 3/3 |

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 require students to gather relevant information from a variety of sources. Materials provide guidance for students on differentiating between primary and secondary sources. Materials include activities and tasks which require students to differentiate between primary and secondary sources.

Evidence includes, but is not limited to:

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

- The materials support instruction for students to ask and generate questions for inquiry, with adult assistance. Each unit in the Teacher's Edition culminates with a Project-Based Inquiry designed to apply student learning from the unit. Lessons motivate students with a project that connects to their personal experience. For example, the Unit 1 project is a community contest assessing the community's favorite places to visit. Students write a persuasive letter explaining their favorite place. This lesson activates students' background learning by prompting students to ask and generate questions about their favorite places. Then, teachers guide students to "generate their own questions and research ideas."
- The materials support instruction for students to ask and generate questions for inquiry, with adult assistance. Each unit in the Teacher's Edition ends in a Project-Based Inquiry that "foster[s] curiosity in students" and has them "apply their understanding of the Unit Theme and Essential Question to a collaborative project." This project "combines inquiry and research skills to create a real-world, authentic product."
- The materials support instruction for students to ask and generate questions for inquiry, with adult assistance. In Unit 4, Week 1 of the Teacher's Edition, the materials support instruction for students to ask and generate questions for inquiry. Students write a question that they had before reading the text. Then, students "go back to the 'Close Read' note section and highlight the text that [they] need additional information [for]." Next, students "generate questions about the highlighted text" before "writ[ing] a question [they] had after [they] read the text."

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

- The materials support instruction for students to generate and follow a research plan. In Unit 1, Week 6 of the Teacher's Edition, the materials support instruction for students to generate and follow a research plan while developing an argumentative letter. Working with a partner, students choose a place that they think is the best in town. Students generate questions for inquiry, list what they want to know, and create a list of what they need to research.
- The materials support instruction for students to generate and follow a research plan. In the Teacher's Edition, Week 6 of each unit is an inquiry project. For Unit 3, Week 6, Lesson 1, "Students will write opinion letters to their principal about a tradition they believe the school should celebrate or recognize." The students then "develop and follow a research plan in order to complete the project in a week." Before Unit 3, students perform these steps with adult assistance and then begin working independently in Unit 3.
- The materials support instruction for students to generate and follow a research plan. As part of the Project-Based Inquiry, the materials direct teachers to "tell students they will develop and follow a research plan to complete the project." Students are encouraged to check off each step as they complete them in the Student Interactive. The materials list the steps of the research plan in order with check boxes next to each step. This supports students as they follow the research plan.

Materials require students to gather relevant information from a variety of sources. (S)

Materials provide guidance for students on differentiating between primary and secondary sources. (S)

Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)

- The materials provide guidance in differentiating between primary and secondary sources. The materials include specific language to define each type of source, listing examples of each. The materials also include tasks that require students to differentiate between two types of sources. For example, in the Unit 1 Project-Based Inquiry, the Student Interactive defines and lists examples of primary and secondary sources. Then, students work in pairs to add examples of each type that would support their project.
- The materials include activities that require students to differentiate between primary and secondary sources. In the Teacher's Edition, the Unit 1 Project-Based Inquiry requires students to read an article titled "Save Our Theater," which interviews an expert. After reading the article, teachers remind students "that a primary source, such as a letter or interview, was made by someone who witnessed the event or has first-hand knowledge about a topic," while "secondary sources, such as textbooks, are based on information from other sources." Students then work with a partner to identify "one relevant primary source and one relevant secondary source to use" in their project.

- In Unit 1, Week 6, the materials require students to gather relevant information from a variety of sources. With a partner, students choose media and audio to help persuade readers about their opinions. Students choose a relevant media source to highlight in their presentation.

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. Materials' texts are well-crafted and are of publishable quality. Materials include traditional, contemporary, classical, and diverse texts across multiple content areas. Materials include text that 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 text types and genres required by the grade-level TEKS, as well as reference when these text types and genres appear in the curriculum. For example, each unit has a table of contents in the Teacher's Edition that shows the core texts for each unit and their respective genre. In Unit 1, students are introduced to a contemporary realistic fiction text titled *How Many Stars in the Sky?*, an informational text titled *Places We Go*, and various poems by Gwendolyn Brooks. In Unit 3, students read a fable titled *Fables* by Arnold Lobel, a legend titled *The Legend of the Lady Slipper*, two folktales titled *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*, and a procedural text titled *My Food, Your Food*. In Unit 4, students read a biography titled *Building on Nature* and a persuasive text titled *Kids Can Be Big Helpers*. In Unit 5, students read a drama titled *Where Do They Go in Rain or Snow?* and a poem titled "Volcano Wakes Up!" All of these text types and genres appear in the grade 2 TEKS.
- The materials reflect the inclusion of text types and genres required by the grade-level TEKS at the unit level. Each unit provides a variety of text types and genres for the "Shared Reading" block that connects to the topic of each specific unit. For example, Unit 1 includes realistic fiction, informational text, poetry, and persuasive text (all required by grade-level TEKS). The texts also center around the Unit 1 theme, which is titled "You Are Here."
- The materials reflect the inclusion of text types and genres required by the grade-level TEKS at the unit level. Unit 3 incorporates folktales with the text *Cendrillon: An Island Cinderella*,

fables with the text *The Hen and the Apple Tree*, and fairy tales with the text *Interstellar Cinderella*. The drama text *Preparing for the Storm* is located in Unit 5, Week 3, Lesson 1. A persuasive text titled *Farm to Table* is located in Lesson 36 from the myFocus Intervention Teacher's Guide.

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

- The materials include core texts used for instruction that are written at level when evaluated according to quantitative measures. Quantitative measures are found in the Getting Started with *myView* Guide, which includes a "Text Complexity" chart for grade 2. This chart explains that the quantitative measures include the "Lexile, sentence length, word frequency, and word count," of the core texts included with the materials. All of the grade 2 book club books fall within the 540L-620L range. According to the Lexile Framework for Reading, a second grader's Lexile level is typically between 425L and 795L, based on the 50th–90th percentile range at the end of the school year. The Lexiles are listed in the "Novels/Tradebook" list found in the Getting Started with *myView* Guide.
- For example, the materials begin the year with the Unit 1 text *How Many Stars in the Sky?* which has a Lexile level of 530L and an average sentence length of 9.04. The materials end the year with the Unit 5 text *How Water Shapes the Earth*, which has a Lexile level of 710L and an average sentence length of 9.64. The materials thus demonstrate a progression of complexity as the year progresses.
- The materials provide a "Text Complexity Chart" for each core text, which identifies each text's Lexile level. This "Text Complexity Chart" is found in the Getting Started with *myView* Guide. The materials classify each text in the grade 2–3 band. Although poetry and drama texts do not contain Lexile levels due to the nature of the genre, these texts are measured qualitatively to be in the mid-range for complexity of levels of meaning, text structure, language conventions and clarity, and knowledge demands.

Texts are well-crafted and are of publishable quality.

- The materials include texts that are published and well-crafted by published authors and illustrators. For example, in Unit 1, *How Many Stars in the Sky* features an award-winning illustrator, Joseph Ransome.
- The materials include texts that are well-crafted and are of publishable quality. For example, the Shared Read for Week 4, Unit 2 of the Teacher's Edition includes a fictional text titled *What's in the Egg, Little Pip?* This text includes rich vocabulary, appropriate context, and illustrations. Vocabulary words from this text include *oval*, *waddle*, *huddled*, *penguin*, and *flock*. The text also includes accurate illustrations of penguins. The text is about a young penguin, Pip, who is unsure about having a sibling as she "thinks there is no room for her, just like children sometimes feel before they meet a new sister or brother." This aspect of the plot allows students to make an appropriate, personal connection to the text. The materials' texts are well-crafted and of publishable quality. For example, the Unit 4, Week 1, Lesson 2 biographical shared-read *Who Says Women Can't Be Doctors?* is written by the

award-winning author Tanya Lee Stone. The text is based on the life of Elizabeth Blackwell, the first woman to earn a medical degree in the United States. Blackwell's courageous journey in the 1830s challenges traditional views about women's roles, showing young readers how determination and resilience break barriers and inspire them to pursue their dreams.

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

- The materials include traditional and classical texts across multiple content areas. In Unit 3, the materials include the traditional text *Fables* by Arnold Lobel. The materials also include two classical and diverse texts titled *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*. These texts are retellings of the classic story of Cinderella, but with science fiction and ethnic twists, respectively. All three of these texts connect to the content area of social studies.
- The materials include diverse texts across multiple content areas. Each six-week unit focuses on a different content area with texts that connect to the content. Unit 3's theme is "Our Traditions," so the core texts connect to social studies TEKS and content, including texts that explore various cultures such as *The Abenaki* and *My Food, Your Food*. Unit 2's theme is titled "Nature's Wonders," so the core texts connect to the science TEKS and content with informational texts such as *A Green Kid's Guide to Watering Plants* and *Amazing Migrations*. This organization ensures that texts are used to reinforce skills and content across multiple content areas.

The materials include contemporary and diverse texts across multiple content areas. For example, Unit 1 contains contemporary core texts such as *Places We Go* and *Maybe Something Beautiful*. This unit also contains diverse texts such as *How Many Stars in the Sky?* by Lenny Hort and poetry by Gwendolyn Brooks, both of which focus on the experiences of people of color. Since these texts appear in the first unit, they have a strong connection with social studies.

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

- The materials include texts with content that is relevant, engaging, and authentically reflective of students' backgrounds and experiences. For example, Unit 1 includes the text *Maybe Something Beautiful*, based on the true story of the Urban Art Trail in San Diego, California. *Maybe Something Beautiful* reveals how art inspires transformation and how even the smallest artists accomplish something big. This story's content is relevant and engaging to students because the main character is about the age of students in grade 2. Also, this text authentically reflects students' backgrounds or experiences of those living in (or who have visited) urban areas.
- The materials include texts with content that is relevant and engaging. For example, both *Interstellar Cinderella* and *Cendrillon: An Island Cinderella* are relatively engaging as they both reimagine the classic Cinderella story in diverse settings with empowering characters who gain full agency and independence. These adaptations foster imagination through futuristic and culturally-rich contexts, promoting values of diversity, creativity, and self-reliance among

young readers. By challenging traditional narratives and highlighting modern themes, these books inspire children to embrace their uniqueness and pursue their dreams with confidence and empathy.

- The materials include texts that authentically reflect students' background and experience. My Food, Your Food by Lisa Bullard from Unit 3 authentically reflects students' backgrounds and experiences by showcasing diverse foods from around the world, fostering cultural pride and understanding in multicultural classrooms.

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 text. Each week, the materials include two "Close Reading" lessons that provide opportunities for students to engage in a variety of reading skills with grade-level texts. These lessons focus on skills to support students' understanding of the text. For example, Unit 1, Lesson 4 guides students to collect evidence as they read to support their thinking. This includes identifying textual evidence as students confirm predictions, generate questions, and answer said questions as they read and make inferences.
- The materials include opportunities in each lesson for students to interact with grade-level text. The Reading Workshop: Listening Comprehension Read-Aloud during each week of a unit enables students to engage in various reading skills with grade-level text. In Unit 2, Week 3, Lesson 1, the "Think Aloud" and "ELL Access" sections encourage students to generate questions and make predictions about the story's events and characters. Students practice inferencing through discussions on character actions and story progression. The materials encourage students to analyze the text by examining the main events and character interactions via the "Wrap-Up" activity. The "Fluency" section helps students evaluate and synthesize information for better comprehension.

The materials include opportunities in each lesson for students to interact with grade-level text. In Unit 4, Week 4, students write brief comments that demonstrate their understanding about the story *Milton Hershey: Chocolate King, Town Builder*. In the online notebook, students write about their understanding of the author's purpose.

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)

- Each lesson includes opportunities for students to think about and critically respond to grade-level texts, as well as justify their thinking orally and in writing. Each week of the Teacher's Edition includes "Close Reading" lessons that provide opportunities for students to think about grade-level texts. These lessons focus on skills to support a student's understanding and ability to think about the text. For example, Unit 1, Lesson 4 guides students to collect evidence as they read to justify their thinking. Students identify textual evidence as they confirm predictions, as well as generate and answer questions as they read and make inferences. Students justify their thinking by recording their observations and inferences in their Student Interactive.
- The materials include opportunities in each lesson for students to think about and critically respond to grade-level texts, justifying their thinking orally and in writing. Each week of the Teacher's Edition concludes with an additional "Reflect and Share" lesson after a close read of the core text. This is an opportunity for students to critically respond to grade-level text, justifying their thinking orally and in writing. The lesson guides students to contribute effectively to the discussion on the text with statements that expand on their previously shared thinking. Students justify their thinking with evidence from the text. Students also have the opportunity to justify their thinking in writing using their Student Interactive.
- The materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts, justifying their thinking orally and in writing. In Unit 2, Week 3, Lesson 1, the Reading Workshop: Listening Comprehension Read-Aloud in the Teacher's Edition provides comprehensive opportunities for students to engage with grade-level texts. This activity incorporates read-aloud routines, models think-aloud strategies, and promotes active listening. Students critically respond to texts by answering questions and participating in discussions. Students then justify their understanding both orally and in writing using their Student Interactive. The materials include plot organizers that help students identify and analyze story elements, ensuring a student's thorough comprehension and ability to justify their thinking about the text.

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 include opportunities in each lesson to discuss specific aspects of grade-level text, such as vocabulary and text structure. The Unit 2, Week 2, Lesson 1 Weekly Launch in the Teacher's Edition includes a section titled "Interact with Sources." This section offers students structured opportunities to discuss grade-level text aspects like text structure and vocabulary. Guided questions prompt students' analyses of vocabulary and information structure. The

"Weekly Question" and "Quick Write" activities encourage students to express their understanding of a text. The "Academic Vocabulary" section focuses on key terms, and the "ELL Targeted Support" section provides visual aids and peer discussions to enhance students' comprehension of complex concepts and language.

- The materials include opportunities in each lesson to discuss specific aspects of grade-level text, such as setting and author's purpose. For each core grade-level text, the Teacher's Edition provides "Close Read" lessons that focus on grade-level reading skills using specific aspects of the text. For example, Unit 1, Lesson 3 uses the core grade-level text. The lesson focuses on aspects of the text that relate to the setting. The materials provide teacher guidance on modeling, helping students understand how and why the author creates the setting of the story. The materials provide students with guided and independent practice that helps them apply this understanding. Students next apply this learning to core texts, as well as additional texts during the small-group block in which teachers differentiate for each learner.
- The materials include opportunities in each lesson to discuss specific aspects of grade-level text, such as word use. The Teacher's Edition contains various activities such as "Turn, Talk, and Share" and "Talk About it" activities. The Teacher's Edition also contains various charts to promote student engagement and understanding of specific elements of the text, including word use. Students are given a "Talk About It" prompt to discuss and share their opinions. Teachers model by saying, "Before I share my opinion with the group, I think about what I want to say and make sure I have text evidence to support it. When I am ready to speak, I make sure to wait my turn."

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 include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, such as analyzing questions, making predictions, inferencing, evaluating information, and synthesizing. The Weekly Launch in Unit 2, Week 4, Lesson 1 of the Teacher's Edition includes an "Interact with Sources" task that engages students in various reading skills through activities and discussions. Students analyze and answer questions like, "Which kind of help from parents did you think was the most interesting?" and "Why do baby animals need help?" Students make predictions and inferences in response to questions such as, "How long does a baby gorilla stay with its mother?" Students evaluate and synthesize information by discussing the weekly question and participating in a "Turn, Talk, and Share" activity. This allows students to connect their understanding to broader themes in the text.
- The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, such as generating questions, making and confirming predictions, and forging connections with the text. Each week of the Teacher's Edition introduces a core text in the "First Read Strategies" section. The materials include a variety of reading skills such as making and confirming predictions, generating questions, and making connections to the text. Throughout the text, the sidebars contain references to the "First Read Strategies" section to support implementation. The materials thus provide multiple

opportunities to engage with the text, utilizing a variety of skills to support student understanding.

- Each lesson includes opportunities for students to engage in a variety of reading skills with grade-level texts, such as using graphic features to increase one's understanding of the text. The materials include interaction opportunities for students to engage in book talks with peers. These book talks focus on reading skills that activate and build background knowledge. For example, in Unit 4, Week 5 of the Teacher's Edition, the "Book Club" lesson includes guidance for a small-group book talk on John Chapman. Each group takes turns discussing their text about apple trees. Students explore graphic features to support their discussions.

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 materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. The Teacher's Edition provides teacher guidance for activating prior knowledge. This allows students to make connections to the text, thereby scaffolding students' access to grade-level texts. Each week begins with an "Interact with Sources" lesson, which aims to activate and build students' background knowledge. This lesson supports students' understanding of the text they are about to read. For example, Unit 1, Week 1 begins with a short infographic on stars before students read the text *How Many Stars in the Sky?* The lesson guides teachers to read aloud the infographic as students follow along and look at the visual images. Then, students discuss with a group how different places affect us. The materials include a list of suggested questions to guide the discussion, including precise language that helps teachers model the academic vocabulary that students use throughout the unit. The materials also include support for emergent bilingual students, allowing teachers to preview visuals, model using sentence stems, and define key vocabulary before the lesson.
- The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. Each week in the Teacher's Edition, the materials introduce the core grade-level text as a shared reading with specific guidance on strategies that teachers should employ. The "First Read Strategies" section provides structure for teachers and students as they first read through the text. The sidebars on each page in the Teacher's Edition include guidance for teachers to stop at certain points in the text to model thinking aloud, expand vocabulary, or ask questions to engage readers with the text. These teacher supports ensure all students understand the rigor of the text.

The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. The Reading Workshop Shared Read in Unit 2, Week 1, Lesson 2 of the Teacher's Edition includes the "Respond and Analyze" section, which provides extensive teacher guidance and support to help students access grade-level texts while maintaining rigor. The "Develop Vocabulary" section offers teacher guidance on connecting new words like *arrange*, *certain*, *moist*, *soggy*, and *place* with similar meanings. The materials reinforce vocabulary support through the "ELL Targeted Support" section, providing students with definitions and repeated practice. The "Focus on Strategies" mini-lesson offers support by explaining word meanings. The materials also include questions like, "What are some things that green gardeners do?" and "What is another word for wet that describes soil with too much water in it?" These questions provide additional guidance. The "Model and Practice" section uses sentence frames for contextual support, ensuring comprehensive student engagement with the text.

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

- The materials provide opportunities for students to demonstrate proficiency to engage in additional analysis of grade-level texts. In Unit 2, Week 1, Lesson 2 of the Teacher's Edition, the "Independent/Collaborative" section includes the "Reading Workshop: Assess & Differentiate" activity, which provides proficient students with opportunities to engage in additional analyses of grade-level texts by re-reading and listening to *A Green Kid's Guide to Watering Plants*. Students select and read self-chosen books, as well as perform partner readings to coach one another. Students also work with a partner to discuss and answer questions in their Student Interactive, choose passages from informational texts to read aloud with proper expression, and play educational games. These opportunities promote deeper comprehension and critical analysis.
- Each unit includes the "Book Club" section, which provides students with additional analysis of grade-level texts. These book clubs encompass groups of students who meet during the small-group instruction time each week. The Teacher's Guide provides detailed instructions for implementing book clubs, as well as guidance on how to set up groups to work independently, allowing students to show accountability through their reading of the text.
- The materials provide opportunities for students to demonstrate proficiency to engage in additional analysis of grade-level texts. For example, the materials provide a quick-check to assess students' understanding of a text or strategy in the Teacher's Edition. For students showing proficiency, the materials offer guidance on additional opportunities to extend students' analyses of additional grade-level texts. These options include self-selected texts, book clubs, or guided reading groups. For example, the Unit 1, Week 1, Lesson 1 "Spotlight on Genre" section includes a quick-check question: "Can students identify elements of traditional tales?" The materials then tell teachers that "if students show proficiency, then continue practicing strategies for traditional tales using independent reading and literacy activities in small groups."

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 materials include quantitative and qualitative analyses of each core text, including a rationale for each text's educational purpose and grade-level placement. The Getting Started with *myView* Guide contains a "Text Complexity" chart for each grade level. This chart includes quantitative and qualitative analyses of each core text and rationales for each text's grade-level placement. For example, the text *Grandma and the Great Gourd* includes the following summary of information: "The Quantitative Measures place this text in the Grade 2–3 complexity band. The Qualitative Measures suggest that students might need additional support with figurative language [and] identifying the meaning or message of a story. Before reading the selection, use the Reader and Task Considerations to help you plan how to address various student populations." Additionally, the chart includes the following quantitative information about the text: "Lexile: 680L; Average Sentence Length: 10.264; Word Frequency: 3.666; Word Count: 151." The chart also contains specific information regarding qualitative measures, listing each text's levels of meaning, text structure, language conventionality and clarity, as well as knowledge demands. The final part of the chart includes a section on "Reader and Task Considerations."
- The materials include quantitative and qualitative analyses of each core text, including a rationale for each text's educational purpose and grade-level placement. This information is found in the introduction to each unit in the Teacher's Edition. For example, Unit 1's "Introduce the Unit" lesson directs teachers to "tell students that they will read many texts to learn about the ways that different places affect us. Explain that reading texts from a variety of genres is important because each author gives a different perspective on the topic." The materials include quantitative and qualitative analyses of each core text, including rationales for each text's educational purpose and grade-level placement. Unit 2's "Introduce the Unit" lesson includes a rationale for each text's educational purpose by connecting the texts to the following essential question: "What patterns do we see in nature?" The materials include the texts *A Green Kid's Guide to Watering Plants* and *A Home on the Prairie* to help

students explore various aspects of patterns in nature. The educational purpose is to help students identify and understand patterns in the natural world through a variety of genres, promoting students' comprehensive understanding of the topic. The "Independent Reading" section further supports this goal by encouraging students to choose texts related to their interests, enhancing students' engagement and learning.

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

- The materials' core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analyses and relationship to student tasks. The text and complexity chart for Unit 2, Week 1 confirms the text *A Green Kid's Guide to Watering Plants* by Richard Lay's appropriateness for grade 2 based on both quantitative and qualitative analyses. Quantitative measures for the text include a Lexile level of 510L, an average sentence length of 8.745, and a word frequency of 3.569, fitting the expected reading level. Qualitative measures highlight the text's clear sequential structure, simple and familiar language, and practical knowledge demands. These analyses ensure the text's complexity is suitable for the grade and aligns well with student tasks like creating graphic organizers and using KWL charts.
- The materials' core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analyses and relationship to student tasks. The "Text Complexity" charts for grade 2, found in the Getting Started with *myView* Guide, include quantitative and qualitative analyses demonstrating that the texts chosen to feature an appropriate level of complexity for the grade level. The quantitative measures place the text in the grade 2-3 complexity band. Quantitative measures are not generated for drama or poetry and must refer to the qualitative measures included.
- The materials' core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analyses and relationship to student tasks. The materials provide charts with information about the quantitative and qualitative features of the core texts. For example, at the beginning of each unit in the Teacher's Edition, the materials include specific details about the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, as well as the knowledge demands of the text.

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 in the materials 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 for grade 2, found in the Getting Started with *myView* Guide, includes quantitative and qualitative analysis that places the text in the grade 2-3 complexity band. The qualitative analysis includes levels of meaning, text structures, language conventionality and clarity, as well as knowledge demands. These areas show that the selected texts are at mid-level complexity along with explanations specific to the text. For example, the "Text Complexity" chart for the shared reading text *How Many Stars in the Sky?* explains that "the text's multiple levels of meaning are subtle and difficult to separate; the constancy of family is echoed and reinforced by the idea that the stars are in the sky even when you can't see them. Students may focus on scientific ideas and miss the implied family themes." Teachers use this information to support age-appropriateness.
- The texts in the materials 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 "Nature's Wonders" Unit 2 Overview, found in the Teacher's Edition, demonstrates that texts designated for read-aloud and shared reading meet the required complexity and appropriateness criteria. For example, *A Green Kid's Guide to Watering Plants* and *Amazing Migrations* are informational and realistic fiction texts suitable for grades 2–3, ensuring age-appropriateness. These texts are designed to facilitate students' understanding of different informational structures and features, indicating appropriate complexity. The unit includes varied text structures, such as informational texts and fiction, with scaffolds like text

features, graphic organizers, and structured discussions, ensuring that students access and comprehend the material effectively.

The texts in the materials 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 materials include a variety of genres in each unit. For example, Unit 1 includes realistic fiction, informational text, poetry, and persuasive text. In addition, the "Text Complexity" charts for grade 2, found in the Getting Started with *myView* Guide, include reader and task considerations for each text. This provides specific scaffolds for emergent bilingual students, interventions, and on-level/advanced students. One such knowledge scaffold for intervention in the text *How Many Stars in the Sky?* directs teachers to "use a quick demonstration to show students why it is easy to see stars when and where it is dark. Turn off the room lights and turn on a flashlight. Then turn on the room lights. Point out that you did not change the amount of light coming from the flashlight. Have students discuss the following questions." These scaffolds support student success.

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

- The texts in the materials designated for independent reading have a range of complexity levels for students to practice reading independently. The materials contain a leveled-text system that is connected to a particular unit of study or topic. Unit 1 contains a guided reading level range from H to M. The readers align to the unit theme (titled "You Are Here") or the unit spotlight genre ("Realistic Fiction"). The Teacher's Edition provides teacher guidance on matching texts to student learning each week, ensuring that suggested texts align with the week's instruction and genre. The materials also include access to a complete online grade 2 Leveled Library that provides audio and word-by-word highlighting to support students as they read independently.

The texts in the materials designated for independent reading have a range of complexity levels for students to practice reading independently. The "Leveled Passages by Grade" list, located in the Project-Based Inquiry at each unit conclusion in the Teacher's Edition, provides evidence that grade 2 texts designated for independent reading exhibit a range of complexity levels. Each unit features passages written at three different Lexile levels to accommodate varying reading abilities. For instance, in Unit 1, the text *Exploring Museums* ranges from 420L to 600L. The text *Save Our Movie Theater* ranges from 390L to 600L. The text *The Wonders of the Grand Canyon* ranges from 430L to 600L. Unit 2 includes the text *Looking at Tree Bark*, which ranges from 450L to 590L, the text *Tidal Patterns*, which ranges from 440L to 590L, and the text *Nature's Skyscrapers*, which ranges from 440L to 590L. This variety ensures that students practice reading independently with texts that match their individual skill levels, progressively challenging students.

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 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. Each introduction to a new unit includes a plan for students to self-select high-quality texts, read independently for a sustained period with planning for achieving independent reading goals, and ensure accountability for achieving those reading goals. Unit 2's "Introduce the Unit" lesson in the Teacher's Edition provides a structured plan for students to self-select high-quality texts and read independently for a sustained period. The "Independent Reading" section guides students to choose texts that are neither too difficult nor too easy, encouraging students to select books by favorite authors, interesting topics, or specific genres. The plan includes setting a purpose for reading self-selected texts and progressively increasing periods of time in which students read independently to build stamina and fluency. To ensure accountability, students use an "Independent Reading Log" to record the date, book title, genre, pages read, minutes read, and their rating, helping students track their progress and achieve reading goals in their Student Interactive.

- The 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. Each unit begins with a plan for students to self-select texts to read independently for a sustained period with purpose and accountability. In the "Introduce the Unit" section of Unit 1's Launch Lesson, the Teacher's Edition provides teachers guidance in establishing students' self-selection of texts. Teachers also guide students' use of the Student Interactive to determine their purpose for reading, following a step-by-step routine called "I Pick." The Student Interactive includes a reading log to set goals and track progress for accountability.
- The 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. The Reading Workshop Model includes time for small group instruction, which grants students the opportunity for independent reading of self-selected texts. Students are guided to use the plan established at the beginning of the unit. The materials provide teachers guidance on conferencing with students about self-selected texts as well as applying a skill taught in the whole-group lesson. For example, in Unit 1, Week 1, Lesson 3's Reading Workshop, the "Assess & Differentiate" section requires teachers to confer with students on identifying the setting in their independent reading. The materials include possible conference prompts and teaching points.

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 that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. The Student Interactive includes comprehension questions for each core text each week. For example, the Student Interactive page of questions for the story *How Many Stars in the Sky?* includes the following questions that require students to use evidence from the text: "What makes this text realistic fiction? Why do you think the author has the boy and his dad try to look at stars from different places?" These questions demonstrate comprehension and require textual evidence for students to justify their thinking and support their claims.
- The materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their claims. In Unit 2, Week 1's "Reflect and Share" section in the Student Interactive, students discuss information about plants and places. Students use evidence from the text to determine which plants are suitable for their area. This activity requires students to refer back to the text, demonstrating comprehension and justifying their thinking with specific details. Additionally, the "Talk About It" section prompts students to use textual evidence in their responses, ensuring that their claims are supported by the text.

- The materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their claims. The materials ask students to use information directly from texts to justify their responses to questions. In Unit 4 of the Student Interactive, students study opinion writing. The materials include the following discussion frame during the "Reflect and Share" portion: "Do you think people are motivated by someone saying that they can do something or that they cannot? Use text evidence to support your answers."

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

- The materials include questions and tasks that require students to use textual evidence when evaluating details and key ideas of high-quality texts. For example, Unit 4 includes mini-lessons that guide teachers to model how "readers deepen their thinking about a text by asking questions before, during, and after reading." Students practice with the teacher, who says, "As I read, I'm going to highlight parts of the text that I have questions about. In paragraph 21, I see that when Elizabeth asked people what they thought about her becoming a doctor, some 'didn't think there was any way it could be done' and others 'said it wasn't right.' I wonder why people thought that. I'm going to write my question: 'Why did others think it would be hard for Elizabeth to become a doctor?'" This practice focuses on evaluating not only the details of the story but also how students relate to the key ideas of the text, which focuses on overcoming adversity.
- The materials include questions and tasks that require students to use text evidence when evaluating the text structure and language of high-quality texts. In the "Identify Text Structure" section of the Unit 2, Week 1, Reading Workshop: Close Read in the Student Interactive, students are asked to underline words that indicate chronological order. Students also use textual evidence to complete a chart, which requires evaluating the language and structure of the text. The "Ask and Answer Questions" section prompts students to highlight details, write questions, and use textual evidence to answer these questions, which involves evaluating key ideas, details, and the text's craft. These tasks and questions ensure that students engage with the text to demonstrate comprehension and justify their thinking, evaluating the language, key ideas, details, craft, and structure of the text using specific evidence.
- The materials include questions and tasks that require students to use textual evidence when evaluating the craft of high-quality text. One example of this is in Unit 5, Week 4 in the Reading-Writing Bridge of the Teacher's Edition. Here, students evaluate the specific craft used in the poem and explain the images they create. Teachers model and ask questions to support student learning. For example, teachers ask, "Why do you think the author repeats the word I?" An example of a task that requires students to use textual evidence when evaluating the craft of high-quality text is found in the Student Interactive. Students identify craft elements from the text and explain what meaning these elements create. For example, the words of the poem are arranged in the shape of a volcano and students complete the task of explaining how that element of craft creates an image and adds to the meaning of the poem.

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 materials include questions and tasks that require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources. For example, in Unit 1, Week 1, students close read the text *How Many Stars in the Sky?* Teachers direct students to compare illustrations by asking the following questions: "How are the two illustrations different from each other? What do the illustrations show about the different settings?" These questions require students to support their claims and justify their thinking in their Student Interactive.
- The materials include tasks that require students to support their claims and justify their thinking through discussing key ideas and using evidence from the text. For example, Unit 1, Week 2 of the Student Interactive requires students to close read the core text of the week. Students highlight supporting evidence that helps them understand main ideas. Students then work collaboratively to use what they highlighted to record the main idea on the chart. This task requires students to discuss with key ideas with classmates, using evidence to support their claims and justify their thinking.
- The materials include questions and tasks that 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. In the Teacher's Edition, the Unit 2 At-a-Glance: Workshop Overview includes a "Compare Texts" section that prompts students to "share information and ideas about informational texts." Students also "write in response to fiction and nonfiction texts," which involves comparing sources and summarizing key ideas. Additionally, the "Reading-Writing Workshop Bridge" section includes tasks in which students "identify text structure," "share information in response to fiction," and "paraphrase sources to refine research," all of which require students to justify their thinking using evidence from the text. These strategies ensure that students engage deeply with the material, supporting their claims through thorough analysis and evidence-based reasoning.

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)

- The materials' tasks and questions are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in the Teacher's Edition, the differentiation of question complexity in the Week 1, Lesson 2 Reading Workshop: Shared Read includes questions that require basic recall and understanding of the text. For example, one question reads, "How can you tell this is an informational text?" The materials also include questions that move towards comprehension and application, asking students to "explain how gardening helps readers understand each section" and to "think about the word 'soggy' and connect it to the concept of 'wet'." Then, the questions test students' higher-order thinking skills, including analysis and reasoning, such as "Why do you think the author used section headings like 'Are You Ready to Plant?' and 'Study, Study, Study?'" Another question reads, "Why is it important to be a green gardener when you water

your plants?" This structured approach ensures that students are challenged appropriately, encouraging students' deeper engagement with the text and promoting a comprehensive analysis of the material.

- The materials' tasks and questions are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. The Student Interactive for each core text each week includes a comprehension check with different levels of complexity. The first questions are literal and then become more complex as students complete the page of questions. For example, in Unit 1, Week 2, the first question reads, "What about his story can happen in real life?" The last question reads, "How is the neighborhood different at the end of the story than at the beginning?" The questions thus become progressively more complex.
- The materials' tasks and questions are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in an analysis of text. The Student Interactive for each core text each week includes a vocabulary task that increases in complexity. For example, the Unit 1, Week 2 "Vocabulary" section begins with a simple fill-in-the-blank task before requiring students to use the words in a sentence to describe a character from the story. This increase in cognitive complexity allows students to engage in an analysis of the text.

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)

- The materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims. In Unit 1, Week 1, Lesson 1, of the Teacher's Edition, the "Reading Workshop: Spotlight on Genre Realistic Fiction" lesson reviews the characteristics consistent with realistic fiction. Then, the materials guide teachers to model and practice identifying these characteristics within the text to generate the evidenced-based claim that the text belongs to this genre. For example, teachers are directed to say, "The waves washed away their castle. This story problem could really happen. I ask myself if the setting is realistic. Yes, it is. A beach is a real place and the things that the characters did at the beach are things real people might do...The Sandcastle is an example of realistic fiction." Here, teachers effectively model generating an evidenced-based claim.
- 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. In the Teacher's Edition, Unit 2, Week 1, Lesson 3's Reading Workshop: Close Read includes a "Model and Practice" section that directs teachers to "look for details that tell the text structure of the 'It's Time to Plant!' section." Students additionally "annotate the text" to identify signal words (e.g., first) that indicate chronological order. Teachers then use these annotations to complete the chart in the Student Interactive, demonstrating how to organize text evidence systematically. This process helps students understand how to identify text structures, use specific details from the text as evidence, and construct well-supported, text-based responses.
- 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. In Unit 3, Week 1 of the Teacher's Edition, the materials include guidance for teachers on the effective modeling of the use of text evidence. The lesson's focus is on traditional tales (called fables). The materials instruct teachers to ask guiding questions such as, "Does the story have animal

characters that speak and sound like humans?" Questions like this allow students to determine if the story is a fable.

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 teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. The Unit 2, Week 1, Lesson 2 Reading Workshop: Share, Read, Respond, and Analyze includes a "Develop Vocabulary" section in which teachers instruct students to use domain-specific words like "arrange, certain, moist, soggy, and place" to discuss the text. The "Check for Understanding" section includes questions such as, "How can you tell this is an informational text?" and "Why do you think the author used section headings like 'Are You Ready to Plant?' and 'Study, Study, Study?'" These activities require students to use academic vocabulary and proper syntax in their responses, prompting evidence-based discussions.
- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. The Unit 2, Week 1, Lesson 5 Reading Workshop: Reflect and Share includes a "Talk About It" section. Teachers instruct students to use language such as, "I agree with you that..." and "I also think that..." to discuss ideas from the text. The "Model and Practice" section demonstrates how students discuss questions such as, "What patterns can we notice in a garden?" while using evidence from the text. These activities promote students' use of academic vocabulary and syntax in structured, evidence-based discussions.
- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary. During the "Reading-Writing Bridge" lesson on academic vocabulary in the Teacher's Edition each week, the materials offer teachers guidance on how related words help readers understand unfamiliar words. For example, in Unit 1, Week 1, teachers outline a four-step process and model how to apply it. This process requires using textual evidence to determine the meaning of key academic vocabulary words. Students collaborate to apply this strategy to additional words in the Student Interactive.

Evidence-Based Tasks and Responses

| 8.B.1 | Genre Characteristics and Craft to Compose Multiple Texts | 5/6 |
|--------------|---|------------|
| 8.B.1a | Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. | 0/1 |
| 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 do not 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.

- While the materials provide a list of possible texts, the texts are not included with the materials and the expectation appears to be that the teachers must provide said texts on their own.
- The Teacher's Edition Writing Workshop provides criteria for selecting mentor texts for the Mentor Stack, such as ensuring "the topic and main idea are clearly conveyed and well developed," having "clearly identifiable details that connect to the main idea," as well as including "features and graphics that provide additional information about the text." These guidelines help teachers choose appropriate texts that meet these criteria to support their students' learning, but the materials do not include texts within the materials that teachers use to model with. Instead, teachers presumably have to provide their own texts.
- Materials provide criteria for selecting mentor texts for the Mentor Stack, such as ensuring "the how-to article has a strong headline and lead," using "facts and details effectively," as well as having "a clear purpose and audience." Such guidelines help teachers choose appropriate texts that meet these criteria to support their students' learning.

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 with genre-specific characteristics and craft. For example, the "Additional Writing" mini-lessons contain writing mini-lessons that support the writing workshops in each unit. For Unit 1, Week 4, a mini-lesson titled "Explore Genres" supports students in writing various genres. The lesson begins with the teacher displaying a variety of genres of writing from the Mentor Stack and identifying the genre of each. Discussion includes genre characteristics, craft, and purpose. Then, students transition into independent writing to explore writing in different genres.
- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. Teachers guide students through the process of writing and editing personal narratives in Unit 4, Week 5 of the Teacher's Edition, emphasizing elements such as plot structure, detailed descriptions, and proper grammar. Activities like modeled writing, shared writing, and independent writing allow students to practice and refine their narratives. Students are also encouraged to consider their audience through activities such as celebrating and sharing their work in a classroom exhibit, which helps students tailor their narratives for different purposes and audiences.
- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. In the Unit 1, Week 3 Writing Workshop in the Teacher's Edition, students explore and apply the structure of fiction by identifying characters, settings, and plots. Students thus understand how these elements contribute to the overall story. Activities such as modeled writing, shared discussions, and independent writing tasks guide students in developing their own fiction stories. By analyzing problems and solutions within fiction texts and practicing storytelling, students learn to craft engaging narratives tailored for various audiences, reinforcing their understanding of 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. (S)

- The materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. In the Unit 2 Writing Workshop of the Teacher's Edition, teachers guide students in writing list articles, focusing on developing main ideas and supporting details, and using graphic features to enhance their texts. Activities such as modeled writing, shared writing, and independent writing help students refine their skills. These activities ensure students understand and apply genre-specific characteristics and craft in their compositions, while also considering different audiences and purposes for their writing.
- The materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. In the Unit 5 Writing Workshop of the Teacher's Edition, teachers guide students in writing commands and precise instructions, focusing on procedural texts that include specific details and clear, concise

steps. The materials incorporate activities such as modeled writing, shared writing, and independent writing to help students develop their writing skills. These activities are designed to cater to different audiences and purposes, ensuring that students understand and apply genre-specific characteristics and craft in their compositions.

- The materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, the Unit 5, Week 3 Writing Workshop lesson provides an opportunity for students to compose a procedural text using the genre-specific characteristics of including a heading, list of materials, steps listed in order, and graphics to show what to do. Students complete the learning goal, "I can use elements of informational text to write a procedural text."

[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)

- The materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. For example, in Unit 1, Week 2 of the Student Interactive, students have the opportunity to "compose a letter to [their] neighbors explaining how [they] would like to improve [the] neighborhood," using examples from the texts they've read. Here, students get to practice using proper headings, greetings, structure, and signature.
- The materials provide opportunities for students to compose correspondence with genre-specific characteristics and craft. Students engage in writing letters to themselves about the "Time Capsule" project in Unit 4, Week 6's "Inquiry and Research" section in the Teacher's Edition. Students follow structured activities that emphasize correct capitalization, punctuation, and the formal structure of a letter, including utilizing a proper heading, greeting, body, closing, and signature. Collaborative exercises guide students through revising and editing their letters to improve their clarity and adherence to conventions. Peer review sessions encourage students to give and receive constructive feedback, ensuring their correspondence is polished and meets genre-specific standards. These activities help students develop their writing skills while understanding the nuances of composing formal letters.
- The materials provide opportunities for students to compose correspondence with genre-specific characteristics and craft. In the Writing Workshop for Unit 3, Lesson 6, Week 1 of the Teacher's Edition, students engage in writing opinion letters to their principal about school traditions. Students learn to use formal language, structure their arguments effectively, and incorporate newly acquired academic vocabulary. The materials provide activities such as brainstorming, collaborating in pairs, and using research plans to guide students in developing their ideas and organizing their writing. This structured approach ensures that students understand and apply the conventions of writing formal correspondence while tailoring their messages to their intended audience and purpose.

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' use of the planning element of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. The Student Interactive for Unit 5, Week 1 includes support for students as they draw pictures to begin their writing process. The materials also include a graphic organizer to support the continuation of the planning process. Students transform their drawings into a structure as they prepare to write a procedural text.
- The materials support students' use of the revising element of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. Unit 1, Week 4 of the Teacher's Edition includes a lesson in the "Writing Workshop: Apply Adding Details" section. The lesson includes an opportunity for students to look for sentences in their own writing. Students revise these sentences to add detail. This writing application exhibits a release of responsibility following teacher instruction and students' own practice out of context. This scaffolding supports the independent practice of revising one's own writing. Directions also support students with options for revising, including adding words, phrases or sentences that provide more details developing students' ideas.
- The materials support students' use of the drafting, revising, editing, sharing, and publishing elements of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. The "Getting Started with *myView*: Detailed Skills Scope and Sequence" section of the Grade 2, Unit 2 "Skills Overview" includes a "planning" step. The materials guide students through activities such as "brainstorming" and "organizing

ideas" for list articles and other genres. During the "drafting" step, students develop "introductions," "details," and "text features." The "revising" step includes exercises on "coherence" and "clarity," focusing on elements like "subject-verb agreement" and "prepositions." The "conferring" step involves peer reviews and collaborative discussions to improve students' drafts. The "editing" step emphasizes "spelling," "grammar," and "punctuation," ensuring polished final drafts. Finally, students "share and publish" their work, celebrating their achievements and reflecting on their progress, which consolidates their understanding and application of the writing process.

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 include guidance for the teacher to provide explicit instruction to model each element of the writing process, including planning, drafting, revising, editing, sharing/publishing, as well as conferencing and revising. The "Getting Started with *myView*: Detailed Skills Scope and Sequence" section of grade 2, Unit 2's "Skills Overview" includes a "planning" step. In this step, teachers model activities like "brainstorming" and "organizing ideas" for writing tasks such as list articles and narratives. During the "drafting" step, teachers demonstrate how to develop "introductions," "details," and "text features." In the "revising" step, the materials provide strategies for teachers to show students how to improve "coherence," "clarity," and specific writing elements like "subject-verb agreement" and "prepositions." The "editing" step involves guidance on teaching spelling, grammar, and punctuation. In "sharing and publishing," teachers are guided on helping students finalize and celebrate their work. Additionally, the materials support teachers in "conferencing" with students and providing feedback during the writing process, ensuring a comprehensive approach to teaching writing.
- The materials include guidance for the teacher to provide explicit instruction to model each element of the writing process, including revising, editing, and sharing/publishing, as well as conferencing and revising. The Unit 5, Week 5 Writing Workshop in the Teacher's Edition provides explicit guidance for the teacher to model each element of the writing process. For the revision part of the writing process, the "Prepare for Celebration" section includes guidance helping students make final revisions for clarity and coherence. For editing, the materials offer specific steps to ensure correct punctuation, capitalization, and grammar. The "Publish and Celebrate" section provides detailed guidance on sharing final texts, including practicing reading aloud and engaging the audience. Additionally, the "Independent Writing" section includes conference prompts and structured support for teachers to help students during the revising and refining stages.
- The materials include guidance for the teacher to provide explicit instruction to model each element of the writing process, including revising. The materials also support students during the writing process through conferencing and revising. The Unit 1, Week 4 Writing Workshop in the Teacher's Edition includes a "Writing Support" section. The materials provide teachers with directions to model a think-aloud on adding details to a sentence to make the sentence more interesting and informative. The lesson continues with guided instruction for students to

practice adding details to sentences as a collaborative effort. Students then move into independent writing, looking for sentences to revise to add detail.

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 materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure and syntax. Unit 1, Week 2 in the Teacher's Edition provides guidance for teachers to explain that complete sentences must contain a subject and a predicate. The lessons increase in difficulty throughout the week by adding in subject-verb agreement. Each lesson begins with direct instruction and then transitions to guided and independent practice. Practice opportunities begin out of context and then include applications in context to students' own writing.
- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on vocabulary. The *myView* Digital platform includes "Additional Writing" mini-lessons for Unit 2, Week 4. The materials provide explicit guidance for teachers to instruct on sentence-level writing by focusing on vocabulary. The "Add Content-Specific Vocabulary" mini-lesson directs teachers to help students define and use content-specific words in their writing. The materials include clear steps such as identifying content-specific words in a text, discussing how these words are defined within the text, and guiding students to add these definitions to their own writing. The lesson emphasizes direct modeling and practice that requires teachers to read aloud examples, highlighting to students how sentences integrate vocabulary. This structured approach ensures that students understand the importance of precise vocabulary usage and how to define terms within their writing context.

- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing focusing on syntax. The Unit 2, Week 5 Writing Workshop in the Teacher's Edition provides explicit guidance for teachers to instruct students on sentence-level writing by focusing on syntax. The "Edit for Commas in a Series" mini-lesson directs teachers to model and practice using commas correctly in lists, emphasizing the placement of commas before conjunctions like and/or. Additionally, the "Edit for Complete Sentences with Subject-Verb Agreement" mini-lesson guides teachers to help students identify and correct sentence fragments, ensuring subjects and verbs agree in number and tense. These structured lessons, along with their provided examples, independent writing tasks, and share-back activities, enable teachers to give clear, direct instruction on the syntactical elements of sentence construction.

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 and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level TEKS. In Unit 5, Week 3 of the Writing Workshop in the Teacher's Edition, materials provide systematic and explicit instruction for writing. This begins at the sentence level and progresses to full compositions according to grade-level TEKS. The "Apply Writing in Steps" mini-lesson focuses on sentence-level skills, guiding students to write clear, sequential steps using commands and time-order words. This foundation is built upon in subsequent lessons such as "Explore Introduction and Conclusion," in which students learn to structure procedural texts by adding appropriate introductory and concluding sentences. These lessons ensure that students understand sentence construction and coherence before advancing to more complex writing tasks. The materials thus align with TEKS requirements for composing informational texts, including procedural texts and reports.
- The 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. In Unit 2, Week 3 of the Student Interactive, teachers give systematic instruction in writing starting at the sentence level. The "Organize Details" and "Text Features" activities focus on developing sentence-level skills by having students write detailed sentences for list items, as well as use text features like titles and bold type to structure their drafts. This foundation is systematically built upon as students progress to composing complete list articles. The materials thus align with TEKS 2.11.B.i (organizing with structure) and TEKS 2.12.B (composing informational texts). Such explicit instruction ensures that students understand sentence construction and organization before advancing to more complex writing tasks.
- The 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. Unit 1, Week 2 of the Teacher's Edition provides guidance for teachers to explain that complete sentences must contain a subject and a predicate. The lessons increase systematically in difficulty throughout the week. The lessons begin with oral language and then move to written language, eventually adding in subject-verb agreement. Each lesson begins with direct instruction and then includes guided and independent practice. Practice

opportunities begin out of context and then apply to the context of students' own writing. The materials thus provide a gradual release of responsibility—a key descriptor of explicit instruction.

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

- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing. Unit 1 of the Teacher's Edition begins with simple sentences and then introduces compound sentences that are more complex. This provides opportunities for students to write increasingly complex sentences. The materials provide explicit instruction in these types of sentences with a gradual release of responsibility: the materials first employ teacher modeling, followed by guided practice, and then independent practice.
- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level revising and editing. The Unit 5, Week 4 "Writing Workshop: Language and Conventions" section in the Teacher's Edition includes opportunities for students to revise two simple sentences into one sentence containing a compound subject or predicate. The materials provide explicit directions and examples, supporting student success with revision opportunities. The materials include extension opportunities as well. Students edit a draft by using editing marks to combine sentences into compound subjects or predicates.
- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. In the Unit 2, Week 5 Writing Workshop in the Teacher's Edition, students are guided to "write a sentence about the series that uses commas along with and or or." For revising, students are instructed to "locate series or lists in sentences they've written for their list articles and then edit for commas in a series," ensuring that students practice sentence-level revisions for clarity and accuracy. For editing, the materials provide students with explicit instructions to "check that all sentences are really complete sentences" and to "edit their drafts for complete sentences with subject-verb agreement." Students thus refine their writing to meet grammatical standards before finalizing their drafts.

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 materials include opportunities for practice and application of sentences using correct subject-verb agreement in the context of a sentence. For example, in Unit 1, Week 2 of the Teacher's Edition, teachers explain that complete sentences must contain a subject and a predicate and that there must be agreement between the subject and verb. Lessons include guided and independent practice opportunities within sentence writing (in context). Student practice begins with isolated sentences in the Student Interactive that correlate with the lesson and other practice opportunities available in the Resource Download Center. Students' application in context occurs during the Writing Workshop, as students are directed to review their own writing to identify subject and predicates as well as identify correct subject-verb agreement.
- 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. In the Unit 2, Week 2 Reading-Writing Workshop Bridge of the Teacher's Edition, the

materials provide multiple opportunities for students to engage with the conventions of academic language. For practice in context, Lesson 3 requires students to "work with a partner to create sentences using both singular and plural forms" of irregular nouns (students later apply their knowledge directly within their writing). For application in context, Lesson 4 directs students to complete the Student Interactive page as practice. Then, students apply this knowledge to their drafts. For practice out of context, Lesson 1 focuses on a "Spiral Review" activity, in which students identify and practice forming plural nouns from a provided list without a broader writing context. Finally, for application out of context, Lesson 2 guides students to "have partners work with examples of nouns" to create sentences, allowing students to apply their understanding of irregular plural forms in an isolated exercise. These activities ensure that students gain a comprehensive understanding of the conventions of academic language both within and outside the context of their writing.

- The materials include opportunities for practice and application of sentences using correct adjectives and adverbs in the context of a sentence. For example, Unit 4, Week 1 in the Teacher's Edition provides guidance for teachers to explain that adjectives and adverbs improve coherence in writing. Lessons include guided and independent practice opportunities within sentence writing (in context). Student practice begins with isolated sentences in the Student Interactive that correlate with the lesson. Students' application in context occurs during the Writing Workshop, as students are directed to review their own writing to include adjectives and adverbs in their personal narratives. These activities ensure that students acquire a thorough grasp of academic language conventions—whether students apply this within their writing or in other contexts.

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 using correct capitalization and punctuation according to the grade-level TEKS. The "End Matter" section of the Teacher's Edition includes a resource for this type of practice. The Language Awareness Handbook includes lessons and practice opportunities for writing sentences with correct capitalization and punctuation. For example, a lesson on "Types of Sentences" requires students to practice beginning each sentence with a capital letter and ending the sentence with correct punctuation. Additional lessons provide a focus on each type of sentence, including the types of punctuation needed for each. These practice opportunities are at the sentence level.
- The materials include opportunities for students to write grammatically correct short paragraphs using correct punctuation according to the grade-level TEKS. For example, Unit 1, Week 4's Writing Workshop in the Teacher's Edition includes the lesson "Explore and Apply End Punctuation and Apostrophes." This lesson includes opportunities for students to learn how to use the tools of end punctuation and apostrophes by looking at examples in the text. Then students apply these skills to their own writing during independent writing time. Students specifically try to vary sentences with contractions and end punctuation.
- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct punctuation according to the grade-level TEKS. At the end of

each unit in the Teacher's Edition, students participate in research projects, which include multiple opportunities to practice and apply writing conventions. In the "Research Project Checklist," students are required to ensure that they "used capital letters and end punctuation marks correctly" and "spelled words correctly." This checklist activity guides students to write grammatically correct sentences and short paragraphs with proper capitalization and punctuation, adhering to the grade-level TEKS. Additionally, students must write a fact sheet and create a poster with images, incorporating correct grammatical conventions throughout their writing tasks.

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

- The materials include systematic opportunities for the practice of and application of grammar, punctuation, and usage in context. In the Unit 2, Week 5 Writing Workshop in the Teacher's Edition, the materials integrate grammar practice into activities that focus on "developing engaging ideas," "writing strong introductions and conclusions," and "organizing steps in a process." This is evident in the "Mini-Lesson" and "Writing Assessment" sections. The materials emphasize punctuation in the "Writing Workshop" section, in which students use correct punctuation in their written work. Students write "how-to articles," ensuring they use precise, relevant language and follow conventions of grammar, spelling, and punctuation. The "4-Point Informational Writing Rubric" further reinforces these skills by assessing students' focus, organization, development, language, and conventions, ensuring such skills' comprehensive application.
- The materials include systematic opportunities for the practice and application of grammar, punctuation, and usage both in and out of context. In the Unit 2, Week 5 Reading-Writing Workshop Bridge in the Teacher's Edition, students practice grammar in context through activities such as "Teach Collective Nouns" and "Practice Collective Nouns." These activities involve completing sentences and editing drafts. Students practice punctuation in context during the "Writing Workshop," in which students are encouraged to use correct punctuation in their written work. Students also practice possessive nouns, collective nouns, and various sentence frames in context to ensure students' precise and appropriate language use. The materials provide out-of-context practice through activities like "Spiral Review: Possessive Nouns" and standards practice exercises, allowing students to practice grammar, punctuation, and usage rules in different scenarios. Overall, these materials offer comprehensive and systematic opportunities for practicing these language skills both in and out of context.
- The materials include systematic opportunities for practice and application of usage in and out of context. For example, Unit 1, Week 2 in the Teacher's Edition provides guidance for teachers to explain that complete sentences must contain a subject and a predicate and that there must be agreement between the subject and the verb. The materials include lessons featuring guided and independent practice opportunities within sentence writing. Students practice isolated sentences in the Student Interactive that correlate with the lesson and complete other practice opportunities available in the Resource Download Center. Students

practice application in context during the Writing Workshop, as students are directed to review their own writing to identify subject and predicates as well as identify correct subject-verb agreement.