

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

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>100%</b>
<b><u>Quality Review Overall Score:</u></b>	<b>475 / 488</b>

## Quality Review Summary

Rubric Section	Quality Rating
<b>1. Intentional Instructional Design</b>	<b>48 / 53</b>
<b>2. Progress Monitoring</b>	<b>28 / 28</b>
<b>3. Supports for All Learners</b>	<b>32 / 32</b>
<b>4. Phonics Rule Compliance</b>	<b>36 / 36</b>
<b>5. Foundational Skills</b>	<b>174 / 175</b>
<b>6. Knowledge Coherence</b>	<b>48 / 55</b>
<b>7. Text Quality and Complexity</b>	<b>38 / 38</b>
<b>8. Evidence-Based Tasks and Responses</b>	<b>71 / 71</b>

### Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabulary 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 progress and growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling,

- delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
  - 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
  - 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
  - 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
  - 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
  - 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
  - 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
  - 5.A.1 Print Awareness K-1: Materials provide guidance for explicit, systematic instruction in print awareness, including regular review of print concepts, with frequent opportunities for students to apply this knowledge across various text formats.
  - 5.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
  - 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.F.1 Vocabulary Development: Materials support students in understanding unfamiliar words using illustrations, texts, and context, with explicit teacher guidance on utilizing print and digital resources like dictionaries and glossaries.
- 5.H.1 Handwriting Development: Materials offer explicit instruction on grade-level handwriting skills and provide frequent, authentic practice opportunities to develop these skills in alignment with current learning.
- 6.A.2 Context and Student Background Knowledge: Materials activate background knowledge by linking to prior grade-level content, connecting across units, and providing relevant context to enhance student engagement with the text.
- 6.B.1 Recursive Inquiry Process: Materials support students in asking and generating inquiry questions, creating and following research plans, identifying relevant sources, and organizing and communicating ideas using multiple media for effective research.
- 7.1 High-Quality Grade-Level Texts: Materials include grade-level TEKS-required text types and genres, with complex, high-quality core texts and a range of traditional, contemporary, and diverse texts that reflect students' backgrounds and experiences.
- 7.2 Interaction with Grade-Level Text: Materials provide opportunities in each lesson for students to interact with, respond to, and discuss grade-level texts, engaging in various reading skills such as questioning, predicting, inferring, analyzing, and synthesizing.
- 7.3 Supporting Access to Grade-Level Text: Materials include teacher guidance and scaffolds to ensure all students access grade-level texts while maintaining rigor and offer opportunities for proficient students to engage in further text analysis.
- 7.4 Analysis of Text Complexity: Materials include both quantitative and qualitative

analyses of core texts, with a rationale for their educational purpose and grade-level placement, ensuring they match the required complexity for student tasks.

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

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

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

## Challenges

- 1.1 Course-Level Design: Materials do not include various instructional calendars, an explanation for the rationale of unit order or concepts to be learned, and resources and guidance to support administrators.
- 5.C.2 Letter-Sound Correspondence: Materials do not include guidance for the teacher to provide explicit instruction with focus on connecting phonemes to letters within words with recommended explanatory feedback for students.
- 6.A.1 Connected Knowledge-Building Units: Materials do not include grammar, vocabulary, discussion, and writing activities connected to the knowledge-building topic of the lesson.
- 6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Materials do not provide questions and tasks prompting

students to synthesize knowledge and concepts across texts across units.

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

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

## Summary

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

Campus and district instructional leaders should consider the following:

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

## Intentional Instructional Design

1.1	Course-Level Design	10/15
1.1a	<a href="#">Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.</a>	5/5
1.1b	<a href="#">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).</a>	1/2
1.1c	<a href="#">Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.</a>	0/2
1.1d	<a href="#">Materials include guidance, protocols, and/or templates for unit and lesson internalization.</a>	2/2
1.1e	<a href="#">Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.</a>	2/4

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

Evidence includes, but is not limited to:

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

- The materials include a TEKS Correlation Chart and ELPS Correlation Chart at the end of the Teacher's Edition. This chart includes all TEKS and ELPS, as well as where they are located within the online and print resources. For example, the materials include TEKS 2.A.1 (identifying and producing rhyming words) in Unit 2, Weeks 1-5. The materials include ELPS C(1) (develop basic sight word vocabulary used routinely in written classroom materials) in Unit 3.
- The materials include a "Skills Overview" section before each unit, which includes the TEKS, concepts, and knowledge required for Units 1-5. The "Skills Overview" section includes an outline of broad skills covered in both the Reading and Writing Workshops and specific skills within each workshop (e.g., foundational skills, mini-lessons, etc.). For example, Unit 4's "Overview" section states that the "Foundational Skills" lesson bank includes a lesson on short /o/ and long /o/ (student expectation K.2.B).
- In Week 1, the "Phonological Awareness" section covers initial and final sounds and recognizing alliteration. The core objective column corresponds to student expectation K.2.A



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**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 "Skills Overview" sections throughout Units 1-5 break each unit into six weeks of instruction. Weeks 1-5 outline lessons for the Reading and Writing Workshop model. Each unit includes a "Suggested Weekly Plan" section for Weeks 1-5 in both reading and writing. The plan outlines lessons per day by components for both reading and writing workshops. For example, in Unit 1, Week 1, the "Suggested Weekly Plan" section includes lessons for Reading and Writing Workshops, two Reading-Writing Workshop Bridges, and small group/independent activities.
- Week 6 outlines lessons for project-based inquiry. The weekly planner for Week 6 is one page long and details Lessons 1-5. The planner lists pages and lesson titled in The Teacher's Edition that support teachers in implementing the project.
- The materials design resources according to the traditional 180-day school calendar. The materials include five six-week units. The materials do not provide alternative calendars. The "Detailed Skills Scope and Sequence" document details the breakdown of each unit. This document is located under the "Planning Resources" option in the "Getting Started with myView" section of the online Savvas Realize platform.

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

- The materials include a "Skills Overview" section for each unit, which includes charts that outline the concepts and knowledge taught across the Reading Workshop and Writing Workshop instructional model within each unit. This overview illustrates how the concepts and knowledge build as a unit of study across Weeks 1-5 and connect to the Project-Based Inquiry in Week 6. The materials do not contain a rationale for unit order or how learned concepts connect throughout the course.
- The materials do not include a rationale to explain the scope and sequence. The materials also do not explain how learned concepts throughout the units are connected. While the materials provide a scope and sequence of the year and at the beginning of each thematic unit, there is no rationale for how the TEKS or themes connect to previous or future units.

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

- The materials offer guidance on how activities align directly and indirectly to standards in the Skills Overview. The Unit Overview at the beginning of each unit in the Teacher's Edition offers an outline of the Reading and Writing Workshop, the bridge between the two, foundational skills, and book clubs for the six-week unit.
- The materials provide guidance on how to use the "Week-at-a-Glance" lesson planner as a menu of resources for the week in the Getting Started Guide within the Teacher's Edition. This

guidance states that teachers should "plug in resources into a district pacing guide, match whole group instruction to student needs, or tailor the resources to meet [their] instructional framework."

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

- The materials include resources to support administrators and instructional coaches in implementing the materials as designed. Administrators and instructional coaches use the "Week-at-a-Glance," "Unit," and "Weekly TEKS" guides to implement the materials. They also utilize the Savvas Realize online platform to find a K-8 vertical alignment that allows administrators to see which specific TEKS are introduced, continued, mastered, or maintained across grade levels.
- The materials do not provide specific guidance for instructional coaches and administrators to observe, provide professional development, or use formative assessment observation tools.



## Intentional Instructional Design

1.2	Unit-Level Design	4/4
1.2a	<a href="#">Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.</a>	2/2
1.2b	<a href="#">Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.</a>	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 help teachers understand how activities and experiences connect concepts within each unit. For example, the theme at the beginning of Unit 1 includes a progression graphic showing activities across the unit, broken down by weeks.
- The "Unit at a Glance: Unit Overview" section for each unit provides a week-by-week layout of the academic vocabulary necessary to effectively teach the concepts in the unit. For example, Unit 1's "Unit at a Glance" section asks teachers, "Can students appropriately use the words ...?" This question corresponds to each week's vocabulary words. Week 1's vocabulary words include *cube*, *circle*, *square*, and *triangle*.

**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 contains "Family-School Connection" letters in Spanish and English for units 1-5. These letters are located under the "Teacher Resources" option in the "Assessments and Practice" section of the Savvas Realize online platform, for example, the kindergarten Unit 3 letter to families details skills that students learn in the unit for both reading and writing. The letters also provide questions for parents to use at home. These questions include, "How are folktales and fairy tales different? How are they the same?"
- The Assessment Guide includes an "Observing My Child's Reading" document, which supports parents' ability "to monitor, evaluate, and comment on their child's reading." This observation tool aims "to keep parents knowledgeable about and involved in their child's reading progress." This checklist provides parents with a background on what they should be

seeing their children accomplish. For example, the checklist asks parents if the child "understands what he or she is reading."

## Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	<a href="#">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.</a>	30/30
1.3b	<a href="#">Materials include a lesson overview outlining the suggested timing for each lesson component.</a>	1/1
1.3c	<a href="#">Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.</a>	2/2
1.3d	<a href="#">Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).</a>	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.**

- Units include goals for both reading and writing workshops. For example, the reading workshop component for Unit 1 features the goal, "I can read realistic fiction." Additionally, each lesson incorporates a daily objective. For instance, in Unit 2, Week 2, Lesson 1, the lesson objective is to "interact with sources in meaningful ways such as illustrating or writing." This lesson also encompasses language objectives that permit ELLs to "demonstrate their listening comprehension about the poem 'A New Place.'"
- The Suggested Weekly Plan in the Teacher's Edition includes a comprehensive, structured list of daily lesson objectives, questions, tasks, and assessments to meet the language standards of the lesson. The "Weekly Plan" section serves as the overall weekly view, providing teachers with a clear outline of the week.
- The lesson plans include questions that address the content and language standards of the lesson. For example, the Unit 3 lesson titled "Tell Me a Story" spotlights traditional stories and opens with the essential question, "Why do we like stories?" Each week of the unit poses the following connecting questions: "What can we learn from stories?"; "How are two versions of the same stories alike and different?"; "Why do we like poems?"; "Why do we like certain kinds of stories?"; "What do myths teach us about nature?"

- The materials weave tasks and materials throughout each lesson. The reading workshop for Unit 3, Week 1, Lesson 2 includes student interactive pages for consonant *Jj* practice.
- The word work activity for Unit 3, Week 1, Lesson 4 provides teachers with multiple options for formative assessments. For example, the directions instruct teachers to "have students draw a picture of an object whose name ends with the sound /ks/. Tell them to label their picture with the word or the letter for the sound /ks/."

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

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

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

- In the Resource Download Center, editable lesson planners offer a comprehensive lesson overview that lists both teacher and student materials required for a lesson's effective delivery. Savvas Realize, the digital platform, provides a detailed view of lesson materials. Teachers navigate from unit to week to lesson using the platform's table of contents, which specifies the required materials at each level.
- The Teacher's Edition provides specific page numbers and other program components to facilitate locating the materials. For example, the reading workshop lesson in Unit 3, Week 1, Lesson 4 includes formative assessment options that reference specific page numbers in the Student Interactive.
- The "Suggested Weekly Lesson Plan" section lists necessary teacher and student materials. For example, in Unit 1, Week 2, the materials feature the book *Tam and Sam*, emphasizing the book's use by students during the week. Each suggested lesson title in the weekly planner includes a page number from the Teacher's Edition.

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

- In the Resource Download Center, the materials provide extension activities for each unit in grade K. These extension activities are used for extended practice, extension, or enrichment. The extension activities are assigned to students through the online platform.

- The materials include a "Book Club" option during Week 6 for additional enrichment. The lesson guidance uses texts from the unit of study in Weeks 1-3. The materials provide a list of additional texts for lessons in Weeks 4-5.
- The materials include guidance on the effective use of lesson materials for extended practice. Many lessons include images and page references for additional student practice. Unit 3, Week 1, Lesson 2 includes a word work activity directing teachers to a student practice page with additional consonant *Jj* practice.

## Progress Monitoring

2.1	Instructional Assessments	24/24
2.1a	<a href="#">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.</a>	12/12
2.1b	<a href="#">Materials include the definition and intended purpose for the types of instructional assessments included.</a>	2/2
2.1c	<a href="#">Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.</a>	2/2
2.1d	<a href="#">Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.</a>	6/6
2.1e	<a href="#">Instructional assessments include standards-aligned items at varying levels of complexity.</a>	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.**

- In grade K, the assessment and practice section on the online platform includes a variety of assessments such as diagnostic baseline, middle-of-the-year, and end-of-the-year tests, as well as unit tests, inquiry-based project rubrics, checklists, progress checks, and writing assessments.
- The section titled "Grade K-2 Assessment Overview" In the front matter of the Teacher's Edition provides assessments including cold reads, quick checks, observational, and conference checklists. For example, in Unit 2, Week 1, Lesson 4 of the word work lesson, the materials provide teachers with a quick check task and guidance on the next steps for struggling and on-level students.

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

- The materials provide an Assessment Guide that defines and explains the intended purpose of each type of instructional assessment. The "Types of Assessments" section explains the definitions and rationale for each assessment type. For example, teachers use unit assessments, summative assessments, diagnostic tests, rubrics, and observational checklists to monitor student progress. The guide also details the intended purpose of each assessment.
- The assessment table details each assessment type. The table includes an example, the timing, the data type, and how to use the data. For example, formative assessments aim to "gather comprehensive assessment data to inform instructional pathways using these embedded daily routines and multiple digital/print assessment resources." The materials describe the unit assessments as "designed to assess students' progress in Phonological Awareness, Phonics, High-Frequency Words, Listening Comprehension, and Writing at the end of each unit." There are also writing and project-based inquiry assessments. Teachers assess students' understanding through writing conferences to identify where students need support in writing and revision. The guidance for writing conferences includes prompts with "if...then" strategies for next steps. The "Writing Workshop" section designates writing conferences as a formative assessment in the weekly lesson guidance. During these conferences, teachers assess students' understanding to gauge where students may need support in their writing and revision. The guidance includes conference prompts with 'if...then' strategies to guide next steps. The Project-Based Inquiry serves as an assessment to "monitor and track student progress during Week 6 through student work on a project related to the unit theme." The project assesses student skills and standards in "comparing across texts, inquiry and research, listening and speaking, reading, [and] writing." The materials also include a student checklist and a four-point rubric.

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

- The grade K *myView* Literacy Program includes an Assessment Guide with teacher guidance that ensures the consistent and accurate administration of instructional assessments. The "Summative Assessments: Teacher's Edition and Answer Keys" section in the Savvas Realize online platform provides teacher scripting for assessment administration. For example, the Unit 3 assessment includes a modeling script for teachers to use when assessing students on medial sounds in words. The script instructs students to draw a circle around the picture that has the same medial sound as "bag."
- The "Summative Assessments" section provides teacher guidance on modifying the assessments. As the directions state, the "Baseline Assessment can be administered to the entire group in one sitting, or you may wish to give the assessment in two or more sittings. Modify the directions as needed based on how you decide to administer the assessment."



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

- Within each unit in grade K, unit assessments (including diagnostic, formative and summative) and project checkups align with the TEKS and objectives of the unit. For example, number 4 in the Unit 1, Week 1 Progress Check-Up provides audio instructions that ask the student to identify which of the three pictures begins with the letter Mm /m/. This aligns directly with student expectation K.2.B.ii: "demonstrate phonetic knowledge by matching the common sounds that letters represent."
- The "Assessments and Practice" section of the online platform includes item-analysis charts for summative assessments throughout the materials. This chart provides the item, item focus/skill, and the kindergarten TEKS aligned with the test item. Teachers see the overall focus/skill from the unit as well as the TEKS aligned with the assessment questions.

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

- There are a variety of assessments in this program: baseline tests, unit tests, middle-of-the-year tests, end-of-the-year tests, formative assessments (e.g., quick checks, rubrics, and conferencing checklists), cold reads, progress check-ups, and project-based inquiry. Each of these assessments aligns with the core objectives noted in the "Skills Overview" section of each unit. For example, in the formative assessment of Unit 4, Week 2, Lesson 4, students are required to use their Student Interactive to draw or write an inference about the text *Uncovering the Past*. This assessment directly correlates with the skill for that lesson, which is to make inferences and use evidence to support understanding with adult assistance (student expectation K.5.F).
- The "Summative Assessments: Teacher's Edition and Answer Keys" section provides teachers with documents that outline each assessment. These documents show the standards alignment and Depth of Knowledge (DOK) level for each question, ensuring standards-aligned items at varying levels of complexity. The materials also include detailed information about the questions in the unit assessments. Each unit assessment includes a chart with the test items, item focus/skill, DOK level, and TEKS.

## Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

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

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

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

section for student remediation opportunities, offering specific lessons to address student trends in performance on assessments.

- The materials offer formative assessment options and quick checks throughout the units. For example, in the Unit 1, Week 1, Lesson 4 word work lesson, the materials offer teachers a quick check task and next steps for both struggling and on-level students. The materials state that "if students struggle, revisit instruction for Phonics in a Small Group." These directions specifically guide the formative assessments teachers conduct during the lesson.
- The "Data" tab on the online platform provides a place to view assessment results and respond to student trends in performance. It allows teachers to group students with similar needs as well as observe whole class trends.
- The materials include a myFocus Intervention Teacher's Guide, which is in the "Intervention" section of the Savvas Realize online platform. This guide offers scaffolded lessons that address foundational skills, reading comprehension, writing, language and conventions, and progress monitoring. This resource includes "if/then" language to allow teachers to adjust pacing for both struggling and advanced learners.

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

- The materials offer a variety of tools for students to track their own progress and growth. The Assessment Guide provides Student Portfolio Selection Slips as a "way for students to explain why they like a piece of their own writing." This portfolio is a tool for students to track their own progress and growth within a unit.
- Additionally, the Assessment Guide includes a form called "Myself as a Learner." This form allows students to track their progress and growth. Students check yes or no to answer questions such as, "I know how to hold a book and turn the pages."
- Week 6 of each unit includes a "Project-Based Inquiry" section that provides students with a checklist to track their project progress. Each checklist is project-specific and provides clear guidance on tasks students need to complete. For example, in the Unit 4 Project-Based Inquiry, students must "interview an older family member about his/her life as a child." The Unit 4 Student Checklist includes tasks such as, "I interviewed a person," or "I took notes on my interview."

## Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	<a href="#">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.</a>	3/3
3.1b	<a href="#">Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)</a>	2/2
3.1c	<a href="#">Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.</a>	3/3

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

Evidence includes, but is not limited to:

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

- In the Teacher's Edition, the "Assess & Differentiate" section of the lessons offer teachers guidance on differentiated instruction and activities for students who have not yet achieved proficiency in grade-level content and skills. The weekly lessons feature quick check formative assessment items that are linked to teacher-led options for small group instruction. The answer key for these assessment items is located in a chart designed to help the teacher anticipate areas where students may need support. The listed options guide the teacher to other program components that offer additional support for students. For instance, Unit 1, Week 1, Lesson 4 includes directions for the teacher to refer to Lesson 5-20 of the myFocus Intervention Teacher's Guide for students who still need support. Additionally, in Unit 4, Week 1, Lesson 2, teacher-led options include a word work strategy group activity focusing on short 'e' and long 'o'.
- The myFocus Intervention Teacher's Guide provides teachers with a bank of lessons and activities to use with students. The material also includes a checkpoint assessment for specific intervention lessons to monitor student progress and collect ongoing data. Lesson 5 of the Level A chapter provides a lesson plan for students who have not mastered Unit 1, Week 1, Lesson 4. This lesson includes guidance such as, "Explain that when the ending parts of words sound alike, the words rhyme. When the beginning parts of words in a group sound

alike, it is called alliteration. Tell students that they will listen to some words and decide which ones rhyme and which ones are alliteration."

- The online platform includes an "Intervention" tab. In the grade K intervention resources, teachers view resources by unit and week to find differentiated instructional materials and activities for students who have not yet reached proficiency in grade-level content and skills.

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

- The materials provide both pre-teaching and embedded supports for unfamiliar vocabulary and text references. Before each unit, the Teacher's Guide explains how to introduce unit vocabulary. In Unit 3, teachers follow an oral vocabulary routine to discuss upcoming unit words. Students are introduced to words like "choose," "explain," "meaning," and "character." The teacher demonstrates how to use these words in sentences. Students then use the "Student Interactive" page to record their prior knowledge of these words. The materials also guide teachers to create a word wall using the academic vocabulary as they go through the unit. In Unit 4, titled "Then and Now," the materials highlight key words such as "tradition," "discover," "change," and "time." The "Student Interactive" page includes images to assist students in understanding these words.
- In the "Reading Workshop" for each unit in Week 1, Lesson 2, the lesson guidance features a "Preview Vocabulary" section. This section introduces vocabulary that relates to the shared reading texts. For example, the lesson includes the shared text "Cars Are Always Changing," and asks students to preview the terms "crank," "radio," "engine," and "CD player."
- The lesson plans regularly frontload three to five vocabulary words before reading with an explicit approach. For example, before the teacher introduces the text in Unit 1, Week 2, Lesson 2, the lesson plan offers a preview of its vocabulary. The materials direct teachers to "introduce the words 'crawls,' 'peeks,' 'unpacks,' and 'plunks'... in the Student Interactive. Explain the meaning of each word."

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

- The materials include teacher guidance on ways to extend or differentiate instruction for students who have demonstrated proficiency in grade-level skills. The "Assess & Differentiate" section at the end of each lesson provides teacher guidance for differentiated instruction, enrichment, and extension activities. These activities are designed for students who have demonstrated proficiency in grade-level content and skills found in the "On-level and Advanced" section. Students engage in inquiry-based learning and explore the extension activity.
- The "Make it Harder" section of the Reading Routines Companion outlines how to extend a lesson. For example, the "SIDE B Segment and Blend Phonemes: Initial /d/ and /k/" section advises that "some students may be ready to segment and blend the sounds in words with

four phonemes." The materials then provide the teacher directions for guiding students through the activity.

- Additional enrichment activities include both book clubs and project-based learning inquiries. The "Project-Based Inquiry" section for Week 6 of each unit serves as a culminating project to "monitor and track student progress during Week 6 through student work on a project related to the unit theme." The Unit 4 project enriches student learning in relation to the unit theme, titled "Then and Now." This project requires students "to interview an older family member about his/her life as a child." Each "Project-Based Inquiry" section consists of five lessons that provide teacher guidance on the following skills: inquire, explore and plan, collect research, collaborate and discuss, extend research, and celebrate and reflect. According to the materials, book clubs "provide an opportunity for teachers to encourage students to think about the elements and themes they are studying." Students are able to explore additional texts to connect to the theme and/or the spotlight genre. The book club lessons provide teachers guidance on how to serve as an "observer and occasional facilitator" who asks questions "to initiate conversations and encourage participation."

## Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	<a href="#">Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).</a>	6/6
3.2b	<a href="#">Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.</a>	4/4
3.2c	<a href="#">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.</a>	3/3

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

Evidence includes, but is not limited to:

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

- In Unit 1, Week 1, Lesson 2, the reading workshop in the Teacher’s Edition includes prompts and guidance to support teachers in modeling, explaining, and communicating the concepts to be learned directly and explicitly. In the "Read" section of the lesson, the teacher demonstrates "first read strategies" by reading aloud and instructing students to "listen and read along, tracking the print." The teacher also prompts students to "look at the pictures for understanding," "ask questions to deepen comprehension," and "discuss the text with a partner."
- Additionally, the materials offer an instructional routine with clear headings and labels that support teachers in differentiating between the groupings (whole group, small group, individual) throughout a lesson. For example, during the reading workshop instruction in Unit 1, Week 1 Lesson 1, the materials include whole group headings in green and small group headings in yellow. The teacher's directions provide a script under the "Small Group Strategy" heading. The script reads, "Today, I want to talk more about realistic fiction. In realistic fiction, the characters act like real people."
- The handwriting instruction within the materials also delivers explicit prompts and guidance. For example, in Unit 3, Week 2, Lesson 1, the materials include the following teacher directions: "Model writing each letter, calling students’ attention to starting on the left, drawing straight down, curving around, and going back up to the right. Have them practice forming the letters by tracing them on the tabletop."



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

- The Quick Start Guide in the Unit 1 Teacher's Edition provides an outline of the reading and writing workshop. This guide offers teacher guidance and recommendations for effectively delivering and facilitating lessons using a variety of instructional approaches throughout Weeks 1-5 of the reading workshop. For example, in Unit 3, Week 2, Lesson 5 of the reading workshop, instructional approaches in the whole group lesson include teacher modeling and student practice, opportunities for students to engage in turn-and-talk discussions, using self-selected texts, and transitioning to independent student work time.
- The materials offer additional guidance for small group instructional approaches. For example, during reading workshop instruction in Unit 1, Week 1, Lesson 3, after teachers deliver whole group instruction, the materials include time for teacher modeling and student practice, independent student work, building words with letter tiles, and reading in decodable books.

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

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

## Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	<a href="#">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.</a>	2/2
3.3b	<a href="#">Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.</a>	1/1
3.3c	<a href="#">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.</a>	8/8
3.3d	<a href="#">If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.</a>	Not scored

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

Evidence includes, but is not limited to:

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

- In the "Reading Workshop" component of the Teacher's Edition, each lesson offers teacher guidance through the "ELL Targeted Support" section. The materials suggest strategies for beginning, intermediate, advanced, and advanced-high learners. For example, Unit 1, Week 3, Lesson 1 includes an "ELL Targeted Support" section that highlights support for beginning and intermediate proficiency levels. It advises teachers to use gestures and simple sketches to help students understand the text.
- The Language Awareness Handbook also references grade K ELPS. The handbook provides teacher guidance and suggests instructional activities, offering correlating ELPS and suggested language awareness activities for each week of Units 1-5.

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

- The grade K Language Awareness Handbook on the Savvas Realize online platform is a "resource that provides integrated reading and writing support while complementing core Whole and Small Group instruction in myView." The handbook includes guidance to help teachers effectively use the materials in state-approved ESL programs. The handbook consists of three parts: (1) Scaffolded Support Lessons, (2) Routines and Activities, and (3) Scaffolded Lessons for Writing Types.
- In the "Professional Development" center on the Savvas Realize digital platform, teachers access various professional development resources, including videos and white papers. The white papers support an engaging environment for dual language learners, provide guidance for dual language instruction, and help teachers effectively use the materials in state-approved bilingual/ESL programs. For example, one video is titled "Best Ways of Differentiating Instruction for ELLs."
- The materials explicitly reference the ELPS, such as in Unit 1, Week 5, Lesson 1. The "ELL Targeted Support" section provides information for the teacher to address different proficiency levels for ELPS 4.F.x, which reads, "Use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language."

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

- The Grade K Language Awareness Handbook on the Savvas Realize online platform provides teachers with embedded guidance to support emergent bilingual students. The scaffolded lesson support helps students develop academic vocabulary, increase comprehension, and build background knowledge through sections titled "Preparation to Read" and "Interact with the Text." In Unit 3, Week 1, the materials guide teachers in a small-group lesson that tasks students with identifying characters in folktales and making predictions. Students engage in discussions and writing activities using sentence frames.
- Tier 1 lessons also include tips for supporting emergent bilingual students, such as cognates in Unit 1, Week 5, Lesson 2. As the ELL Language Transfer explains, "The letter *Ee* exists in many languages, but its pronunciation may differ in some cases." Each lesson includes an additional "ELL Targeted Support" section that offers additional strategies to support all four proficiency levels: beginner, intermediate, advanced, and advanced-high. This section also explicitly notes the corresponding ELPS.

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**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	<a href="#">Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.</a>	4/4
4.1b	<a href="#">Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.</a>	2/2
4.1c	<a href="#">Materials include practice of phonics skills both in isolation and through decodable texts.</a>	2/2
4.1d	<a href="#">Materials include opportunities for cumulative review of previously taught skills.</a>	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 practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.**

Evidence includes, but is not limited to:

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

- The materials include sections titled "Unit Skills Overview," "Weeks-at-a-Glance," and "Suggested Weekly Plans," which offer a quick reference to the scope and sequence of the myView Literacy programs. Each week of the unit contains a word work focus on foundational skills (phonological awareness, phonics, and high-frequency words). The phonics skills taught in grade K progress from simple to complex concepts. In Unit 1, the phonics concepts build upon one another through letter and sound correspondence. For example, Unit 1, Week 1, Lessons 3-4 introduce students to the consonant Cc, allowing students to practice reading and writing words with the letter Cc. Students also learn Tt /t/, short Aa /ă/, Ss /s/, Pp /p/, Cc /k/, short Ii /ī/, Nn /n/, Bb /b/, Rr /r/, and the word families -an, -at, -in, and -ip in the rest of Unit 1. In Week 6 of the unit, students read the following sentences in the decodable text: "We Like It!"; "Tim can see a pin."; "Look! It is in the bin."; "Pat can tap with a bat."; "She can rap with Nat."; "We sit for a nap." By Unit 5, students learn more complex phonics skills, including initial and final consonant blends as well as long and short vowel sounds for Aa.

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

- The myView Literacy program provides a weekly rotation of lessons to address foundational skills. Each unit includes six weeks of instruction with five lessons per week that address three

overarching concepts: phonological awareness, phonics, and high-frequency words. The lessons are accessed in the Teacher's Edition or the Reading Routines Companion component. For example, in Unit 1's daily lesson format, the "Foundational Skills" piece guides teachers to spend 10-20 minutes on phonological awareness, phonics, and high-frequency words during the beginning of the reading workshop.

- The materials provide daily opportunities to explicitly teach and practice phonics. For example, the Reading Routines Companion includes four steps for each lesson, which follow the same routine: introduce, model, guided practice, and independent practice. For example, on Side A of the "Short o Words" section, Step One begins with "Introduce," which directs the teacher to explain that students learn to spell and read words with the short o sound. In Step Two, the teacher models blending the sounds to make the word "on." Step Three offers guided practice in which the teacher points to each sound spelling, while students repeat the sound aloud. Finally, Step Four, entitled "On Their Own," requires students to decode the short o words *Tom*, *mop*, *pot*, *top*, *dot*, and *not*, and write them on lined paper.

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

- The activity pages in the Student Interactive allow students to practice phonics skills in isolation. In Unit 1, the Student Interactive word work activities require students to write letters, identify sounds (initial or final) using pictures, relate words to pictures, read individual words, and write words. Week 1, Lesson 4's Student Interactive page activity has students write the letter *Tt*, as well as identify pictures representing words that contain the initial or final /t/ (i.e., *top*, *duck*, *hat*, *leaf*, *tiger*, *pecan*). Additionally, Unit 4, Week 1, Lessons 1 and 3 provide student practice with medial short and long *o*, as well as segmenting and blending phonemes in isolation, through the "See and Say" portion of the lesson. Throughout two lessons, the materials also prompt students to complete two worksheets with the concepts in isolation.
- The materials include decodable readers that provide students with authentic practice for phonics skills. These can be found in the Teacher's Edition in weekly lesson plans, as well as in the Student Interactive. The weekly decodable story aligns with previously taught phonics skills and provides phonics skills practice in context. For example, in Unit 3, Week 4, Lesson 4, the lesson includes a decodable reader entitled "The Bake Sale." Teachers explicitly guide students in finding words that contain /ā/: "Point to the title. The title of the story is 'The Bake Sale.' I hear two words with the sound /ā/ in the title. Which words have the sound /ā/? Students should identify *bake* and *sale*. In this story, we will read other words that have sounds you have learned."

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### **Materials include opportunities for cumulative review of previously taught skills.**

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. Lesson 5 of each week provides a weekly opportunity to review the skills taught within lessons 1-4. For example, the materials include a spiral review for the sounds /i/ and /t/ in Unit 1, Week 4, Lesson 5. The directions instruct the teacher to "have students name each letter as you point to it. Then review the sound for each letter by pointing to each letter as you

say the sound." This routine repeats for each lesson 5 review. The spiral review only includes skills from the current week and is not cumulative.



## Phonics Rule Compliance

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

**The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and include opportunities for immediate and corrective feedback. 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 materials include daily lessons that feature direct and explicit instruction with teacher modeling. The lessons include specific and precise terms, phrasing, and statements that teachers use daily during core instruction to model new phonics skills. In Unit 1, Week 2, Lesson 2, directions for teacher modeling are written in blue, while teacher actions are written in black. For example, in the "Model and Practice" section for high frequency words, the materials direct teachers to "display the high frequency words *she*, *see*, and *look*. Say: 'Today we will practice reading some words that you will see often in texts. To read these words we can look for spelling patterns we know.' Point out sound-spelling patterns students have learned such as /s/ spelled s." Unit 3, Week 1, Lesson 1 includes the following focus statement for teachers: "Hold up Alphabet Card *Jj* and point to the jaguar. Have students say *jaguar* with you. Let's say the sound at the beginning of the word *jaguar*. The beginning sound is /j/ -aguar. The sound /j/ is spelled with the letter j. Show students the letters *Jj* on the card." Teachers model writing the letter *Jj* and identifying the /j/ sound at the beginning of words.
- The Reading Routines Companion includes four steps for each lesson that follow the same routine: introduce, model, guided practice, and independent practice. The text color is consistent with the Teacher's Edition, including a script in blue lettering and explicit directions in black lettering.

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

- The Reading Routines Companion includes opportunities for direct and explicit guided instruction. For example, in Unit 3, Week 1, Lesson 2, the materials provide teachers the following directions: "Say: What letter spells the sound /j/? Students should identify the letter

j. Tell students that you will read a group of words. Have them raise their hands when they hear a word with /j/. Write these words on the board and read them aloud one at a time: *gas, jam, let, Jim, mop, ran, jog.*"

- The Reading Routines Companion includes opportunities for corrective feedback on the "Side B" page of the Reading Routine. The corrective feedback includes an "if...then" approach and allows teachers to give specific corrective feedback while knowing specifically what to model. For example, within the "Blend and Segment Onsets and Rimes: Onset /p/" lesson, Side B includes a box titled "Corrective Feedback." This box states, "If students cannot blend and segment onset /p/ with rimes, then model how to blend and segment onset and rimes, using steps 2 and 3. Next, work through the 'Make It Easier' activity."
- Daily lessons include opportunities for immediate and corrective feedback with the Daily Quick Check. Located in the top right corner of each lesson in the Teacher's Edition, the "Daily Quick Check" section provides corrective feedback in each lesson.

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

- Each daily lesson includes a variety of opportunities for students to practice through independent practice. The Teacher's Edition includes phonics lessons in the Student Interactive for independent practice. For example, in Unit 1, Week 2, Lesson 2, students apply the phonics learned in the direct lesson on reading and writing with short *a* in the Student Interactive. Students are asked to spell words by writing on the lines provided. Unit 3, Week 1, Lesson 2 also instructs students to work in their Student Interactive to write letters, decode words, and circle matching pictures.
- Each daily lesson includes opportunities for students to practice through collaborative learning. The Writing Workshop in Unit 1, Week 2, Lesson 2 includes a partner activity in which students work with a partner to find two items around the classroom that have the sound /a/. Students label these items with sticky notes. In Unit 3, Week 1, Word Work Lesson 2, the "Apply" portion offers an option in which teachers give picture cards to student partner pairs. Some of these cards depict pictures of words that begin with *j*, while others do not. Students sort the cards by beginning letter and label the *j* words with the letters *Jj*. Unit 4, Week 1, Reading Workshop Lesson 1 includes a "Turn, Talk, and Share" section in which students "turn and talk with a partner about how they know the story about Neil Armstrong is narrative nonfiction."

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include intentional practice activities within the "Apply: My Turn" portion of each daily lesson. The Student Interactive pages offer students opportunities to practice phonics skills introduced in the lesson. For example, \ Unit 1, Week 4, Lesson 2 accords with student expectation K.2.B.i, which requires students to "identify and match the common sounds that letters represent." The independent activity in the "Apply" section directs students to "look through a magazine and make a collage with at least three pictures with names that have the sound /i/ spelled *i*." In Unit 4, Week 3, Lesson 5, the Student Interactive instructs students to read sentences while circling words that include the sound /ē/ and underlining words with the sound /ē/.
- After every fifth lesson, the materials provide opportunities to review and practice skills students have already learned earlier in the week. For instance, in Unit 3, Week 4, Lesson 5, the mini-lesson involves a spiral review of short *a* and long *a*.

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

- The Teacher's Edition offers practice opportunities that include only the phonics skills that have been explicitly taught. Students apply the focus skill from a previous lesson during independent practice. For example, in Unit 1, Week 1, Lesson 4, students are asked to identify and match *Tt* /t/. The "Student Interactive" activity requires students to write the letter *Tt* and identify pictures representing words that contain the initial or final /t/ (e.g., *top*, *duck*, *hat*, *leaf*, *tiger*, *pecan*). This activity directly aligns with the focus for that lesson: "Identify and Write *Tt*." In Unit 4, Week 3, Lesson 3, the phonics lesson focuses on the fact that "the letter *e* can make

the sound /ĕ/ and that the pattern e\_e can make the sound /ē/." During the "Model and Practice" portion of the lesson, students trace the vowel or vowels in words to identify the vowel sound, while teachers model using the word *net*. The teacher states, "I can say the sound each letter spells in this word: /n/ /ĕ/ /t/. This word is *net*. Let's circle the picture of the net in the first row."

- Each week of the unit contains a "Word Study" lesson practicing foundation skill (phonological awareness, phonics, and high-frequency words). In Unit 1, Week 1, the "Word Study" lesson focuses on Mm /m/ and Tt /t/. The Unit 1, Week 2 "Word Study" lesson focuses on short a and Ss /s/. Students also learn or review the following high-frequency words: *I, am, the, like, to,* and *a*. In Week 2, students read the following sentences in the decodable text *Sam Sat*: "I am Sam. I like to (picture of girl). I like a mat. Sam sat at the mat." Students use skills they learned in Week 1.
- Each unit's decodable texts offer practice opportunities that include only the phonics skills that students have previously learned. Each decodable text during Lesson 4 addresses previous phonics skill that students have learned. For example, in Unit 1, Week 2, Lesson 4, the decodable text addresses words with *Aa*, a phonics skill that students learned during Lesson 2 earlier in the week.

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### **Decodable texts incorporate cumulative practice of taught phonics skills.**

- Each unit's decodable texts offer practice opportunities that include only the phonics skills that have been explicitly taught. Teachers can also find references to the decodable books in the "Daily Phonics" lessons in the Teacher's Edition. For example, in Unit 4, Week 2, Lesson 4, teachers instruct students to turn to the story *A Look at the Past* in their Student Interactive. The decodable texts become more complex as students learn additional phonics skills. For example, the decodable text *Tam and Sam*, used in Unit 1, consists of only eight words, including consonant-vowel-consonant (CVC) words and four high-frequency words. The decodable text *Up, Up, Up!* appears in Unit 5. It includes high-frequency words taught throughout the year, as well as CVC, CV, and CVCe words. This provides students with cumulative practice of previously learned phonics skills.
- The "Decodable Books" section of the online platform provides specific guidance on which decodable texts teachers should use for summative practice after lessons. Each decodable text is labeled by "Unit" and "Week," ensuring that students receive cumulative practice of taught phonics skills.

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

- The daily phonics lessons in the Teacher's Edition provide practice decoding words in isolation that include the explicitly taught sound-spelling pattern. The lessons present word lists for students to read. For example, in Unit 3, Week 4, Lesson 2, after reviewing the short *a* sound and learning *a* consonant *e*, the Student Interactive practice page includes a list of words for students to read, including *can, cane, cap, cape, man,* and *mane*. Lesson 4 offers a decodable

story, *The Bake Sale*, which includes sentences with words made up of both short *a* and long *a* sounds in connected text. For example, one sentence reads, "They make cake and jam."

- The "Reading Routines Companion" lessons feature an instructional focus with opportunities for practice in both isolation and connected text. For instance, the "Short *a* Words" lesson includes an "On Their Own" step in which students decode the short *a* words *at*, *am*, *Tom*, and *mat* in isolation. Additionally, the lesson titled "Sentence with Short *a* and Long *a* Words" includes an "On Their Own" step with the following sentence: "He can get the tape." Students are asked to read the sentence and identify and write words with short and long *a* vowel sounds.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include the Savvas Realize online platform, which offers a range of assessments, including baseline, middle-of-year, and end-of-year tests, inquiry-based project rubrics and checklists, and weekly progress check-ups. These assessments are available in paper and pencil as well as online formats to gauge student learning. The materials also include summative unit assessments. For instance, the assessment for Unit 1 features audio directions for identifying beginning and ending sounds, matching printed letters to sounds, identifying high-frequency words, and answering listening comprehension questions.
- In the reading workshop lessons, the materials include "Quick Check" and "Apply" formative assessment sections that connect to teacher-led small-group instruction options. In Unit 1, Week 3, Lesson 1, the "Quick Check" section assesses whether students "can identify informational text." Teachers receive page numbers in the Teacher's Edition for intervention or extension lessons based on student needs and student performance via the "Apply" assessment section. Within this lesson, one formative option involves students "turning and talking with a partner about how an informational text differs from a realistic fiction story." Another option allows students to "place sticky notes on aspects of [their independent reading] texts that make it an informational text, such as a sentence that tells the main idea." In Unit 3, Week 4, Lesson 2's "Apply" section, teachers choose from two options to assess student understanding of reading words with short and long Aa. The first option is a paper and pencil assessment in the student interactive, and the second option involves a hands-on

activity where "students look through a magazine and make a collage with at least three pictures with the sound /a/ and three pictures with the sound /ā/."

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

- The Teacher's Manual and answer keys within the summative assessments include clear directions for the accurate administration of assessments. For example, in the "Phonological Awareness" section of the Baseline Assessment, the materials prompt the teacher to say, "Now I will ask you to listen for the beginning sounds in words. I will say a word. You will find the picture that begins with the same sound. Then you will draw a circle around the picture. We will do a practice question first. Listen carefully."
- All assessments in the materials are administered online or using paper and pencil formats. Online assessments are accessible on the Savvas Realize platform. These assessments include consistent directions to ensure their accurate administration. The materials provide students with consistent directions, whether through embedded online audio directions or the "Teacher Scripting" document. For example, in Unit 1, Week 3's assessment, the audio directions state, "Look at the three words. Choose the word *have... have*." The "Teacher Scripting" document instructs, "Find the square at the top of the page. Put your finger on the square. Now look at the three words in that row. Draw a circle around the word *have...have*."

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

- The Weekly Progress Check-Up, located in the "Assessments and Practice" section of the Savvas Realize online platform, serves as a progress monitoring tool that accurately measures students' acquisition of grade-level phonics skills. These check-ups are aligned with the TEKS as well as the weekly lessons, ensuring the measurement of grade-level standards. For example, items 4-7 on the Unit 1, Week 2 Progress Check-Up focus on short *a* and consonant *Ss /s/*. This focus aligns directly with the lessons from that week, which demonstrate accurate measurement of the skills.
- The Teacher's Manual and answer keys within the summative assessments include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. For example, the Baseline Assessment tests students on letter recognition, phonological awareness, listening comprehension, and concepts of print. Teachers are given student checklists and Baseline Assessment student record charts to use as progress monitoring tools. The Student Record Chart included in the Summative Assessment Guide breaks down student performance across the five sections of each unit, middle-of-year, and end-of-year tests: these sections include "Phonological Awareness," "Phonics," "High-Frequency Words," and "Listening Comprehension." Teachers record the student score in each subsection, and the materials provide teachers with an area to take notes.

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

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



## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Within the Assessment Guide, the "Student Progress Report: Grade K" chart lists skills according to student expectations taught in the program. Teachers record each student's progress toward mastery of the Texas Essential Knowledge and Skills (TEKS) covered during the school year. The chart includes three columns to record student progress throughout the year.
- The Assessment Guide includes a data management system for tracking individual student progress. According to the materials, "the data tab of Savvas Realize provides class and student data, including scores by assessment, question, and standard; overall progress; and time on task for content completed online. Teachers can view data for individual students in the class, scores by standards, progress reports, and usage reports." The "Data" tab breaks down assessments by individual standards. For example, a question script on the Middle-of-Year Assessment reads, "Look at the picture of the nest. The first sound in nest is /n/. Now look at the letters in the row next to the picture. What is the letter for /n/? Circle the letter for /n/." The question uses student expectation K.2.B.i: "Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent." Teachers use the included tools to track if students meet the individual student expectation, but they cannot track individual letters and sounds.

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

- The materials include digital data management tools that allow teachers to document class progress on standards. For example, 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 Test. The materials provide reports to show student scores by assessment, by question, and by standard.
- In the Progress Check-Ups Teacher's Manual & Answer Key, the "Class Progress Chart" allows teachers to list students' names in each row and their scores in each column. This gives an overall view of student scores but does not break them down by individual standard or, in the case of phonics, by individual letter and sound.

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

- The Assessment Guide provides guidance to teachers regarding the frequency of progress monitoring based on students' strengths and needs. The guide states that "formative, informal assessment alongside ongoing assessment captures student successes and achievements, but it also helps identify areas of concern in the midst of instruction. Combined, your observations, running records, inventories, small-group conferences, surveys, student self-assessments, and Weekly Progress Check-Up quizzes will help inform your understanding of where your students are and how they are progressing." The materials provide guidance in administering assessments at certain points in the year.
- Teachers administer weekly Progress Check-Ups online or via paper and pencil. These check-ups measure student progress on "high-frequency words, phonics, comprehension, and writing" from that week's lessons. The data from these assessments are used to determine intervention lessons and groupings. According to the materials, "If a student receives a low score on a Progress Check-Up or shows a lack of adequate progress during the year, use myFocus Intervention, Level A to provide the student with additional opportunities to practice high-frequency words, phonics, comprehension, and writing."
- The materials include the myFocus Intervention Teacher's Guide, located in the "Intervention" section of the Savvas Realize online platform. This guide includes lessons with reproducible student pages and checkpoint assessments in foundational skills such as phonics. The materials include checkpoint assessments "after a series of related lessons within a strand." These assessments help teachers "determine students' proficiency across multiple lessons of instruction" and help "shape future instruction."

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

- The materials include "Formative Assessment Options" and "Quick Check" sections throughout the units. For example, in the Unit 2, Week 1, Lesson 4 Word Work lesson, the teacher is given a "Quick Check" task, as well as next steps for struggling and on-level students. According to the materials, "If students struggle, revisit instruction for consonant *Kk* in Small Group. If students show understanding, extend instruction for consonant *Kk* in Small Group." Small group guidance includes teacher-led options for intervention and strategy groups, as well as independent and collaborative activities to extend learning.
- Teachers use the myFocus Intervention Level A materials to deliver intervention to students who receive a low score on a Progress Check-Up or demonstrate a lack of adequate progress. The manual provides detailed item analysis to guide the next steps for intervention. As the materials explain, "alignments between individual assessment items and lessons in myFocus Intervention are provided on the Item Analysis Charts."

## Foundational Skills

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

**The materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats.**

Evidence includes, but is not limited to:

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

- The TEKS Correlation Chart provides evidence of a regular review of print awareness throughout the year. The chart reminds teachers that "holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep" are essential skills. Units 1-4 in the Teacher's Edition and Student Interactive teach these skills.
- Week 1, Lesson 2's "Shared Read" section in the Teacher's Edition provides teachers explicit instruction in print awareness. The materials instruct teachers to "have students hold up their Student Interactive. Explain that every book has a front cover, back cover, and title page. Have them identify each part." In Unit 1, Week 2, students learn about the parts of a book (e.g., covers show the title, author and illustrator, and a picture) and parts of a page (e.g., pictures, page numbers, and words written left to right). The teacher script includes instructions on where titles, as well as author and illustrator names, are placed. In Unit 1, Week 3, teachers instruct students on appropriate spacing between words.
- The materials cover print concepts, including print's different purposes. Unit 3, Week 3, Lesson 2 of the Reading Workshop covers print awareness. Teachers model "reading from top to bottom and from left to right with return sweep." Students follow along in their Student Interactive and practice reading top to bottom and left to right with return sweep as teachers read *Meet the Illustrator*.

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

- The Grade K TEKS Correlation Chart provides evidence of a review of print concepts. The chart also engages with a variety of texts throughout the year. For example, in Unit 1, Week 2, teachers cover the print awareness concept of "holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep" using literary text. In Unit 2, Week 3, teachers cover this concept using informational text. In Unit 3, Week 1, teachers use a folktale. In Unit 3, Week 3, teachers use poetry. In Unit 4, Week 1, teachers use a narrative nonfiction text.
- The materials include explicit print awareness instruction when teachers introduce a new shared read text. This occurs throughout Units 1-4. In Unit 2, Week 1, Lesson 2, teachers explain that sentences "are made of words, tell an idea, begin with a capital letter, [and] end with a punctuation mark." Teachers ask students to identify the beginning and end of a sentence. Students practice counting the sentences in the section and the words in the first sentence. For example, Unit 4, Week 5, Lesson 2's Reading Workshop provides the following print awareness guidance: "Choose three or four children's books. Hold up the first book in front of the class, with the front cover facing students. Point to the book's front cover and ask: 'Is this the front cover, back cover, or title page?'"

## Foundational Skills

5.B.1	Oral Language Development	21/21
5.B.1a	<a href="#">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)</a>	8/8
5.B.1b	<a href="#">Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)</a>	4/4
5.B.1c	<a href="#">Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)</a>	9/9

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

Evidence includes, but is not limited to:

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

- The materials include several opportunities for students to practice oracy and oral language. The Resource Download center provides such opportunities to teachers. In the "Speaking and Listening" section of the Resource Download Center, teachers can find four pages of printables that address oral language and oracy, offering teachers explicit instructional guidance for collaborative conversations. This section includes guidance on whole class discussion (talk, draw, share and listen, ask), small group discussion (draw, share and listen, ask, respond), paired discussion (introduce, discuss, draw, share and ask), and retell (the materials provide a *yes/no* chart with story elements such as characters, setting, problem, events, and endings).
- At the bottom of each printable, the materials provide teachers detailed instructions to help students integrate these practices into collaborative discussions. For example, teachers model an introduction with sentence stems for students to repeat with their own details. This resource guides students to share their thoughts on a topic, helping them draw their interpretations, and encourages them to share and discuss their drawings with peers while asking and answering questions in turn.
- Unit 1, Week 1 of the Teacher's Guide includes listening comprehension lessons that offer instructional guidance on oral language development through modeling and thinking aloud. For example, in the read-aloud text *Jackie and Her Imagination*, the materials provide teachers

a think-aloud script in the margin to model asking and answering questions while reading a text.

- Unit 4, Week 6's Writing Workshop includes a "Celebrate and Reflect" lesson in which students develop oral language through a discussion. The materials offer students prompts that help guide this discussion. For example, teachers direct students to do the following: "Look at the person talking. Do not talk. Think about what the person is saying. Respond by raising your hand if you have a question. Clap when the speaker is finished."

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

- The materials include "Writing Club" lessons that provide opportunities for students to engage in social communication for a variety of purposes and audiences. In the Unit 1, Week 4 "Writing Club" lesson, "students choose a stack book" and then "read the author's name together." Next, students "introduce themselves as the author and tell their story idea." Another opportunity for social communication with a different purpose and audience occurs in the Project-Based Inquiry for Unit 4. Students are asked to conduct an interview for their research project. Teachers introduce the steps for interviewing on the board: "Introduce yourself, ask a question, listen and take notes, and shake hands and say thank you at the end of the interview."
- The materials include opportunities for students to engage in academic communication for a variety of purposes and audiences. For example, in Unit 1, Week 6, Lesson 2, after explicit instruction in generating questions for research, students have the opportunity to "collaborate with their project partners to generate questions for inquiry." Then, students work with their partner to research the answers to their questions. Unit 1, Week 1 of the Language Awareness Handbook provides question stems for students to facilitate discussions about the author. For example, the handbook provides the following sentence frames for students to discuss the author of the text: "The author's name is \_\_\_\_\_. He/She writes about \_\_\_\_\_. I like what he/she writes about."
- The Resource Download Center in the Savvas Realize online platform includes resources that guide students in "Speaking and Listening" activities. These resources provide outlines on paired discussions that include four steps in collaborative conversation. Students introduce themselves, engage in a discussion about a topic, listen carefully and draw a picture to demonstrate understanding, as well as share their drawings and ask clarifying questions to one another. These outlines may be used with any lesson that includes a whole class, small group, or paired discussion.

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

- Each unit's "Project-Based Inquiry" lessons include multiple "Collaborate" sections, which offer students authentic opportunities to actively listen, ask questions, engage in discussions to understand information, and share ideas. In Unit 3, Week 6, Lesson 2, students complete

an activity in their Student Interactive in which they "discuss the story *Mosni Can Help* with a partner and then draw one reason someone should read this story." The "Project-Based Inquiry" lesson in Unit 4 requires students to conduct an interview to "gather information about life in the past." The 4-Point Research Rubric in each "Project-Based Inquiry" lesson includes a "Delivery" section for assessing oral presentations in the final project. A score of "4" requires students to have a "clear, audible, and relevant" oral delivery as well as demonstrate that they can "listen actively and follow oral directions."

- In the Unit 3, Week 6, Lesson 5 "Celebrate and Reflect" lesson, teachers direct students to "look at the person talking. Do not talk. Think about what the person is saying. Respond by raising your hand if you have a question. Clap when the speaker is finished."



## Foundational Skills

5.C.1	5.C.1 Alphabet Knowledge (K only)	24/24
5.C.1a	<a href="#">Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR.2.A.1)</a>	2/2
5.C.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR.2.A.1)(T)</a>	6/6
5.C.1c	<a href="#">Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR.2.A &amp; 2.A.3)(T)</a>	4/4
5.C.1d	<a href="#">Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR.2.A &amp; 2.A.3)(S)</a>	12/12

The materials provide a systematic sequence for introducing letter names and their corresponding sounds. They include guidance for the teacher to give direct and explicit instruction for teaching and developing student automaticity in identifying the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. Materials also guide the teacher in providing direct, explicit, and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). A variety of activities and resources help students develop, practice, and reinforce alphabet knowledge both in isolation and in meaningful print using memory-building strategies and cumulative review.

Evidence includes, but is not limited to:

**Materials include a systematic sequence for introducing letter names and their corresponding sounds.**

- The Teacher's Edition, located in the Savvas Realize online platform, contains a "Skills Overview" section at the beginning of each unit. This overview outlines the foundational skills taught during the reading workshop. Materials follow a systematic sequence for introducing letter names and sounds by introducing common letters and sounds before less frequently used letters and sounds. For example, Unit 1 introduces *Mm*, *Ss*, *Tt*, and *Cc*. Unit 3 introduces *Jj*, *Xx*, short *Uu*, *Vv*, *Zz*, and *Qq*. While long vowel sounds are not required to be covered by the kindergarten TEKS, Unit 3 introduces long vowel sounds after students have learned all of their consonant letters and short vowel sounds. The materials thus follow a systematic sequence for introducing vowel sounds.
- The materials do not introduce visually similar letters in the same lesson. For example, the materials introduce the letter *Bb* and the sound /b/ in Unit 1, Week 5. The materials then introduce the letter *Dd* and the sound /d/ in Unit 2, Week 1.

**Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds.** (PR 2.A.1) (T)

- The Letter Recognition Unit, a resource unit that is available on the online platform, offers guidance to the teacher to provide direct and explicit instruction for teaching. This includes guidance on developing student automaticity in identifying the uppercase and lowercase letters of the alphabet, as well as their corresponding sounds. In the Letter Recognition Unit, each lesson starts with an alphabet song. For each uppercase and lowercase letter pair, teachers use an online resource called "ABC Rhyme Time," which teachers digitally display for students. This resource includes short poems focusing on the targeted letter pairs. Teachers then lead students through various activities to introduce and practice the letters.
- To develop automaticity, teachers provide additional cumulative practice after every two to three letter pairs. At the end of each unit, students review all uppercase and lowercase letters. For each letter pair, teachers use visual images that represent words starting with the most common sound of each letter, such as a picture of a lion for the letter pair *Ll*.

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**Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase).** (PR 2.A & 2.A.3) (T)

- The Resource Download Center, located on the Savvas Realize online platform, contains a document called "Handwriting Practice for All." This document begins with pre-writing lessons on proper sitting position, proper paper position, and proper pencil grip. When teaching students the skill of proper sitting position, the directions provide the following guidance to teachers: "Discuss the illustration with students. Model proper sitting position for students. Then have them practice sitting straight in their chairs, leaning forward slightly with their shoulders. Make sure their feet are flat on the floor." Next, the guide launches into the explicit formation of each letter of the alphabet.
- The Reading-Writing Workshop Bridge includes daily handwriting lessons with direct, explicit, and systematic instruction for forming the 26 letters of the alphabet (both upper and lowercase). Unit 1, Week 1 introduces vertical and horizontal lines. Unit 1, Week 2 introduces backward circles and slanted lines. Unit 1, Week 3 introduces forward circles and proper sitting positions. Unit 1, Week 4 introduces proper paper position and pencil grip. Unit 1, Week 5 moves into specific letter formations, starting with *Ll* and *li*. Each lesson offers guidance and explicit teaching language. For example, Unit 2, Week 4, Lesson 2 instructs teachers to "model how to write the uppercase *F* by making a straight line from top to bottom. Then, model drawing a short line at the top from left to right and another line in the middle from left to right. Model how to form a lowercase *f* by making a curved line from top to bottom with a short line across."

**Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.** (PR 2.A & 2.A.3) (S)

- The myView Kindergarten Letter Recognition Unit includes a variety of activities for students to practice alphabet knowledge in both isolation and context, thereby supporting student memory-building. For example, the "Student Activity" page for the letter pair Cc directs students to circle or stamp uppercase C and lowercase c. Another activity called "Find a Letter" instructs students to find uppercase A and lowercase a in old magazines and newspapers. Students then cut out the letters and glue them onto a piece of construction paper.
- The Language Awareness Handbook offers four options for alphabet knowledge practice: (1) Recognizing and Distinguishing Letters, (2) Recognizing Letters in Context, (3) Recognizing Letters in Words, and (4) Writing Letters and Numbers. Each activity includes guidance and explicit language. For example, one activity directs teachers to "display one or more calendars. Have pairs or small groups of students identify uppercase and lowercase a. Say: 'On most calendars, you will see the letter a. When you find one, raise your hand and tell me whether it is uppercase or lowercase.'"

## Foundational Skills

5.C.2	Letter-Sound Correspondence	17/18
5.C.2a	<a href="#">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)</a>	4/4
5.C.2b	<a href="#">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 &amp; 2.A.2)(T)</a>	1/2
5.C.2c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12

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

Evidence includes, but is not limited to:

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

- The materials systematically introduce letter-sound relationships in a sequence that supports decoding and encoding skills. The "Skills Overview" section presents letter-sound correspondences starting with letters that can immediately decode consonant-vowel-consonant (CVC) words. For instance, in the first two weeks of Unit 1, students are taught the letter-sound correspondences for consonants *Mm /m/, Tt /t/, Ss /s/,* and short *Aa /a/*, enabling students to read and write CVC words like *mat, tam, map, bat,* and *sat*. Letters that look similar are separated in the "Skills Overview" section to avoid confusion when students decode and encode. For example, the materials introduce the letter *Pp* in Unit 1, but the materials do not introduce the letter *Qq* until Unit 3.
- The Teacher's Edition provides teachers with specific language to directly introduce letter-sound relationships. For example, in Unit 1, Week 4, Lesson 1, the teacher's script directs teachers to say the following: "Let's say the sound at the beginning of the word: /i/. The beginning sound /i/ is spelled with the letter i." Teachers then prompt students to "listen for

the sound /i/ in a group of words and trace the letter in the air when they hear it." Students use a provided list of words.

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**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 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. Formative assessments provide progress monitoring guidance and next steps based on student performance. For example, Side B of the "Isolate Phonemes: Initial /m/" lesson in the Reading Resource Companion states the following: "If students cannot identify initial /m/ in a word, then model how to isolate initial /m/, using Steps 2 and 3. Next, work through the 'Make It Easier' activity."
- The materials include guidance for the teacher to provide explanatory feedback to students based on common errors but not common misconceptions. The Reading Resource Companion provides one example of feedback based on common errors in a lesson on the initial /m/ sound. Teachers provide the following guidance to students: "Today we will listen for the sound /m/ at the beginning of words. Make sure to pronounce the consonant /m/ (not /muh/)." However, the Teacher's Edition does not include this type of anticipatory guidance for other letters like b, p, or d that commonly have a schwa sound added to them.

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

(S)

- The Student Interactive provides a variety of activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode words in isolation. The materials provide students a list of words to read (both independently and with partners), picture cards, matching activities, and fill-in-the-blank sentences. For example, in Unit 4, Week 1, Lesson 2, after learning to decode and encode words with short and long Oo, students are given an activity to decode words with short and long Oo. Students write the words in sentences. The materials direct teachers to do the following: "Have students read the words in the word bank. Then have them write a word from the word bank to complete each sentence."
- The materials include decodable texts that serve as a resource for students to practice and apply their cumulative knowledge of letter-sound correspondence to decode in context. The decodable texts are found at the end of the week in the "Weekly Lesson Plan" resource. These texts include sounds previously introduced during the week as well as previously learned sounds. For example, in Unit 1, students learn *Mm /m/, Tt /t/, short Aa /a/, Ss /s/, Pp /p/, Cc /k/, short Ii /i/, Nn /n/, Bb /b/, Rr /r/,* the word families -an, -at, -in, and -ip, and the following high-frequency words: *I, am, the, like, to, a, have, is, he, she, see, and look.* In Week 6 of the

unit, students read the following sentences in the decodable text "We Like It!": "Tim can see a pin. Look! It is in the bin. Pat can tap with a bat. She can rap with Nat. We sit for a nap."

## Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
5.D.1a	<a href="#">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)</a>	4/4
5.D.1b	<a href="#">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 &amp; 2.A.2)(T)</a>	2/2
5.D.1c	<a href="#">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 &amp; 2.A.3)(S)</a>	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 the Reading Routines Companion, which is in the Foundational Skills Kit on the online Savvas Realize platform. The Reading Routines Companion follows a systematic sequence for teaching phonological awareness skills that align with the TEKS. For example, the Reading Routines Companion, Grade K contains over 90 lessons on identifying alliteration, blending and segmenting onset and rhyme, isolating phonemes in various positions, and identifying words in spoken sentences.
- The "Foundational Skills" section of the Reading Workshop in each unit offers a systematic sequence for phonological awareness activities. Activities start with simple skills and larger



sound units, gradually moving to more complex skills and smaller sound units. In grade K, the Unit 1 Word Study lessons related to phonological awareness provide guidance on medial /a/, recognizing alliteration, as well as segments and blending phonemes. Students are asked to segment and blend words with short *a* such as *hat*, *dad*, and *bag*. The materials also address short *a* in the week's phonic lessons.

- The "Skills Overview" section outlines the phonological awareness skills taught during the Reading Workshop. Materials follow a systematic sequence for introducing phonological awareness skills that begins with simple skills and gradually increases in complexity. For example, the Unit 1 Skills Overview requires students to learn alliteration, onset, and rhyme. In Unit 3, students learn more difficult skills like syllables and rhyming words.

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**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. For example, in Unit 1, Week 4, Lesson 5, the materials provide teachers with a script that reads, "Tell the students that some groups of words begin with the same sound. Listen carefully as I say a sentence: Ned needs nine nuts. All the words begin with the same sound. What sound do the words all begin with?" In Unit 4, Week 1, Lesson 1, the materials provide teachers with a script for teaching the medial sound /o/ with explicit words to say in blue text.
- The Reading Routines Companion includes specific phrases and scripted statements for teachers to use for teaching phonological awareness skills. In a lesson on identifying words in spoken sentences, the teacher's directions state, "Today we will listen for words in sentences that begin with the sound /h/. A sentence is a group of words that says something or asks a question. We also will identify the words in the sentences. We usually speak in sentences. A sentence can have a few words, or it can have many words. Clap your hands for each word as you say: Go home. Have students repeat the sentence and clap as they say each word. What words are in the sentence? (*go, home*)."
- In the Reading Routines Companion, the materials provide teachers with phonological awareness lessons via a prompt for corrective feedback. In this feedback, the materials provide teachers with an "if... then..." guide to provide feedback. For example, in the lesson titled "Isolate Phonemes Initial /m/," the corrective feedback states, "If students cannot identify initial /m/ in a word, then model how to isolate initial /m/ using Steps 2 and 3." Steps 2 and 3 are in the original lesson plan.

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

- The materials include a variety of activities and resources with picture cards to help students make connections. The units routinely revisit skills to provide a cumulative review of phonological awareness. For example, in Unit 1, Week 1, students focus on alliteration.



Students then revisit alliteration in Weeks 2, 4, and 5. In Unit 2, students focus on alliteration in Week 2, identifying words in Week 3, segmenting and blending words in Week 4, and rhyming words in Week 5. To support memory-building, the materials offer kinesthetic activities in which students clap or tap. For example, in Unit 3, Week 2, Word Work Lesson 3, teachers model clapping out the syllables in the word *elephant*. Students practice clapping syllables in additional words. The materials provide additional syllable clapping practice throughout the units.

- The materials include the myFocus Intervention Teacher's Guide, found in the "Intervention" section of the Savvas Realize online platform. This guide offers scaffolded lessons on foundational skills, reading comprehension, and writing. The routines feature various activities to reinforce phonological awareness. For example, Lesson 8 on segmenting and counting syllables uses kinesthetic activities for counting syllables. The lesson also provides visuals to enhance the lesson.
- The Resource Download Center on the Savvas Realize online platform offers literacy stations through which students practice and improve the phonological awareness skills they have learned. In the Listen Up! literacy station, students name the image on the picture card. Students sort picture cards by initial, medial, and final sounds. The materials include memory-building activities in which students match picture cards that rhyme and then draw pictures with additional rhyming words.
- The "Sound Rainforest" section on the Savvas Realize digital platform offers online interactive activities to practice and reinforce phonological awareness skills like rhyming words, initial sounds, and initial blends. Teachers project the activities to the class, or students access them on individual devices. Teachers assign activities based on student needs for remediation or acceleration. In the "Words that Rhyme with Bee and Fly" activity, students drag pictures that rhyme with *bee* into one section, and words that rhyme with *fly* into another. If needed, students click on the picture to hear its name. The "Grade K Sound Rainforest" and "Grade 1 Sound Rainforest" sections include the same set of activities.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The "Skills Overview" section includes an outline of a systematic sequence for introducing phonemic awareness activities. This sequence gradually transitions from simple to more complex skills within the unit and throughout the year.
- Students begin blending and segmenting phonemes in the final week of Unit 1. Students later manipulate phonemes in Unit 4. Unit 1, Week 6, Lesson 5 provides a script for teachers to model unblending the word *rip* and then blending it back together. Students then practice with three more words. In Unit 4, Week 5, Lesson 1, students start manipulating initial phonemes. The materials provide teachers with a script that guides them in modeling how to add new sounds to the beginning of the word *at*.
- The "Skills Overview" section provides a systematic sequence for introducing phonemic awareness activities. This sequence begins with identifying initial and final phonemes in Unit

1. It then transitions to more complex skills such as identifying medial sounds, as well as blending and segmenting phonemes in Unit 4.

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

- The Teacher's Edition includes direct and explicit instruction for teaching phonemic awareness. The materials provide teachers with a script that guides their direct and explicit instruction. The materials highlight this scripting language in blue. For example, in Unit 1, Week 1, Lesson 3, the materials provide the teacher with a script that says, "Listen to the sound at the beginning of this word: /t/-ire. *Tire* has the sound /t/ at the beginning." Students are then prompted to work in their Student Interactive.
- The Reading Routines Companion provides corrective feedback in each lesson for students who are below level. For example, if students struggle to isolate phonemes in the lesson titled "Isolate Phonemes: Initial /m/," the materials provide additional scripting to teachers to help students articulate the /m/ sound.

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

- The Teacher's Edition provides direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle. For example, in grade K, Unit 1, Week 1, Lesson 3, students are introduced to the phoneme *Tt* through scripted teacher modeling. Next, in Lesson 4, students identify and write *Tt* with scripted teacher modeling, and then do so independently with a handwriting worksheet. In Unit 4, Week 1, Lesson 2, after working with medial short and long /o/ as a whole group, students fill in the grapheme o to complete the words on a page in their Student Interactive. Then, students are prompted to read the word with the correct medial sound.
- The Listen Up! literacy stations correlate with the phonics lessons throughout the units of study, thereby supporting students in the transition from oral language activities to basic decoding and encoding. Each station features three distinct activity levels: struggling students engage with the circle-marked activity, on-level students engage with the triangle-marked activity, and advanced students engage with the square-marked activity. For example, the Listen Up! station titled "Beginning, Middle, and Ending Sounds" requires students to match pictures to one another based on beginning, middle, and ending sounds. Another Listen Up! station, titled "Words with /u/," offers three levels of difficulty. At the first level, students find a picture card for *mug*, identify the sound they hear in the middle, and draw another word with the same sound. The second level requires students to identify the beginning, middle, and end sounds of the word, and then spell it using letter tiles. The highest level extends this activity by requiring students to construct words with the /u/ sound using tiles. Similar letter-based Listen Up! stations follow the same structure. Word Work stations also offer students practice

with basic decoding and encoding for each consonant and short vowel. The literacy stations include a downloadable PDF with written instructions and material lists for each lesson.

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

- The materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, Unit 1, Week 2, Lesson 1 provides directions for teachers to introduce the sound /n/. Then, the teacher points to a picture of a nest in the Student Interactive and asks, "What sound does *nest* begin with?" The teacher continues with the *can* picture card for the final /n/. The teacher says the words *net*, *fan*, *run*, *not*, *nice*, and *Jen* aloud. Students give a thumbs-up if they hear /n/ at the beginning of the word and a thumb-down if they hear /n/ at the end of the word.
- The Word Work lesson in Unit 3, Week 1, Lesson 1 includes a variety of activities for teaching syllables, such as clapping, circling words, using picture cards, writing letters on the board, and tracing in the air. The materials reinforce students' awareness skills by revisiting the specific phonemic skill during a later lesson in the week. For example, in Unit 3, Week 1, Lesson 1, students learn the letter and sound *Jj*. In Week 1, Lesson 5, students review *Jj*. The materials provide a review for reinforcing phonemic awareness skills.
- The online platform offers a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. The "Sound Rainforest" section of the online platform includes activities that can either be projected to a class or accessed on individual student devices. For example, the activity titled "Initial Sound in Nest and Final Sound in Can" provides 12 pictures for students to sort based on their initial sounds. There are no printed letters on the games, only oral directions, which reinforce students' phonemic awareness skills. Another activity titled "Initial Sound in Shark" requires students to sort 12 pictures into two categories: words that have the same initial sound as *shark* and words that do not.

## Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	<a href="#">Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)</a>	1/1
5.E.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)</a>	1/1
5.E.1c	<a href="#">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)</a>	6/6
5.E.1d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

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

Evidence includes, but is not limited to:

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

- The "Skills Overview" section found at the beginning of each unit lays out a systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. Each week lists the sound-spelling sequence as well as the aligned TEKS. For example, in Unit 3, Week 1, students read and write words with *Jj*. In Week 2, students read and write words with *Uu*. In Week 3, students read and write words with *Zz*. In Week 4, students read and write words with short *a* and long *a*. In Week 5, students read and write words with short and long *i*. While long vowel sounds are not outlined in the TEKS, the curriculum introduces students to the sounds to extend their learning.
- In Unit 1, Week 6, students learn consonant-vowel-consonant (CVC) words in the *-an* and *-at* word families. In Unit 2, Week 4, students are introduced to consonant blends and use letter-sound relationships to decode consonant-consonant-vowel-consonant (CCVC) and consonant-vowel-consonant-consonant (CVCC) words. In Unit 3, Week 4, Word Work Lesson 1, students are introduced to consonant-vowel-consonant-silent e (CVCe) words by adding e

to CVC words. The teacher script directs teachers to model how to change the vowel from short to long by adding an e to the end of the word *rat* to make it *rate*.

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

- Both the Teacher's Edition and the Reading Routines Companion utilize color-coded text to differentiate between teacher guidance and "explicit teacher talk" (blue text) for modeling. This coding structure supports the use of specific terms, phrasing, and statements during core instruction. Coding this language as "explicit teacher talk" with blue font emphasizes important points about grade-level sound-spelling patterns. In the Reading Routines Companion, the teacher script provides direct and explicit instruction to teachers. In the "Make It Harder" section of the "Consonant" mini-lesson, the teacher says, "I will say some words. Listen carefully to the first sound in each word. When you hear the consonant sound /m/ at the beginning of a word, spell the sound /m/."
- Unit 1, Week 1, Lesson 1 in the Teacher's Edition provides an example of how the lesson guidance uses specific terms, phrasing, and statements: "Let's say the sound at the beginning of the word /m/ -otorcycle. The beginning sound /m/ is spelled with the letter *m*." The teacher then displays an alphabet card with a picture of a motorcycle with the letter *Mm* and the word *motorcycle* displayed on the card. In the "Teacher-Led Options" section of the "Word Work Strategy Group" in Unit 5, Week 3, Lesson 2, the materials direct teachers to "Display the Sound-Spelling card. Ask, 'What sound do you hear in the middle of cap?' Prompt students to identify the sound /a/ spelled 'a.' Then display the word *cape*. Read it aloud and have students repeat. Ask them to identify the sound /a/ spelled 'a-e.'"

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

- The Teacher's Edition lessons offer various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns through partner spelling, pointing, sliding fingers from left to right, using letter tiles, and writing. For example, in Unit 2, Week 1, Lesson 1, students practice tracing the letters *Dd* on the "Consonant D" page of the Student Interactive. The materials include another activity in which students circle names or select pictures that begin or end with the /d/ sound. Teachers also review grade-level sound spelling at the end of week 5 in each unit. For example, in Unit 3, Week 5, Lesson 5, students review short *i* and long *i*. The materials direct teachers to "write the letter *i* and patterns *i\_e* on the board. Have students identify the letters as you point to them. Then review the sound for each spelling: short /i/ and long /i/."
- In the Reading Routines Companion, lessons include various activities and resources for students to develop, practice, and review skills. The table of contents provides alignment with specific units, weeks, and lessons to allow teachers to choose which lesson to use. Students use letter tiles, point to individual letters in Elkonin boxes, and write words. Teachers review material after each lesson with the "Make it Easier" and "Make it Harder" extension activities.



For example, after learning the consonant *Tt*, teachers "Make it Harder" by partnering students together, and having each partner take turns writing words that they identify with the letter *Tt*.

- The Foundational Skills Kit on the Savvas Realize digital platform offers Skills Overview-aligned interactive phonics games, enabling students' independent review and practice of sound-spelling patterns throughout the school year. The "myView Literacy Grade K Digital Practice Activities" document provides a gateway between these activities and the "Reading Routines Companion" lessons. Teachers project these activities, or students access them on individual devices. In Unit 1, Week 1, Lesson 1, the Reading Workshop introduces *Mm /m/*. The "Phonics: Consonant *Mm* Digital Practice" activity aligns with this lesson. Students click on items with names that begin with the sound for *m*. The materials include audio directions and descriptions of each picture. Unit 4, Week 3, Lesson 1 introduces short and long *e*. The corresponding game titled "Phonics: Short *e* and Long *e* Words" requires students to listen to an audio recording of words. Students then select the correct word. For example, the first audio recording says *pet*, and students must choose between *pet* and *pete*. There are also three "Phonics: Sentences with All Learned Sound Spellings" activities to provide a cumulative review for students throughout the year.

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

- Materials provide a variety of student activities to decode and encode words in isolation. For example, Unit 2, Week 1, Lesson 1 includes directions for the teacher to show students the picture card *dog*. Then the teacher says, "Listen as I say the sounds in this word: /d/ /o/ /g/. I hear the sound /d/ at the beginning of *dog*. Say the sound /d/." The teacher then has students repeat the sound, as well as segment and identify word parts in the following words: *dot*, *dig*, *dip*, *kit*, *kid*, and *kin*. The corresponding Student Interactive page for the lesson provides students more encoding practice with pictures of words that students spell. In Unit 3, Week 4, Lesson 2, students learn to read and write words with short and long *Aa* by completing a Student Interactive page with the words *can*, *cane*, *cap*, *cape*, *man*, and *mane*.
- The materials include decodable texts in each unit, which support students in decoding and encoding words that feature spelling patterns they have learned. For example, in Unit 1, Week 2, students are asked to read several sentences in the decodable text *Sam Sat*, including "I am Sam," "I like (picture of girl)," "I like a mat," and "Sam sat at the mat." The decodable texts provide an opportunity for students to apply the previously taught sound-spelling patterns from Week 1 and Week 2. In Unit 3, Week 3, Lesson 4, the story *Quin at Bat* requires students to highlight words with the sound /z/, spelled *z*, and underline words with the sound /kw/, spelled *qu*. Students learn both of these skills earlier in the week.

## Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	<a href="#">Materials include a systematic sequence for introducing regular and irregular high-frequency words.</a> (PR 2.A.1)	2/2
5.E.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.</a> (PR 2.A.1)(T)	4/4
5.E.2c	<a href="#">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).</a> (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	<a href="#">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).</a> (PR 2.A.1)(S)	12/12

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

Evidence includes, but is not limited to:

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

- The "Skills Overview" section at the beginning of each unit systematically introduces regular and irregular high-frequency words. Each week lists the high-frequency words highlighting the progression throughout the unit. There are 90 high-frequency words taught throughout the material.
- In each high-frequency word lesson, the teacher builds upon the scope and sequence by asking students to point out letters that they know. For example, Unit 2, Week 3, Lesson 3's High-Frequency Words mini-lesson introduces the words *one*, *two*, and *three*. Teachers "point out sound-spelling patterns students have learned, such as /n/ spelled *n*." Teachers also "point out the letter sounds that do not follow patterns that students have learned." For example, the *o* in the word *two* makes the /ōō/ sound. In Unit 5, Week 1, Word Work Lesson 3, teachers introduce *be*, *saw*, and *our*. Teachers follow the same routine of pointing out known sound-spelling patterns and sound-spelling patterns that do not follow the rules. Students then read the words in their Student Interactive.



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

- In the "Word Work" section of the Teacher's Guide, teachers are guided to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. For example, in Unit 2, Week 1, Lesson 3, the teacher follows a script written in blue text. As the script explains to students, "Today we will practice identifying and reading some words that you will often see in texts. To read these words we can look for sound-spelling patterns we know." Students are then prompted to use their Student Interactive to read the words together, tracking the print and decoding the high-frequency words. For example, in Unit 3, Week 4, Lesson 3, students identify and read the words *away*, *give*, and *little* in sentences. Students use their Student Interactive to read sentences and "identify the words *away*, *give*, and *little* in the sentences and underline the words. Then, have them read the sentences with a partner."
- Students practice encoding high-frequency words in Word Work lessons and the Reading-Writing Workshop Bridge. The spelling words for the week include high-frequency words. For example, in Unit 2, Week 4, Word Work Lesson 5, the teacher asks, "What letters spell the word *four*?" Students say the letters as the teacher writes them on the board, and then students say and spell the word, clapping their hands for each letter. Students repeat these steps with the words *five* and *here*. In Unit 4, Week 3 of the Reading-Writing Workshop Bridge, the high-frequency words are *black* and *brown*. In Lesson 1 of the Workshop Bridge, students spell the sentences "Ben has brown hair" and "Pam has black shoes." In Lesson 2, students copy the two high-frequency words from a word bank in their Student Interactive.
- Materials include guidance regarding explicit instruction for decoding and encoding irregular high-frequency words. For example, Unit 1, Week 1, Lesson 3 says, "Display the high-frequency words *I*, *am*, and *the*. Say: Today we will practice identifying and reading some words that you will often see in text. To read these words, we can look for letter sounds we know. Point out sound spelling patterns students have learned, such as /m/ spelled *m*."

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

- The materials include decodable texts that align with the week's "Foundation Skills" lessons and aim to develop, practice, and reinforce students' skills a decoding and encoding regular and irregular high-frequency words. Each week of the unit contains a word work focus on foundation skills (phonological awareness, phonics, and high-frequency words). The Unit 1, Week 1 Word Study lessons related to high-frequency words focus on the words *I*, *am*, and *the*. The Unit 1, Week 2 Word Study lessons related to high-frequency words focus on the words *like*, *to*, and *a*. In Week 2 of the unit, students are asked to read the following sentences in the decodable text titled *Sam Sat*: "I am Sam," "I like (picture of girl)," "I like a mat," and "Sam sat at the mat." Students are asked to apply their high-frequency word knowledge from Week 1 and 2 to read the decodable story in Week 2.

- The materials include a variety of activities for students to develop and practice skills at decoding regular and irregular high-frequency words. For example, in the decodable texts located near the end of each unit, students are asked to decode and identify high-frequency words taught earlier in the week. In Unit 3, Week 1, Lesson 4, students read a decodable story titled *The Big Box*. The directions instruct the teacher to say, "When you see these words in the story *The Big Box*, you will know how to identify and read them. You will also see other high-frequency words you have learned: *a, we, they, that.*" For example, sentences from the decodable story include, "Where can we go?" said Jan" and "They went on a jet."
- Students also have access to the digital game "Word Islands," an online platform for students to practice learned high-frequency words independently throughout the year. According to the instructions, "Word Islands has 40 islands and lots of words. Each island has three levels. In the first two levels, collect the words that you hear. In the third level, beat the timed challenge to move on to a new island."

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

- Materials consistently include opportunities for students to recognize, read, and write high-frequency words in isolation. For example, in Unit 3, Week 4, Lesson 1, teacher directions state, "Display the high-frequency words *away, give, and little*. Point to the word *away* and read it. Have students point to the word *away* and read it. Repeat for *give* and *little*."
- Teacher-led small group options in each week of every unit include a "High-Frequency Words" section that allows students to practice with the words in isolation. In Unit 1, Week 2, Lesson 2, students make notecards with the week's words, which include *a, to, and like*. Students practice reading these words with a partner. In Unit 4, Week 2, Lesson 2, students "tape high-frequency words to paper cups." They read the words and stack the cups. If students misread a word, the teacher prompts them with the word, and they try again.
- The materials consistently include opportunities for students to recognize, read, and write high-frequency words in connected text. For example, the decodable story from Unit 2, Week 2, Lesson 4, *Bob on the Mat*, includes the following high-frequency words: *do, you, they, is, and the*. The teacher explicitly points out these words to students before they read the story. In Unit 3, Week 4, Lesson 3, students identify and underline the words *away, give, and little* in two sentences in their Student Interactive. Then, students read the sentences. Materials consistently include opportunities for students to recognize, read, and write high-frequency words in isolation. For example, in Unit 3, Week 4, Lesson 1, teacher directions state, "Display the high-frequency words *away, give, and little*. Point to the word *away* and read it. Have students point to the word *away* and read it. Repeat for *give* and *little*."
- Teacher-led small group options in each week of every unit include a "High-Frequency Words" section that allows students to practice with the words in isolation. In Unit 1, Week 2, Lesson 2, students make notecards with the week's words, which include *a, to, and like*. Students practice reading these words with a partner. In Unit 4, Week 2, Lesson 2, students "tape high-

frequency words to paper cups." They read the words and stack the cups. If students misread a word, the teacher prompts them with the word, and they try again.

- The materials consistently include opportunities for students to recognize, read, and write high-frequency words in connected text. For example, the decodable story from Unit 2, Week 2, Lesson 4, *Bob on the Mat*, includes the following high-frequency words: *do*, *you*, *they*, *is*, and *the*. The teacher explicitly points out these words to students before they read the story. In Unit 3, Week 4, Lesson 3, students identify and underline the words *away*, *give*, and *little* in two sentences in their Student Interactive. Then, students read the sentences. Materials consistently include opportunities for students to recognize, read, and write high-frequency words in isolation. For example, in Unit 3, Week 4, Lesson 1, teacher directions state, "Display the high-frequency words *away*, *give*, and *little*. Point to the word *away* and read it. Have students point to the word *away* and read it. Repeat for *give* and *little*."
- Teacher-led small group options in each week of every unit include a "High-Frequency Words" section that allows students to practice with the words in isolation. In Unit 1, Week 2, Lesson 2, students make notecards with the week's words, which include *a*, *to*, and *like*. Students practice reading these words with a partner. In Unit 4, Week 2, Lesson 2, students "tape high-frequency words to paper cups." They read the words and stack the cups. If students misread a word, the teacher prompts them with the word, and they try again.
- The materials consistently include opportunities for students to recognize, read, and write high-frequency words in connected text. For example, the decodable story from Unit 2, Week 2, Lesson 4, *Bob on the Mat*, includes the following high-frequency words: *do*, *you*, *they*, *is*, and *the*. The teacher explicitly points out these words to students before they read the story. In Unit 3, Week 4, Lesson 3, students identify and underline the words *away*, *give*, and *little* in two sentences in their Student Interactive. Then, students read the sentences.

## Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	12/12
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)</a>	N/A
5.E.3b	<a href="#">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)</a>	N/A
5.E.3c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12
5.E.3d	<a href="#">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 &amp; 2.A.3)(S)</a>	N/A

**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 (through cumulative review).**

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 guidance is not applicable to the grade level.

**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 guidance is not applicable to the grade level.

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

- The grade K Teacher's Edition provides a variety of activities for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words. For example, in Unit 3, Week 5, Lesson 1, students clap, listen, repeat, use pictures, and manipulate words to make nonsense words. The materials provide frequent review. For example, in Unit 5, Week 3, Lesson 3, students work on manipulating syllables again.

- The Reading Routines Companion offers several activities to review phonological awareness skills with syllables. In the lesson titled "Identify and Count Syllables in Spoken Words: One to Three Syllables," teachers model counting syllables, and students practice counting. The "Make It Easier" section teaches students to use their fingers to tap syllables. The "Make It Harder" section requires students to generate their own words to segment.
- The Savvas Realize digital platform provides a bank of practice for spelling words that align with the syllable patterns in grade K, including VC, CVC, CCVC, and CVCe. This spelling practice provides students an opportunity to practice decoding one-syllable words, thereby using knowledge of syllable types and syllable division principles. The Unit 4, Week 1 spelling practice asks students to apply the CVC pattern via words such as *hop*, *box*, *dot*, and *mop*. The words that the materials include illustrate a clear progression of instruction, ensuring the phonics concepts systematically progress to support student encoding as the words include more sound-spelling patterns.

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**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 guidance bullet is not applicable to the grade level.

## Foundational Skills

5.F.1	Vocabulary Development	7/7
5.F.1a	<a href="#">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. <sup>(S)</sup></a>	3/3
5.F.1b	<a href="#">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. <sup>(M)</sup></a>	4/4
5.F.1c	<a href="#">Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations.</a>	N/A

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

Evidence includes, but is not limited to:

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

- The Teacher's Edition helps students understand unfamiliar words using context. For example, in Unit 1, Week 1, Respond and Analyze Lesson 2, the lesson titled "Develop Vocabulary" focuses on the shapes of rocks found in the text *Mission Accomplished*. The vocabulary words for the lesson include *cube*, *circle*, *square*, and *triangle*. The teacher instructs students to use the "Read, Think, Ask" protocol. This protocol involves reading the word, picturing it in their mind, and asking how it looks. During the "Model and Practice" section of this lesson, teachers read aloud the word "cube" and students repeat it chorally. Teachers prompt students to look at the pictures at the bottom of the page. Teachers then ask, "Which is a picture of a cube?" In Unit 3, Week 2, Lesson 2, students use the same protocol to develop vocabulary knowledge for the text *The Story of the Cornbread Man*.
- The materials provide guidance helping students use context clues to understand unfamiliar words. For example, the Reading-Workshop Bridge for Unit 1, Week 3, Lesson 1 includes a mini-lesson on context clues. The teacher models how to use context clues to figure out the meaning of an unfamiliar word. In the Shared Read for Unit 2, Week 3, Lesson 2, the teacher reviews and models using context clues as students practice in their Student Interactive. The materials also cover context clues in Units 3-5.

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

- "Picture Dictionary Support" lessons are found at the end of every unit in the Teacher's Edition. These lessons offer teachers guidance for direct and explicit instruction on the purpose and use of picture dictionaries. The teacher receives specific instructions on what to say and how to teach students to use a picture dictionary, including a bulleted list of what students should know. The Unit 1 Picture Dictionary Support provides scripted guidance on effectively using print resources and demonstrates how to navigate through picture dictionaries using the Student Interactive resource. Unit 3 states that "students should: read each word, use pictures to figure out the meanings of the words, and think about how the words are alike to understand the topic." Students then use their Student Interactive, where they see a snippet of the picture dictionary and are asked to draw the meaning of the word. This resource is available in print (Student Interactive) as well as online (Online Student Interactive).
- The "Glossary Support" lessons at the end of each unit include direct and explicit lessons for teachers on instructing students to use a glossary. Lessons include scripted models and practice, Student Interactive pages with labels, and opportunities for students to apply their understanding by creating their own glossary entries. The "Glossary Support" sections in Units 1, 3, and 5 teach students how to use a traditional glossary using their Student Interactive, while Units 2 and 4 focus on digital resources such as online dictionaries.

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

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



## Foundational Skills

5.H.1	Handwriting	5/5
5.H.1a	<a href="#">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)</a>	2/2
5.H.1b	<a href="#">Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)</a>	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 offer explicit and systematic instruction on handwriting, including teacher modeling and practice opportunities. For example, in Unit 1, the "Skills Scope and Sequence" section provides lessons on prewriting strokes, proper sitting position, and pencil grip before students learn to write *Ll*, *li*, and *Tt*, which all contain vertical and horizontal lines in the letter formation. In Unit 2, students learn the letters *Oo*, *Cc*, *Aa*, and *Dd*, which all begin with the same backward circle motion. The materials encourage teachers to provide students with trays of sand as well as paper and pencils to practice forming the prewriting strokes.
- The handwriting lessons follow a "Focus, Model, and Practice" format. These lessons use color-coded text for teacher directions (black) and teacher language (blue) to provide explicit instruction. In Unit 4, Week 1, the Reading-Writing Workshop Bridge Lesson 1 includes instruction in the "Model" segment of the handwriting lesson. Here, the teacher demonstrates drawing both the uppercase and lowercase letter *H* on the board while explaining the formation process. Students then practice writing the letters in the air. The materials provide similarly structured lessons for each letter throughout the curriculum.

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**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 and activities for students to authentically practice handwriting skills. In Unit 2, Week 2, Lesson 3 of the Teacher's Edition, students are introduced to the letter *Ff* in phonics. During this lesson, students identify and write the letter *Ff*. The Student Interactive prompts students to trace the uppercase and lowercase letters on the page and then identify the letter *Ff*. The materials incorporate kinesthetic and visual



activities in handwriting practice. For example, in Unit 3, Week 2, Lesson 3, after teachers model writing Ss with correct formation and slant, students trace the letter with their fingers on the tabletop and complete a practice activity containing guidance for proper letter formation with arrows.

- The Resource Download Center includes a document titled "Handwriting Practice for All," which features visuals for posture, paper position, and pencil grip, along with activity pages that guide students in writing letters and words. For instance, after practicing the letters *Ll*, *li*, *Tt*, *Oo*, and *Cc* individually, students proceed to write words containing these letters such as *it*, *lit*, *cot*, and *lot*. The instructions emphasize paying attention to letter size, formation, and spacing.

## Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- Unit materials are designed to build knowledge based in the fields of science and the arts. In the "Selection Texts" resources in the Teacher's Edition, teachers receive guidance on "Cross-Curricular Perspectives." For example, the materials include the text *From Nectar to Honey* in Unit 2, Week 2, Lesson 2, Selection 2. Teachers are prompted to explain to students that bees are insects. Students then look at the diagram in the Student Interactive to identify the parts of a bee. The essential question in Unit 5 asks, "What can we learn from the weather?" Throughout the unit, students engage with a variety of texts focused on weather. In Week 2, students read the informational text *A Desert in Bloom* by Justin Scott Parr. In Week 3, they explore a collection of poetry by Eric Gansworth, including *Wehh-dooj' (It's Raining)* and *'Ees-aw-hah' Ees-ae'h' (The Sun Shining)*. In Week 5, students read a drama titled *Who Likes Rain?* by Stephen Krensky.
- The units in the materials are designed to build knowledge in the fields of social studies, history, and literature. In the selection text *Changing Laws, Changing Lives: Martin Luther King, Jr.*, located in Unit 4, Week 4, Lesson 2, teachers are provided with a "Cross Curricular Perspectives" addition. They are guided to explain to students that Martin Luther King, Jr. was a

famous American who exemplified good citizenship. Students then participate in a discussion about the actions that define good citizenship, sharing examples of other individuals they consider to be good citizens.

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

- The "Table of Contents" and "Scope and Sequence" sections, found in the "Getting Started with myView" resource, outlines an approach to knowledge building within and across grade levels. The "Scope and Sequence" section allows educators to see each TEKS band and the corresponding grade levels where these bands are taught. For instance, in the "Reading Comprehension Analysis" section, students from grades K-5 evaluate details to determine the main idea.
- The materials intentionally design units in accordance with a multi-year learning sequence to make connections and build student knowledge of topics year by year. For example, grade K, Unit 2 focuses on life science and living things, while grade 1, Unit 2 focuses on life science topics, such as what living things require to live.
- The materials include an Academic Vocabulary List, located in the "Getting Started with myView" resource. This list showcases an intentional design in unit themes and essential questions, following a multi-year sequence that builds students' knowledge of science topics. For example, in grade K, Unit 5, the essential question asks, "What can we learn from the weather?" In grade 1, Unit 5, the essential question asks, "How do the seasons affect us?" In grade 2, Unit 5 students learn how the Earth changes. In grade 4, Unit 5, students learn why it is important to understand our planet. Throughout the years, these units build students' knowledge of the outside world.

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

- Each unit follows a six-week instructional routine. Weeks 1-5 feature lessons aligned with the Reading and Writing Workshop model, while Week 6 employs a Project-Based Inquiry model. The unit focuses on an overarching essential question, with each week addressing a weekly question that connects to the unit theme. For example, in Unit 3, the theme is titled "Tell Me a Story." The essential question asks, "Why do we like stories?" Week 1's weekly question asks, "What can we learn from stories?" Week 2's weekly question asks, "How are two versions of the same story alike and different?" This structure allows students to delve deeper into interconnected knowledge-building topics and texts.
- Unit 2 is titled "Living Together," and, throughout six weeks, it explores how different living things coexist. Throughout this period, students engage with various genres: in Week 1, students explore an informational text titled *Animals on the Move*; in Week 2, students study another informational text titled *From Nectar to Honey*; Week 3 involves a fiction text titled *Do We Need This?*; Week 4 includes an informational text titled *Open Wide!*; Week 5 introduces a

persuasive text titled *Run, Jump, and Swim*; Week 6 concludes with a Project-Based Inquiry in which students create their own informational text.

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

- Lessons within the unit are connected to the overall unit theme and essential questions. Students are introduced to the essential question and unit goals at the beginning of the unit, and lessons within the unit connect back through discussions and activities. For example, the essential question for Unit 3 asks, "Why do we like stories?" In Week 4, Lesson 1, after reading a fictional story about two friends who go to the library, teachers lead students in a discussion about the setting and sequencing events in stories.
- The anchor texts for each unit of study connect to the unit theme and help build students' interconnected background knowledge over time. Unit 4's theme, titled "Then and Now," prompts students to explore lessons from the past. Each week features a text that connects to a weekly question derived from the unit's essential question. Week 1's question asks, "Why is it important to improve inventions?" and connects to the text *Cars Are Always Changing*. Week 2's question asks, "How do we learn about the past?" and connects to the text *Uncovering the Past*. Week 3's question asks, "How has communication changed over time?" and connects to the text *Grandma's Phone*. Week 4's question asks, "What was life like in the past?" and connects to the text *Changing Laws, Changing Lives: Martin Luther King, Jr.* Week 5's question asks, "What can we learn from family traditions?" and connects to the text *Tempura, Tempora*.

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

- The materials integrate vocabulary, discussion, and writing activities that align with the lesson's knowledge-building topic. This integration is evident in the "Read Like a Writer, Write for a Reader" section of the Reading-Writing Workshop Bridge. In Unit 3, Week 2, students practice using descriptive words similar to those found in the weekly text, *The Cornbread Man*. During Lesson 4 of the Reading-Writing Workshop Bridge, students focus on pronouns, which also appear in students' shared reading for the week.
- The vocabulary words for each week connect to the overall theme of the unit and build students' knowledge of the topic. For example, the theme of Unit 5 is titled "Outside My Door," and focuses on weather. In Week 1, students are introduced to the words *weather*, *rainy*, *windy*, and *snow*. In Week 4, students are introduced to the words *tornado*, *powerful*, *strong*, and *blizzard*.
- The Project-Based Inquiry lessons in Week 6 of every unit provide ample opportunities for students to participate in discussions connected to the knowledge-building topic of the unit. For example, Unit 4's project is for students to interview an older family member about their life as a child. "Collaborate" call-outs in the Teacher's Edition provide opportunities for partner and/or whole-group discussion. In one of Lesson 1's "Collaborate" call-outs, teachers remind students "that the Academic Vocabulary words *time*, *change*, *discover*, and *tradition* all relate

to the unit theme, "Then and Now." Next, teachers model using the words in sentences related to their research plan. Students have an opportunity to practice developing their research plan with a partner using their Student Interactive.

- Grammar activities are not connected to the knowledge-building topic. For example, Unit 2's theme, "Living Together," focuses on the needs of living things. In Week 4's Reading-Writing Workshop Bridge, the "Language & Conventions" section focuses on verbs. In Lesson 3, teachers model past tense verbs using the sentence "We stopped the car at the red light" to model the verb "stop" in the past tense. Students then practice with two unrelated sentences: "I talked to grandma yesterday" and "Last fall I started school." These sentences do not relate to the theme, which pertains to the needs of living things.

## Knowledge Coherence

6.A.2	Context and Student Background Knowledge	3/3
6.A.2a	<a href="#">Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.</a>	1/1
6.A.2b	<a href="#">Materials activate or supply background knowledge by making connections across units within a grade level. (S)</a>	1/1
6.A.2c	<a href="#">Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)</a>	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 an "Academic Vocabulary" list in the "Getting Started with myView" section. This list demonstrates an intentional design in unit themes and essential questions, thus providing a multi-year sequence to build student knowledge. For example, in grade K, Unit 5, the essential question asks, "What can we learn from the weather?" In grade 1, Unit 5, the essential question asks, "How do the seasons affect us?" In grade 2, Unit 5, students learn how the Earth changes. In grade 4, Unit 5, students learn why it is important to understand our planet.
- Similarities between units are apparent across unit titles. For example, the grade K units progress as follows: Unit 1: Going Places; Unit 2: Living Together; Unit 3: Tell Me a Story; Unit 4: Then and Now; Unit 5: Outside My Door. Similarly, the grade 1 units progress as follows: Unit 1: My Neighborhood; Unit 2: I Spy; Unit 3: Imagine That; Unit 4: Making History; Unit 5: Beyond My World.
- Grade K, Unit 1 explores special places, while grade 1, Unit 1 explores the concept of a neighborhood. Both units focus on growing student knowledge of places, focusing on what students learn about places and their people. Extending this concept further, grade 2, Unit 1 examines how different places affect us; grade 3, Unit 1 examines how the environment affects us; grade 4, Unit 1 considers how a place affects how we live; grade 5, Unit 1 explores how journeys change us. Each grade level includes an essential question for every unit, with questions that build on one another across grade levels. For example, the grade 1, Unit 1 question "What is a neighborhood?" builds on the previous grade level Unit 1 question, which was "What makes a place special?" Both questions address the concept of a place, with the older grade level providing more specificity. The materials provide essential questions in the "Unit Overview" section of the Teacher Edition.

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

- In the "Weekly Launch" section of each unit, students review the essential question for the lesson theme. Students are then introduced to a weekly question that connects to the larger essential question. For example, in grade K, Unit 1, the essential question asks, "What makes a place special?" The Week 2 question asks, "What is exciting about moving to a new place?" In Unit 4, the essential question asks, "What can we learn from the past?" The Week 4 question asks, "What was life like in the past?"
- The materials include lessons that make connections to previous learning and texts that students have read, building students' background knowledge. For example, in Unit 2, Week 3, Lesson 5, the materials direct teachers to ask students about the text *From Nectar to Honey*, which students read the previous week. Then, the teacher draws connections between that text and the new text, titled *Do We Need This?* The students draw parallels between what bees need and what the main characters of the new story need. In Unit 3, Week 5, Lesson 4, students connect the myth they are currently reading, *Mosni Can Help*, to the folktale titled *The Story of Cornbread Man*, which students read in previous weeks.

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**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 the student's engagement with the text. In Unit 1, Week 2, before students read the text *Too Many Places to Hide*, the materials prompt the teacher to model a "First-Read-Think-Aloud" activity. The materials provide teachers with a script to model, which asks questions to students before reading. These questions ask, "Who is hiding?" and "What is the character hiding?" The materials also provide a "Preview Vocabulary" section in which students "use pictures and background knowledge to share what they already know about the words." The teacher asks students questions to help clarify meaning. For example, in Unit 4, Week 3, Lesson 2, students are introduced to the text *Grandma's Phone*. Students read the vocabulary words *farm*, *visit*, and *pumpkin*. Then the teacher asks, "What can you see on a farm? Where would you like to go for a visit? What can you do with a pumpkin?"
- Each unit begins with background information on the theme for teachers, direct and explicit lessons for students, as well as an introductory video for the unit. For example, the theme of Unit 3 is "Tell Me a Story," which includes an introductory video about different types of stories found in a library, as well as turn-and-talk questions for students to discuss the stories they like to read. The introductory lesson presents the unit goals and academic vocabulary, including the words *choose*, *explain*, *meaning*, and *character*.



## Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials include five six-week units designed around a central theme and essential question. Each lesson includes activities and discussions that build upon the unit's central idea. For example, Unit 4 asks students what they can learn from the past. In Week 2, students explore an infographic detailing ways to learn about the past, participate in a shared reading of a narrative nonfiction text called *Uncovering the Past*, and are exposed to a variety of leveled readers including *Family Teachers* and *In the Museum*. In Week 4, students listen to biographies of Benjamin Franklin and Martin Luther King, Jr.
- At the beginning of each unit, the materials include a "Unit of Study" overview that explains the big topics, ideas, and themes with which students will engage. In Unit 4, "Then and Now," students are introduced to the essential question, "What can we learn from the past?" Then, students are given weekly questions through which they can relate to the weekly texts they are reading. For example, in Unit 4, Week 5, students read a text titled *Tempura, Tempura*. Students consider the following question: "What can we learn from family traditions?" While interacting with this question, students engage with the theme and topics through discussion and written responses.
- The materials include tasks that require students to engage with the themes of each unit. The Project-Based Inquiry at the end of each unit culminates with tasks that support the theme from the previous six weeks. For example, Unit 1 is titled "Going Places" and supports

students' knowledge-building about various places students may visit. The Project-Based Inquiry instructs students to research art and history museums.

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

- Questions and tasks prompt students to synthesize knowledge and concepts between texts within and across lessons. At the beginning of each unit, teachers receive a "Unit Theme" layout showing each week's text and what students will learn and synthesize from the text. This layout also illustrates how the texts progress throughout the five weeks, culminating in a Project-Based Inquiry in Week 6. For example, in Unit 3, students work with five different texts, including folktales, fairy tales, poetry, fiction, and myths. The Unit Overview outlines that students will start by visualizing the text. Then, students compare and contrast, discuss the author's purpose, and make connections to the plot in myths. Finally, students are prompted to connect the unit theme to real-world learning by researching and problem-solving an issue related to the theme "Tell Me a Story."
- At the beginning of each week, students consider a question that connects to the unit's essential question. These questions prompt students to synthesize knowledge and concepts between texts within and across lessons and units. For example, in Unit 5, titled "Outside My Door," students consider the following question: "What can we learn from the weather?" Then, throughout each week, students are asked questions that include the following: "How can people learn to live in bad weather? How do we describe weather? How can we protect ourselves in bad weather?" These questions keep students focused throughout the unit to synthesize knowledge and concepts across texts and lessons.
- The materials include tasks that require students to engage with the themes of each unit. The Project-Based Inquiry at the end of each unit culminates with a task that supports the theme from the previous six weeks. For example, Unit 2 is titled "Living Together" and focuses on the needs of living things. The Project-Based Inquiry instructs students to research pets, as well as write and draw about pets' needs. The materials include a "4-Point Rubric" resource. This offers teachers guidance on scoring the project's focus, research, development, conventions, and students' speaking and listening. Students develop these skills throughout Unit 2.
- Questions and tasks do not prompt students to synthesize knowledge and concepts across texts and units. While students have various opportunities to synthesize their learning within each unit through project-based learning and varied genres of text, these activities remain isolated within each unit. There is no evidence of opportunities to synthesize knowledge between units.

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

- In Week 6 of every unit, students work through a Project-Based Inquiry to demonstrate their knowledge of the unit topic. Students make connections across related text. In Week 6, Lesson 1, Unit 2, titled "Living Together," students compare across texts. During this lesson,

students prepare for their inquiry-based project by revisiting each genre of texts and understanding how each text is different but also connected by the unit theme ("Living Together"). The materials prompt teachers to ask questions, helping students compare themes, events, and genres across texts.

- The materials include projects at the end of each unit that encourage students to connect the unit theme with other content areas. These activities include research projects, interviews, and performances. For example, in Unit 3, after reading various folktales, fables, and myths, students research a story and write or draw about why others should read it. Students use pictures, digital media, and print material to complete their research. In Unit 5, Week 6, after reading a variety of texts about weather, students research their favorite season or type of weather and write a persuasive song or poem. Students share their research and reflect on the essential question, "What can we learn from the weather?"

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

- The materials offer opportunities to apply new understanding to contexts beyond the classroom in Week 6's Project-Based Inquiry. During the inquiry and research lessons, students inquire about their topic, ask questions, and use personal experiences as part of their research. Students then use various research tools, such as books, computers, and real-life experiences. Teachers guide students through the research process using their Student Interactive. This resource allows students to collect information for their project to apply a new understanding of their topic. For example, in Unit 4's project, students interview a family member about their childhood. The project involves pre-planning, question generation, and conducting an interview.
- The materials include "Family-School Connection" letters located in the Assessment Guide for each unit of study. These include open-ended school-to-home discussions that allow students to deepen new understandings outside of the classroom. For example, the Unit 3 "Family-School Connection" letter contains guidance for families to help start conversations with their children. This includes the following questions: "How are folktales and fairy tales different? How are they the same? Who was the most interesting character in the story you read today?" The materials also include activities such as the "Letter Hunt," in which students find words beginning with letters that they have learned.

## Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials include an "Academic Vocabulary" list in the "Getting Started with myView" section on the Savvas Online Platform. This scope and sequence provide teachers with the academic vocabulary that they introduce at the beginning of each unit throughout the year. Students have the opportunity to "generate more words connected to the unit academic vocabulary. Words are generated by meaning, word parts, and context clues throughout the week." Students are then able to practice and apply this list of words throughout the unit.
- The academic vocabulary introduced in each unit is connected to the unit's theme and essential question, thus supporting knowledge-building. For example, Unit 1, "Going Places," explores how people and things move using the terms *map*, *move*, *land*, and *special*. Unit 3, titled "Tell Me a Story," looks at storytelling and how stories help us understand the world. This unit features the vocabulary words *choose*, *explain*, *meaning*, and *character*. Unit 5, titled "Outside My Door," studies observation and preparation for the natural world. This unit employs the terms *effect*, *measure*, *prepare*, and *extreme*.
- The materials include a year-long scope and sequence for academic vocabulary. Vocabulary is connected to the theme of each unit and supports knowledge building. The materials do not designate the vocabulary words as being either tier 2 or tier 3.

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

- The "Weekly Vocabulary" lessons include practice, application, scaffolds, and supports to help teachers differentiate vocabulary development for all learners. In Unit 1, Week 5, Lesson 2, students use a "Look, Think, and Respond" protocol to develop vocabulary. Students look at pictures, think about what the pictures show and how to describe the objects, and then respond by telling the meanings of words using the images and other words on the pages. The materials provide teachers "Formative Assessment" and "Quick Check" resources, including supports and scaffolds. Teachers are prompted to "notice and assess." If students struggle, teachers revisit instruction to clarify word meanings using images and text in the "Small Group" guide. If students show understanding, teachers extend instruction to further clarify word meanings using images and text. In Unit 3, Week 1, students work with words from the text *How Anansi Got His Stories* in their Student Interactive. Students circle pictures that match the three words from the story. If students struggle, teachers use the "Strategy Group" vocabulary lesson and models how to use images from the text to derive word meaning. Then, students practice independently.
- Each lesson includes "ELL Targeted Support" and "ELL Language Transfer" sections, offering strategies for all proficiency levels: beginner, intermediate, advanced, and advanced-high. These strategies can help any student struggling with vocabulary or language. In Unit 1, Week 1's "Concept Sort" section, the ELL Targeted Support guides teachers on using the "Concept Sort" strategy to teach English vocabulary by sorting objects. For beginners, teachers use fruit (apple, orange, banana) and eating items (plate, bowl, fork) to make two groups. In Unit 4, Week 1, Listening Comprehension Lesson 1, ELL Targeted Support instructs teachers to use visual aids to help students understand meanings. For beginners, teachers hold up pictures of a nurse, doctor, thermometer, and stethoscope, and students repeat the words. For advanced-high students, teachers pause at the words *nurse*, *doctor*, *patient*, *scale*, *thermometer*, and *stethoscope* in the text and ask which word fits the sentence.
- The materials include a Reading Routines Companion, located in the Foundational Skills Kit, which includes opportunities for teachers to differentiate vocabulary instruction for all learners. The Reading Routines Companion includes systematic routines for vocabulary development and instructions for teachers to provide corrective feedback. Each vocabulary activity includes corrective feedback, "Make It Easier" activities for students who struggle with understanding, and "Make It Harder" extension activities for students who are on or above level.

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

- In the "Weekly Vocabulary" lessons, the materials include tasks to engage students in using key academic vocabulary purposefully. In the "Formative Assessment: Apply" section, teachers have two options for students to use key vocabulary. In Unit 2, Week 2, the first option requires students complete the Student Interactive page to practice vocabulary, while

the second option requires students to find and list unfamiliar words from their independent reading texts that tell about a topic. In Unit 3, Week 3, students learn the words *fast*, *soon*, *down* and *great* by discussing what they already know about the words. Students make personal connections, read the words in a selection of poetry, use pictures, and make connections to the unit's academic vocabulary.

- Each week of the unit contains a "Develop Vocabulary" mini-lesson that connects to the weekly Shared Read text and highlights vocabulary the author uses in the texts. In Unit 1, Week 1, students explore the vocabulary terms *cube*, *circle*, *square*, and *triangle*. In Unit 1, Week 2, students explore the vocabulary terms *crawls*, *peeks*, *unpacks*, and *plunks*. Student Interactive pages for each "Develop Vocabulary" lesson provide an opportunity for students to engage students in purposeful use of key academic vocabulary (e.g., complete the sentence, match the word with images, or draw).
- In the Reading Resource Companion, tasks are designed to engage students in using key academic vocabulary purposefully. In the "Oral Vocabulary: Read Aloud" lesson, students explore different words in a read-aloud text to better understand the story. The teacher can choose options from the "Make it Easier" or "Make it Harder" sections of the lesson. Examples of purposeful student engagement include having students explain the word in the context of the story, illustrate the word, or list synonyms that describe the word.

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**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. In the Student Interactive for Unit 1, Week 1, students are asked to complete a vocabulary match in which students match the vocabulary words that are shapes to a picture of the corresponding shape. In Unit 3, students are asked to match a vocabulary word and a picture by circling the correct image between an example and a non-example.
- Within weekly lessons, the materials include explicit nonverbal teaching techniques and images to enhance vocabulary acquisition. For example, in Unit 3, Week 3, when introduced to the words *fast*, *soon*, *down* and *great*, teachers are directed to have students use gestures and sketches to internalize new vocabulary. In another Week 3 lesson, students are directed to use pictures to help them think about the meaning of words.
- The materials use images and visualization to effectively convey information, and students frequently analyze illustrations to create meaning or clarify aspects of a text. For instance, in Unit 1, Week 1, Lesson 3, the mini-lesson emphasizes that readers visualize characters (who the story is about), the setting (where and when the story takes place), and the plot (what happens). The mini-lesson also highlights how authors select words to help readers visualize events. During the "Model and Practice" section, students use the Student Interactive to identify words and practice visualizing them.



## Knowledge Coherence

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

**The materials support instruction for students to ask and generate questions for inquiry. Materials support instruction for students to generate and follow a research plan. Materials support students in identification of relevant sources based on their questions. Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research.**

Evidence includes, but is not limited to:

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

- In Week 6 of each unit, the materials facilitate instruction for students to ask and develop questions for inquiry. During this week, students engage in a Project-Based Inquiry that involves a five-step process: inquire, conduct research, refine research, collaborate and discuss, and reflect on the unit. In Unit 3, Week 6, students research their favorite story and write a letter persuading others to read the story they chose. Students work in partners to generate questions about a story, go to the library to learn how to find information, and use a database to find stories. Unit 4, Week 6, Lesson 2 of the Project-Based Inquiry includes a step titled "Conduct Research," which guides students in generating questions for research. In this lesson, students are instructed to ask questions to conduct an interview. The teacher clarifies that conducting an interview involves asking questions that a family member will answer (in this case, about students' childhood). Students create personalized questions based on the family member they are interviewing.
- In the Resource Download Center, the "Speaking and Listening" section offers lesson outlines in the form of worksheets that reinforce the skills students need for collaborative conversations, including talking, drawing, sharing, listening, and asking questions. These worksheets are designed for student use throughout various lessons and units. Step 4 of the "Whole Class Discussion" is titled "Ask," which prompts the teacher to encourage students to ask questions about a particular topic. The teacher models different types of questions as necessary to guide students in effective questioning during the discussion.



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

- During Week 6 of each unit, the materials guide students through a Project-Based Inquiry using a five-step process: inquire, conduct research, refine research, collaborate and discuss, and reflect. For example, in Unit 1, Week 6, Lesson 1, the materials provide students with a scaffolded Museum Research Plan in their Student Interactive, which serves as an introductory lesson to research plans. The materials provide students with the following research plan steps: "Research the museums; Choose which one you want to go to; Draw or write to tell why; Share with others."
- In Unit 3, Week 6, students research stories and write a letter persuading others to read their stories. Throughout the week, teachers guide students in developing and implementing a research plan. Lesson 2 includes a mentor text and space for students to draw. Lesson 3 includes an infographic with an image of a database to introduce students to online research. Lesson 4 includes a note-taking model.
- In Unit 5, students utilize a research plan to explore their favorite season or type of weather. They receive a collaborative checklist titled "Weather Research Plan" to customize with a partner. The first step, "choose a type of weather," is pre-filled, prompting students to complete the remaining steps. Teachers offer instructions such as "research the weather and write about it" to assist students in this process. Students then complete their research and use their findings to create a persuasive song or poem.

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**Materials support students in identification of relevant sources based on their questions. (S)****Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S)**

- The "Conduct Research" step of the Project-Based Inquiry supports students in their identification of relevant sources. For example, in Unit 1, Week 6, Lesson 2, the teacher explains how librarians help people find what they need for their research. In the Unit 5 Inquiry-Based Research Project, students learn to "look online" to gather necessary information. The materials provide teachers with guidance in blue text, directing teachers to show students a picture of a search engine in their Student Interactive. Teachers explain how to use the search box with a scripted example: "For instance, this person wants to know more about rainy weather, so that is what is typed in the box. Now, work with a partner to discuss the picture and generate questions about your favorite weather or season. For example, "How cold does it have to be for snow? What are fun things to do in the fall? Which season has the hottest weather?" The materials then instruct teachers to clarify that students find answers to these questions online.
- The materials include multimodal resources to help students organize, find, and communicate their learning or research findings. For example, every Project-Based Inquiry found at the end of each unit includes a "Research Plan" section in the Student Interactive. This plan allows students to gather research and outline how to share their findings with others. For example, in Unit 1, Week 6, Lesson 5, the "Share" section instructs teachers that

"students should select a suitable way to present their work, such as speaking orally or writing, and practice delivering their presentations with their partners." Unit 5 includes an inquiry-based research project that teaches students to take notes to easily recall and organize the research they have gathered. Students are prompted to create a list chart on which to organize their notes. The Student Interactive prompts students to either write or draw their notes to show facts concerning the type of weather they are researching.

## Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials reflect the inclusion of text types and genres within each unit. Unit 1 includes realistic fiction, informational text, and persuasive text. Unit 2 features informational text, fiction, and persuasive text. In Unit 3, students read the folktale *How Anansi Got His Stories* as well as a fairytale, a collection of poetry, a fictional story, and a myth titled *Monsi Can Help*. All of these texts connect to the unit theme, titled "Tell Me A Story." Unit 4 offers narrative nonfiction, fiction, and informational text. The anchor texts in Unit 4 align with various genres: *Cars Are Always Changing* (narrative nonfiction); *Uncovering the Past* (narrative nonfiction); *Grandma's Phone* (fiction); *Changing Laws, Changing Lives: Martin Luther King, Jr.* (narrative nonfiction); *Tempura, Tempera* (fiction). Unit 5 presents informational text, poetry, drama, and persuasive poems.
- The materials include online access to a leveled library containing digital texts in various genres at multiple levels of complexity. The texts feature "text structures and features aligned to the continuum of text levels and provide audio and word-by-word highlighting to support students as they read." For example, a "Level A" non-fiction text, *On the Farm*, includes real pictures of various aspects of farm life and follows a predictable pattern. The text's pictures match up to the sentences on the page. A "Level D" realistic fiction text, *The Storm*, has a more complex structure, but still follows a predictable pattern.

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

- The core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. The "Text Complexity" chart in the "Getting Started with Savvas" section of the online platform explains to educators each text's qualitative measures, such as levels of meaning, text structure, language conventionality and clarity, as well as the knowledge demands within each unit. For example, in Unit 1, the text *Many Places to Hide* has a Lexile of 290L. The average sentence length is 4.85 words, the word frequency is 3.343, and the word count is 97. These measures ensure that the core texts used for instruction are evaluated and written on grade level.
- Students read texts with increasing Lexile levels as they progress through the units of study. For example, in Unit 1, students read texts ranging from 200L to 290L. In Unit 5, students read texts ranging from 290L to 420L.

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**Texts are well-crafted and are of publishable quality.**

- The texts included in the material are well-crafted and of publishable quality. The texts are appealing and interesting to children, and they are free of errors. For example, in Unit 2, students read *Do We Need This?* Students connect personally with the developed characters and engage with the colorful and detailed pictures. Students are also introduced to an informational text, *Open Wide!* This text teaches students about the different characteristics of animal mouths and how this helps animals survive.
- Unit 4 includes a narrative nonfiction selection titled *Cars Are Always Changing*. The selection includes authentic images of cars as early as 1913 and as contemporary as 1987. In addition, the text shows a rendering of a futuristic car that can fly. The text uses a simple Sans-Serif font for clear letter formation and spacing between letters and words. The text is free of spelling and grammatical errors.
- Week 3 of Unit 5 features a poetry collection as its anchor text. The selections include well-crafted images of children in an outdoor setting with rain falling. Later, the images show rays of sunshine, a rainbow, and a garden. These illustrations clearly represent the objects pictured rather than offering abstract artistic interpretations. The poetry collection introduces words from a foreign language, such as "Wehh-doo" (it's raining) and "Ees-aw-hah Ees-aeH" (the sun shining), using quotation marks to highlight these words throughout the text.

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

- The materials include diverse texts across multiple content areas throughout the thematic units. The materials include traditional, classical, and diverse texts across multiple content areas within the thematic units. In Unit 3, titled "Tell Me a Story," students read several traditional folktales, including *How Anansi Got His Stories* by Ibi Zoboi. Students read

traditional fairy tales, including *The Gingerbread Man*. Students also read a myth titled *Mosni Can Help* by Ruth Chan.

- Unit 4's theme is titled "Then and Now," and the unit includes a variety of traditional, contemporary, classical, and diverse texts across multiple content areas. There are three narrative nonfiction texts: *Cars are Always Changing*, *Uncovering the Past*, and *Changing Laws*, *Changing Lives: Martin Luther King, Jr.* Unit 4 includes two fictional texts: *Grandma's Phone* and *Tempura, Tempura*. These texts feature two families. One is Portuguese and the other is Japanese.

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

- The texts include content that is relevant and engaging. As seen in the novels and trade book list found in the "Getting Started with Savvas" section of the online platform, the texts authentically reflect students' backgrounds and experiences. For example, in Unit 4, the materials feature a contemporary text titled *Tempura, Tempura* by Lyn Miller-Lachmann. This text enables students to connect two cultures and multiple content areas, such as literacy and social studies.
- The materials include folktales, fairy tales, fables, and myths, allowing teachers to expose students to different worldviews and cultures. For example, in Unit 3, students read the folktale *How Anansi Got His Stories*, a fairy tale about the Gingerbread Man, as well as the myth *Mosni Can Help*. This myth, which shares a traditional story from Mexico, tells students about Mosni and his desire to help Hant Caai build a beach.

## Text Quality and Complexity

7.2	Interaction with Grade-Level Text	8/8
7.2a	<a href="#">Materials include opportunities in each lesson for students to interact with grade-level text.</a> (S)	1/1
7.2b	<a href="#">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.</a> (S)	5/5
7.2c	<a href="#">Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.).</a> (S)	1/1
7.2d	<a href="#">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).</a> (S)	1/1

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

Evidence includes, but is not limited to:

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

- The materials include opportunities in each lesson for students to interact with grade-level texts as seen in the "Shared Reading" section of the Reading Workshop. For example, in Unit 1, Week 1, Lesson 2, students interact with the text *Mission Accomplished!* This text has a Lexile level of 200L. The Teacher's Edition includes questions such as, "Who are the characters in the story?" The Student Interactive provides questions such as, "Why does the author have the children go home?" and "What do the children do?"
- Each week's lessons in the Teacher's Edition include grade-level text with opportunities for students to apply their understanding through discussion, written responses, and text-dependent comprehension questions. In Unit 3, Week 2, students read a version of *The Gingerbread Man* and are asked, "Why does the gingerbread man jump up?" and "What happens to the gingerbread man at the end of the story?" The materials also include directions for students to underline and highlight words that help them know the answers to the questions. In Unit 3, Week 4, students read "The Best Story" and discuss how a picture in the text helps them understand what a castle is. Students also record which character's opinion they agree with.

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

- The materials provide opportunities for students to listen to, think about, and discuss texts during close-read mini-lessons. For example, in Unit 2, Week 4, after reading an informational text about animals, students are asked to respond orally to the following questions: "Which animal was the most interesting to learn about? How does that animal eat? What does that animal make you think about?" Then, students are asked to write or draw their responses. Additionally, in Unit 3, Week 2, after reading the folktale *The Clever Monkey*, students are asked to work with a partner to retell the story and discuss connections between the main character and other characters they have read about. Then, students write about how tricky characters use their imaginations.
- The materials provide opportunities for students to justify their thinking orally and in writing. In Unit 1, Week 1, Reading Workshop Lesson 5, students receive explicit instruction on how to demonstrate their learning while reading. For example, students are instructed to listen carefully to the question being asked, use pictures and text to find textual evidence, and think about how their answer could be illustrated or written in words. Students have numerous opportunities to justify their thinking throughout the materials. In Unit 2, Week 3, the materials focus on identifying and describing characters. Students read the text "Do We Need This?" In Lesson 2, students underline words that show what the main character, Alex, is like. In Lesson 3, students draw a picture of the main character that includes details. In Unit 3, Week 1, students discuss the theme of the text "How Anansi Got His Stories." The teacher explains that the theme is the big idea of a story, and students use evidence to justify their thinking as they discuss and underline parts of the text that reveal the theme.

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

- The materials provide opportunities in each lesson for students to discuss specific aspects of grade-level text. For example, in Unit 1, Week 1, Lesson 1, students read a short realistic fiction model text in their Student Interactive. They turn, talk, and share with a partner "about how they know this is a realistic fiction story." In Unit 3, Week 4, Lesson 3, students discuss and identify the author's purpose. Students may either circle the author's purpose and draw details from the story that support their answer in their Student Interactive or use sticky notes in the independent reading text to indicate words and text features that offer clues to the author's purpose. In Unit 3, Week 5, students read a myth and discuss the plot of the story, including the problem and resolution. Students retell the plot of the story through guided discussions. In Unit 4, Week 1, students engage with the text *Cars Are Always Changing* and learn how to find important details. In the "Assess and Differentiate" section for that week, the materials extend this text analysis to independent reading texts. The materials provide guidance for teachers to ask students about important details about texts they have read.
- The materials provide opportunities in each lesson for discussing specific aspects of grade-level vocabulary in the "Strategy Group" section of the Reading Workshop. In Unit 5, Week 2,



students develop vocabulary by revisiting the text *A Desert in Bloom*. Students discuss the pictures using vocabulary words that correspond with the pictures. Students are prompted to look back into the text for assistance during the discussion.

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

- The materials involve students in various reading skills via the "Close Read" routine within the "Shared Read" portion of the Reading Workshop. Close reading with the weekly texts in each unit enables students to practice skills such as generating questions, making and confirming predictions, and making inferences. For example, in Unit 2, Week 4, students make and confirm predictions and identify text features in *Open Wide*. In Week 5, students synthesize important details from the text *Run, Jump, and Swim* and compare these details to their own lives, thereby making connections between the texts. Students have additional practice with the text *Run, Jump, and Swim* in the "Strategy Group" portion of the Reading Workshop. Students analyze the text and think about things that people do to stay healthy. Then, students once again discuss how to make connections between these texts and their own lives. In Unit 3, Week 1, lessons include teacher modeling and guided discussions on visualizing details about the theme in the folktale *How Anansi Got His Stories*. In Unit 3, Week 4, lessons include teacher modeling and guided discussions on making and confirming predictions about the fictional text *The Best Story*.
- The materials provide opportunities for students to participate in book talks with peers, focusing on reading skills during Book Clubs. The Book Clubs extend the opportunities for students to engage in a variety of reading skills with grade-level text. For example, Unit 4, Weeks 1-3 focus on the book *Farming Then and Now*. Students complete various book club routines (e.g., focusing on text during Week 1; focusing on pictures during Week 2; focusing on design during Week 3). When students focus on the text, they discuss the author's purpose and its connection to the unit theme. Students use a chart each week where they record their "noticings, connections, and wonderings" as they interact with the text in a variety of ways.

## Text Quality and Complexity

7.3	Supporting Access to Grade-Level Text	3/3
7.3a	<a href="#">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)</a>	2/2
7.3b	<a href="#">Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)</a>	1/1

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

Evidence includes, but is not limited to:

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

- The Teacher's Edition guides teachers to ensure all students can access grade-level text while maintaining rigor through embedded scaffolds, including think-alouds during the first reading. In Unit 2, Week 2, teachers model asking questions before reading the text *From Nectar to Honey*. The materials provide a script in blue text for teachers to read and demonstrate how to think aloud. Teachers model a think-aloud that helps students learn about bees and shows students where to find information. Teachers explain that to learn why bees fly from flower to flower, students should look at the photographs and read the text to find answers.
- In Unit 3, Week 1, the lessons use the text *How Anansi Got His Stories*, which is written at 360 Lexile. The materials offer a diverse array of teacher guidance, including lessons that preview vocabulary, "First Read" notes with discussion prompts, and "Close Read" notes to support students in visualizing details and determining themes. Teachers model identifying the problem using the story's first sentence, as well as thinking aloud about reading to find the problem's solution.
- The materials include teacher guidance and supports to ensure all students can access grade-level vocabulary. The materials offer a "Preview Vocabulary" section when the weekly text is introduced to students. In Unit 2, Week 1, Lesson 2, when teachers introduce the text *Animals on the Move*, teachers use the Student Interactive to introduce the words *butterflies*, *geese*, and *whales*. Teachers ask students if they have seen these animals or know anything about them. Teachers then explain that these words appear in the text. Students are told to look for the words as they read. In Unit 5, Week 2, Lesson 2, teachers use the Student Interactive to introduce the words *desert*, *soil*, *ground*, and *bloom* from the text *A Desert in Bloom*. Students share what they already know about deserts, and then teachers question students about this knowledge. Teachers ask students what can be planted in soil, as well as a few other

questions to activate students' prior knowledge. Then, teachers provide students with definitions as needed.

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

- The materials include extension activities located in the Resource Download Center. Each unit of study engages students in additional analyses of grade-level texts. Unit 3 extension activities include a Nonfiction Response Menu, Fiction Response Menu, Characters Response Menu, Plot and Setting Response Menu, and Vocabulary Response Menu with multiple activity choices for students to extend their thinking. For example, activities in the Characters Response Menu include the following: "Pretend you are the author. Write a story telling what happens next to your character."
- The materials include small group extension activities and resources in the "Assess & Differentiate" area of the Teacher's Edition for on-level and advanced students. This helps students engage and challenge their literacy development. For example, Unit 3, Week 1's extension activities include anchor charts that students use to brainstorm questions about characters. Students conduct research throughout the week and share their findings with others.
- The "Close Read" lessons in the Teacher's Edition include a "Quick Check: Notice and Assess" section. Teachers notice and assess students' understanding, deciding if students show proficiency. If students demonstrate proficiency, the materials provide opportunities for additional analyses of grade-level text. For example, in Unit 2, Week 2, Reader's Workshop Lesson 3, students identify text structure in an informational text. If they succeed, teachers extend instruction with additional small-group lessons. These lessons require students to identify sequences of events in their independent reading texts. The materials offer teachers guidance on providing leveled readers if needed.

## Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The "Text Complexity" chart in the "Getting Started with myView" tab on the Savvas Online Platform includes qualitative measures such as Lexile, average sentence length, word frequency, and word count for each text. The charts also examine qualitative measures of a text's complexity level that range from "simple" to "very complex." The charts note "levels of purpose, text structure, language conventionality and clarity, and knowledge demands." Additionally, each text has a rationale for its educational purpose and grade-level placement. For example, the Unit 4, Week 3 text titled *Grandma's Phone* includes quantitative measures (e.g., a Lexile of 200L, an average sentence length of 4.882, a word frequency of 3.598, and a word count of 83). The qualitative measures state that the text has a simple structure and conventional language clarity, while the levels of meaning and knowledge demands are rated as "medium" complexity. The rationale states that this text is placed in the "Grade K complexity band."
- The "Text Complexity" charts also include "Reader and Task Considerations for English Language Learners," "Intervention," and "On-Level/Advanced" support sections. These considerations help teachers plan for various student populations and provide a rationale for each text's educational purpose. For example, the core text *Tempura, Tempura* from Unit 4, Week 5 is a fictional text that compares foods from Japan and Portugal. The text highlights the introduction of foreign words, knowledge demands, and guidance on navigating the structure, thereby ensuring student comprehension.

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

- Each page in the "Text Complexity" chart includes a "Recommended Placement" box that explains the grade-level placement for each text, ensuring that core texts have the appropriate

level of complexity for the grade based on quantitative and qualitative analysis and their relationship to student tasks. The quantitative measures include Lexile level, sentence length, word frequency, and word count. The qualitative measures include levels of meaning, text structure, language conventionality and clarity, and knowledge demands. For example, in the Unit 1, Week 4 text title *Where is Twister?* the materials state that "the Quantitative Measures place this text in the Grade K complexity band." The materials also state that "the Qualitative Measures suggest that students might need additional support" with action words and knowledge demands related to farms and farm animals.

- The materials provide a "Text Complexity Chart" in the Savvas Online Platform. This chart details the appropriate complexity level for each grade based on quantitative and qualitative analysis and its relation to student tasks. The chart covers specific details and readability, text structure, language conventionality and clarity, and knowledge demands. It also explains each measure and how students interpret the text. For example, in the Unit 4, Week 1 text *Cars Are Always Changing*, the "Levels of Purpose" section is rated "simple." This is because the text explicitly states the author's intent on the first page, and the straightforward photographs help readers understand the text.

## Text Quality and Complexity

7.5	Read-Aloud, Shared Reading, and Independent Reading	10/10
7.5a	<a href="#">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.</a>	6/6
7.5b	<a href="#">Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)</a>	1/1
7.5c	<a href="#">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)</a>	3/3

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

Evidence includes, but is not limited to:

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

- The texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. The "Text Complexity" chart supports teachers in giving "recommended placement." For example, the materials include the text *The Story of the Cornbread Man* in Unit 3, Week 2, Lesson 2 as a shared read. The "Recommended Placement" box from the "Text Complexity" chart states that the "Quantitative Measures place this text in the Grade K complexity band." The materials also state that the "Qualitative Measures suggest that students might need additional support" with comparing and contrasting stories and pronoun-use as well as dialogue.
- The materials for read-aloud and shared-reading texts include a variety of structures from multiple genres. The following core/shared reading texts align to specific genres in Unit 4: *Cars Are Always Changing* (narrative nonfiction); *Uncovering the Past* (narrative nonfiction); *Grandma's Phone* (fiction); *Changing Laws, Changing Lives: Martin Luther King, Jr.* (narrative nonfiction); *Tempura, Tempura* (fiction). According to the "Text Complexity" chart, all of these texts fall within the grade K complexity band.

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

- Within each unit of study, materials include text for independent reading with a range of complexity, including leveled readers using the qualitative Guided Reading Levels (GRL) system. The GRL system is based on research by Fountas and Pinnell and examines ten factors. These factors include genre, text structure, content, themes, features of language, sentence complexity, vocabulary, number and difficulty of words, illustrations, and features of print. While students have access to all digital leveled readers, each weekly lesson plan includes suggestions for specific leveled readers to use with students. For example, leveled readers in Unit 3, Week 1 range from Guided Reading Level A-D.
- The "Trade Book" list provided in the "Getting Started with myView" section on the Savvas Realize online platform provides a list of texts that students use for their book clubs or in independent reading. This resource provides the Lexile levels as well as a synopsis of the text. For example, the Lexile levels range from 290L to 500L.

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

- The materials include a Daily Plan for the Reading Workshop in the "Front Matter" section of the Teacher's Edition, which schedules time for students to read independently. This plan suggests students spend 25-30 minutes working independently or collaboratively. The plan also recommends independent reading.
- At the beginning of each unit, the materials include Student Interactive pages with a plan for independent reading and tracking self-selected texts. For example, the Unit 3 Student Interactive features questions for students to ask themselves before reading to determine purpose, an independent reading log to track the number of pages students have read and an option to rate the book, as well as a unit goal of reading traditional stories.
- The materials include a plan for students to self-select high-quality texts and read independently for a sustained period, with strategies for planning and tracking progress toward independent reading goals. Each unit features a "Book Club" option that enhances engagement with either teacher-selected or self-selected books. In Weeks 1-3, lesson guidance uses texts from the unit of study. For Weeks 4-5, a list of additional texts is provided for students to explore and connect to the theme or spotlight genre. The "Book Club" lessons follow a routine that includes reading aloud from the teacher's book, establishing groups for sharing ideas, and focusing on different aspects of the book each week. They also offer support such as "Noticings, Connections, and Wonderings" charts. Collaboration in the "Book Club" lessons helps students improve their speaking and listening skills.



## Evidence-Based Tasks and Responses

8.A.1	Use of Text Evidence	18/18
8.A.1a	<a href="#">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)</a>	4/4
8.A.1b	<a href="#">Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)</a>	10/10
8.A.1c	<a href="#">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)</a>	2/2
8.A.1d	<a href="#">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)</a>	2/2

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

Evidence includes, but is not limited to:

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

- The materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension. In Unit 1, Week 1, the "Assess and Differentiate" activities provide "Guided Reading Instruction" prompts for the leveled readers. The prompts in this unit focus student discussions around narrative nonfiction, vocabulary, connections, important details, text comparison, and review word work. The prompts require students to reference the words and pictures in the text (e.g., "How are ideas shown in the pictures related to the text?"). In Unit 4, Week 2, Lesson 3, students find the main idea and supporting details in a text. They engage in a close reading activity with the text *Uncovering the Past*. Using a provided script, teachers guide students to consider how the title provides clues about the main idea of the text. Students then identify what the text is mostly about and locate details in the text that support the main idea.
- The materials include text-dependent questions and tasks that require students to use evidence from the text to justify their thinking. For example, in Unit 3, Week 2, Lesson 3, students compare two versions of the "Gingerbread Man" folktale using a Venn diagram. Students are directed to think about the endings of the story and look back at the text to justify their responses. In Unit 3, Week 2, Lesson 4, students use details from folktales to make

inferences. While looking back at the text in their Student Interactive, students circle their inferences in the text. Then, they "write evidence from each text that supports their understanding on the lines next to the pictures." Teachers remind students to look back at the texts.

- The materials include text-dependent questions and tasks that require students to use evidence from the text to support claims. In Unit 1, Week 3, Lesson 4, the formative assessment offers two options. The first option requires students to draw pictures in the Student Interactive of two things from the text that prove a library is a special place. The second option instructs students to use sentence frames to state the main idea of their independent reading text and support it with text evidence: "The main idea of my text is \_\_\_\_\_. Evidence for this main idea is \_\_\_\_\_."

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

- Questions and tasks require students to use text evidence when evaluating the language and craft of high-quality texts. In Unit 3, Week 3, Close Read Lesson 3, students use text evidence to evaluate the language and craft of the week's poetry collection. During this lesson, students discuss rhyme and rhythm and then determine if words rhyme or have a rhythm using textual evidence. Students read sentences to identify words that rhyme. They are then prompted to access their Student Interactive to find and underline the rhyming words in the sentence. In Unit 2, Week 5, Shared Read Lesson 2, students read the persuasive core text *Run, Jump, and Run*. Following the story, students explore the author's reasons for their claim. Students explain if they agree or disagree with the author's claim and provide evidence to support their thinking.
- Questions and tasks require students to use text evidence when evaluating the key ideas of high-quality texts. The materials include questions that prompt students to use text evidence when finding details. In Unit 1, Week 3, Lesson 1, students learn about the main idea and details in informational text. In Lesson 4, the Student Interactive guides students to identify the main idea of *At the Library*. Next, students "draw two details from the text that support their responses on the previous page."
- Questions and tasks require students to use text evidence when evaluating the structure of high-quality texts. For example, in Unit 2, Week 2, Lesson 2, students read *From Nectar to Honey*. Teachers explain how words sometimes tell the order in which things happen. Teachers then read the "Close Read" note in the Student Interactive, requiring students to "identify and underline the words that tell when each step happens in the honey-making process." In Unit 5, Week 2, Lesson 3, students evaluate an informational text that uses steps in a sequence. Students are instructed to look at the pictures to figure out if the author is going to explain a sequence. Students also search for time words in the text that tell when steps will happen.

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

- The questions and tasks require students to support their claims and justify their thinking through a variety of strategies such as comparing, paraphrasing, and discussing key ideas. Students use written, oral, and pictorial evidence from the text. In the "Reflect and Share" activity for Unit 2, Week 5, Lesson 5, students link the text "Run, Jump, and Swim" to their daily lives by paraphrasing evidence from the text. They discuss and answer the question "Why is exercise important?" using their ideas and evidence from the text. Students then create a picture summarizing what they have learned from the text.
- The materials include "Reflect and Share" activities located in the Teacher's Edition at the end of each week's lessons. These are designed for students to justify their thinking through a variety of strategies including comparing sources. For example, Unit 1, Week 4, Lesson 5's "Assess and Differentiate" section includes a strategy lesson in which teachers explain how "comparing different texts can help you learn about how different authors write about the characters and settings in stories." Teachers use a Venn diagram to assist students in comparing the main characters and settings in *Where is Twister?* and *In the Pit*. In Unit 5, Week 3, Lesson 5, after reading a selection of poetry about the weather, students work with partners to discuss how the weather in a self-selected text is different from the poems read throughout the week. In Unit 5, Week 4, Lesson 5, "students summarize what they learned about weather by comparing their independent reading text with one of this week's selections."

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

- Throughout the weekly lessons, questions and tasks are designed at different levels of cognitive complexity to provide students ample opportunities to engage in a text's analysis. Within the "Close Read" lessons each week, teachers ask students questions with specific Depth of Knowledge (DOK) levels assigned to each question. For example, Unit 3, Week 2, Lesson 2's "Check for Understanding" task requires students to identify the setting (Depth of Knowledge 1), answer how they know the story is a fairy tale (Depth of Knowledge 2), and compare two characters (Depth of Knowledge 3). The questions vary in complexity within a single "Close Read" lesson. For example, in Unit 4, Week 4, Lesson 2, students are asked to highlight new understandings (Depth of Knowledge 3), and then to underline dates and timelines (Depth of Knowledge 1).
- The "Teacher-Led Options" section includes a "Conferring" option, which incorporates questions and tasks of varying cognitive complexity. This approach encourages students to analyze the text through personalized one-on-one interactions. Teachers are equipped with conference prompts that include questions at different levels of complexity, along with tasks like drawing, speaking, or writing to respond. For example, in Unit 4, Week 4, during conferences about creating new understandings, teachers ask students about their new

insights or what details they combined to form new understandings. Students are encouraged to express their thoughts through drawing, speaking, or writing.

## Evidence-Based Tasks and Responses

8.A.2	Teacher Guidance for the Use of Text Evidence	4/4
8.A.2a	<a href="#">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)</a>	2/2
8.A.2b	<a href="#">Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (m)</a>	2/2

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

Evidence includes, but is not limited to:

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

- During the "Shared Read" section of the texts in each unit, the materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses through the "First Read" and "Close Read" protocols. Through these two routines, teachers think aloud to state their claims and then locate evidence during the close read to support their responses. Both the "First Read" and "Close Read" protocols provide teachers with prompts and scripted guidance in blue. For example, using the text *Open Wide*, teachers think aloud, pointing out the pictures on the pages that help readers understand what each animal's mouth looks like. Later in the text, during the close read, teachers demonstrate how to find text features and use evidence to help students grasp the purpose of each text feature.
- The Unit 1, Week 1, Lesson 4 "Close Read" lesson provides an explicit lesson on the use of text evidence. The mini-lesson includes guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. Using the text *Mission Accomplished!*, teachers model making an inference about the characters' mood and imagination. Teachers re-read the text and find evidence to support their inferences.

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

- The materials include guidance for the teacher on the use of structured opportunities to engage students in discussions using academic vocabulary. In Unit 3, Week 5, Lesson 2, the Teacher's Guide instructs students in a discussion about the plot of a myth used in the "Shared Reading" activity. Instructions for teachers include asking students, "How did the

story begin? What happened next? As a class, use responses to retell the plot." In Unit 4, Week 4, Shared Read Lesson 2, teachers model how to use vocabulary words to describe a picture. The script states, "I can see that Martin marched. I can use a vocabulary word to describe a picture in the text." Then, the materials provide guidance for teachers on how to lead students in a discussion with a partner, using vocabulary words to talk about the pictures in their Student Interactive.

- The materials include suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. Each week in a unit includes "Guided Reading Instruction" prompts, which support lessons throughout the "Assess and Differentiate" section of the Teacher-Led Options. These lessons help to facilitate a discussion among students about the text. The conferring options provide additional discussion prompts and guidance. In Unit 1, Week 2, Lesson 1, students engage in a discussion about their independent reading. The lesson instructs teachers to "ask students to explain the problem and the resolution in the book they are reading, using the sticky notes they placed on the pages." Possible questions include, "What is the problem in the story?" The prompts in Unit 4, Week 1 focus student discussions around narrative nonfiction, vocabulary, connections, important details, text comparison, and a review of word work activities.
- The materials include a Speaking and Listening Practice PDF located in the Resource Download Center, which offers guidance for teachers to support students in having text-based collaborative discussions. Throughout the Teacher's Edition, the lessons reference the Speaking and Listening Practice PDF to help guide student discussions. For example, in Unit 3, Week 3, Lesson 5, students use text evidence to discuss their favorite poems from Shared Reading. The teacher's instructions state, "Use Speaking and Listening from the Resource Download Center to help guide discussions." The guide for small group discussion instructs students to draw their ideas, share and listen, ask, and respond.

## Evidence-Based Tasks and Responses

<b>8.B.1</b>	<b>Genre Characteristics and Craft to Compose Multiple Texts</b>	<b>5/5</b>
8.B.1a	<a href="#">Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.</a>	<b>1/1</b>
8.B.1b	<a href="#">Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)</a>	<b>2/2</b>
8.B.1c	<a href="#">Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)</a>	<b>2/2</b>
8.B.1d	<a href="#">[3rd grade only] Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft.</a>	<b>N/A</b>
8.B.1e	<a href="#">Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. (S)</a>	<b>N/A</b>

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

Evidence includes, but is not limited to:

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

- Each unit of study includes five to eight suggested mentor texts to provide students with an example of the type of writing they will be producing. Week 1 of each unit includes suggested published texts to use in a mentor stack. In Unit 3, students are introduced to fictional stories, and mentor text suggestions include *Wemberly Worried* by Kevin Henkes and *If You Give a Mouse a Cookie* by Laura Numeroff. In Unit 4, students are exploring personal narratives. The mentor stack includes the following titles: *My Apron* by Eric Carle, *Joshua's Night Whispers* by Angela Johnson, *Every Friday* by Dan Yaccarino, *Salt Hands* by Jane Chelsea Aragon, and *Knuffle Bunny* by Mo Willems. The guidance provided assists teachers in locating more mentor texts. Teachers are asked to find texts in the first person with a clear and logical series of events written by both males and females. In Unit 5, students explore question-and-answer books, and mentor text suggestions include *What Do You Do With a Tail Like This?* by Steve Jenkins and *Who Hoots?* by Katie Davis.
- Throughout each unit, weekly "Writing Workshop" lessons utilize the mentor stack to highlight specific genre elements. In Unit 4, Week 1, the mentor stack texts showcase stories told in the first person, with a clear and logical series of events written by both female and male authors. In Week 2, the mentor stack texts emphasize the use of pictures and words to provide strong



setting details, explore the first and third-person points of view, and present a clear problem and resolution structure.

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

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

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

- In Unit 2 of the Writing Workshop, the materials provide opportunities for students to compose informational texts for various purposes and audiences, incorporating genre-specific characteristics and craft. In this unit, students create an informational list book. They write several books throughout the unit and develop genre-specific elements such as the main idea. Students also explore words and sentences for their informational list books and edit for capitalization.
- The materials offer scaffolds like anchor charts, graphic organizers, and rubrics to help students develop informational texts. In Week 5 of the Writing Workshop cycle, the teacher and students use a rubric to assess writing. In Unit 2, the informational text rubric sets the following quality criteria for a highly effective text: (1) a focused main idea that is clearly stated, (2) clear organization, (3) a list of many facts and details, (4) clear and effective ideas with precise language, and (5) a strong command of conventions.

**[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.

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

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

## Evidence-Based Tasks and Responses

8.B.2	Writing Process	11/11
8.B.2a	<a href="#">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)</a>	5/5
8.B.2b	<a href="#">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)</a>	6/6

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

Evidence includes, but is not limited to:

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

- The materials support students in using the elements of the writing process to compose texts, as outlined in the Unit Overview at the beginning of each unit. Within the Writing Workshop, students engage with the writing process starting with an introduction to a text in a specific genre in Week 1. In Week 2, students develop the elements of the genre, such as informational writing. In Week 3, students work on the structure of the genre-specific writing. In Week 4, students apply writer's craft and conventions of language. In Week 5, students publish, celebrate, and assess their writing. For example, in Unit 4, Week 1, students start by generating ideas for personal narratives. In Week 2, they develop the setting, narrator, and plot of their narrative. In Week 3, students organize their narrative pieces via *first*, *next*, and *last*. In Week 4, students edit for punctuation and conventions (such as verbs). In Week 5, students publish their work for a celebration.
- The TEKS Correlation Guide in the "Getting Started with myView Online Component" section shows how the materials use age-appropriate progressions of conventions. The guide outlines when students learn each component of writing conventions. For example, students first learn about singular and plural nouns in Units 1 and 2, then move on to pronouns in Units 3 and 4, according to the TEKS Correlation Guide.
- The Student Interactive pages within each unit of study include visuals and graphic organizers to guide students in the writing process to compose a variety of texts. For example, students write an informational question and answer book in Unit 5. The Student Interactive includes a

circle map to help students plan their book, images of weather to guide students in asking and answering questions, and images of digital tools used to write.

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

- The materials provide direct and explicit guidance for teachers to model each element of the writing process. For example, Unit 1, Week 5 includes a mini-lesson for editing. The directions instruct teachers to point out the parts of a book from the mentor stack. Students then go to the student interactive and practice identifying the title page, front cover, and back cover. During independent writing, students review the books they have written and spend the next several lessons editing and preparing one of the books for the celebration at the end of the week. The objective for this lesson is to make sure their book has a front cover, a back cover, and a title page. In Unit 3, Week 1, the Writing Workshop includes a section for the teacher to model writing planning. Teachers model for students how to plan the characters and setting they will write about. Students are given an opportunity to practice by writing characters and a setting on a sticky note.
- In the Writing Workshop Weekly Overview at the beginning of each week, the materials include guidance for teachers to support students at different levels of understanding through conferencing and revising. For example, in Unit 3, Week 3, teachers focus on helping students understand the basic characteristics of fiction during conferences. If students need additional support in composing a beginning, the materials guide teachers to provide students sentence starters. If students demonstrate understanding of composing a beginning, teachers ask clarifying questions.

## Evidence-Based Tasks and Responses

8.B.3	Explicit (Direct) and Systematic Writing Instruction	13/13
8.B.3a	<a href="#">Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)</a>	3/3
8.B.3b	<a href="#">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)</a>	4/4
8.B.3c	<a href="#">Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)</a>	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 Writing Workshop lessons in the Teacher's Edition provide direct and explicit lesson plans to help teachers support students in sentence-level writing with a focus on structure. For example, the Unit 3, Week 4 "Writer's Craft" lesson teaches students that a complete sentence includes a subject and a verb. Teachers model how to find complete sentences in mentor texts and how to edit writing to ensure all sentences include both parts. The Unit 3, Week 5 Writing Workshop lesson on punctuation teaches students to use punctuation at the ends of sentences. Teachers receive explicit instructions for modeling this skill using mentor texts and practicing in the Student Interactive before guiding students to edit their writing for proper punctuation.
- The "Writing Workshop" lessons in the Teacher's Edition provide direct and explicit lesson plans to help teachers support students in sentence-level writing with a focus on syntax and vocabulary. The guidance includes using academic vocabulary word parts, such as the prefix *un* in Units 2 and 3, writing simple sentences and expanding sentences in Unit 4, and adding details with adjectives in Unit 5.
- In Unit 5, Week 5, the materials offer guidance for teachers to provide explicit instruction on sentence-level writing. In the "Language and Conventions" lessons in the Reading-Writing Bridge, students begin with a simple sentence and then expand their sentences by adding adjectives, articles, and prepositions. The teacher offers explicit guidance on modeling.

Teachers provide a mentor sentence and prompt students to attempt to add their own expansions to either an example sentence or a sentence from their writing.

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**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 "Writing Workshop" lessons in the Teacher's Edition include direct and explicit whole-group lessons and student conferences focused on sentence-level writing and composition. For example, in Unit 2, Week 2, teachers provide explicit instruction to help students compose a title, apply the main idea, and add details to their informational list book. In Week 4, teachers receive direct guidance for writing instruction, starting with editing for plural nouns and capitalization. By Week 5, students work on publishing their compositions. In Unit 5, Weeks 1-3, students edit their writing for capitalization, punctuation, and sentence fragments. In Weeks 4-5, students expand sentences with adjectives, add details to their writing, and publish a question-and-answer book with an introduction and a conclusion.
- Each unit of study includes a "Skills Overview" section in the Teacher's Edition that outlines the skills taught during the Writing Workshop each week. Lessons cover both sentence-level instruction and writing longer compositions. The "Skills Overview" section for Unit 4 features lessons on writing complete sentences, different kinds of sentences, and ending punctuation. Additionally, students compose a personal narrative and an informational text about life in the past.

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

- The "Detailed Scope and Sequence" section outlines increasingly complex skills. Lessons provide explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in Unit 2, Week 4, students edit verbs. In Unit 4, Week 3, students work on editing ending punctuation. In Unit 5, Week 3, students practice creating complete sentences by understanding that a sentence includes a naming part and an action part, begins with a capital letter, and ends with a punctuation mark. Students then write their complete sentences to demonstrate their understanding.
- The materials include systematic anchor charts, checklists, and protocols for revising and editing. This prompts students to engage with increasingly complex sentence structures during the writing process. Each unit follows a Writing Workshop Routine with a specific focus for Weeks 1-5. Each week, teachers meet with students to discuss their writing. Week 4 focuses on the writer's craft, so the conference prompts center on language and convention concepts. Unit 4, Week 4 emphasizes punctuation marks, verbs, and subjective/possessive pronouns. Teachers use guiding questions such as, "How would this sentence be different if we changed the period to an exclamation point?"

## Evidence-Based Tasks and Responses

8.B.4	Grade-Level Standard English Conventions	20/20
8.B.4a	<a href="#">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)</a>	4/4
8.B.4b	<a href="#">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)</a>	4/4
8.B.4c	<a href="#">Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)</a>	12/12

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

Evidence includes, but is not limited to:

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

- The TEKS Correlation Guide in the Getting Started with myView Online Component outlines where opportunities for practice and application of academic language occur within the materials, both in and out of context. The guide indicates that students learn and use complete sentences in Units 3-5. Students also learn and use singular and plural nouns in Units 1 and 2, as well as adjectives, prepositions, and pronouns in Units 2-4.
- The materials include whole group Writing Workshop lessons that help students practice and apply academic language conventions. In these lessons, teachers model the skill. Students then complete practice activities in the Student Interactive, applying their learning to their writing. For example, Unit 2, Week 4, Reading-Writing Workshop Bridge Lesson 4 includes an application activity for the students to complete. The directions for the "My Turn" section have students identify, read, and edit by writing the past tense of verbs in the Student Interactive such as "talk" and "start." After practicing in isolation, students pay attention to the verbs in their drafts during the Writing Workshop. In Unit 3, Week 4, the lesson on editing for subjective and objective pronouns requires teachers to write a summary of a mentor text without



pronouns. Teachers then model how to edit the summary by adding pronouns. Students complete an activity in the Student Interactive and edit their drafts for pronouns during independent writing and conferences. In Unit 4, Week 4, students learn to edit for punctuation marks. Teachers start with whole-group practice on editing punctuation. Next, students practice editing for periods in their Student Interactive. Finally, students review their sentences and edit for punctuation marks during independent writing.

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

- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation. For example, in the Unit 4, Week 5 Reading-Writing Workshop Bridge, students are prompted to write a sentence about the graphic feature they see in the text in their Student Interactive. Students are prompted to write in a complete sentence with correct punctuation to answer the question about why the author includes a particular text feature.
- The materials include Let's Write! Literacy Stations located in the Resource Download Center. These stations offer opportunities for students to write sentence to extend their learning and write in multiple genres. Students first write the steps for watering a plant. The instructions state, "Draw a picture that shows the steps for watering a plant. Write a sentence that goes with each step."
- In Unit 2, students develop and write an informational text (list book) that meets the following expectations: (1) focused on a clearly stated main idea, (2) clear organization, (3) includes many facts and details, (4) includes clear and effective ideas using precise language, and (5) demonstrates a command of conventions. The "Conventions" portion of the rubric for Unit 2's "Informational Book" section establishes clear expectations for students' usage of capitalization and punctuation in their informational text. The materials feature the same expectation in all the Writing Workshop rubrics.

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

- The materials include explicit and systematic opportunities for in-context application of correct grammar. For example, Unit 3, Week 4 includes a mini-lesson to teach students that a complete sentence includes both a naming part and an action part. The materials provide teachers with a script to model directions for students. After modeling, teachers ask for help from the students to find each part of the sentence. Following this direct instruction, students independently review their drafts from the unit and pay special attention to the sentences by pointing out the naming part and the action part. If a piece is missing, students edit the sentence for completeness.
- In the Teacher's Edition Writing Workshop, students edit their writing for grammar and punctuation during the "Writer's Craft" section. The materials offer systematic practice and

application of grammar, punctuation, and usage. Students focus on grammar, punctuation, and usage in the "Explore and Apply" sequence during Week 4's Writer's Workshop. For example, in Unit 3, Week 4, students practice editing for subjective and objective pronouns with an activity in their Student Interactive. Later, students edit their writing for these pronouns during independent writing. For example, in Unit 4, Week 4, students explore editing verbs and then apply editing verbs. Students then explore editing for subjective and possessive pronouns and then apply editing for possessive pronouns. Students apply these editing skills both in and out of context and within their compositions.