Publisher Name	Program Name
Texas Education Agency, Open Education Resources	*Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1*
Subject	**Grade Level**
English Language Arts and Reading	1

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **100%**

Quality Review Overall Score: **511 / 511**

Quality Review Summary

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

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.

- 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 track their own growth and progress.

- 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.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.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.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 5.D.1 Phonological Awareness: Materials provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and

- diverse activities for practice and reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

- 5.F.1 Vocabulary Development: Materials support students in understanding unfamiliar words using illustrations, texts, and context, with explicit teacher guidance on utilizing print and digital resources like dictionaries and glossaries.
- 5.G.1 Reading Fluency: Materials provide lessons, activities, and tasks for modeling and practicing fluent reading skills with suggested teacher feedback, including word lists, decodable texts, and various practice settings to develop accuracy, fluency, prosody, and comprehension.
- 5.H.1 Handwriting Development: Materials offer explicit instruction on grade-level handwriting skills and provide frequent, authentic practice opportunities to develop these skills in alignment with current learning.
- 6.A.1 Connected Knowledge-Building Units and Lessons: Materials design units to build knowledge in various fields with a structured scope and sequence, focusing on extended topics and integrating grammar, vocabulary, discussion, and writing activities with the knowledge theme.
- 6.A.2 Context and Student Background Knowledge: Materials activate background knowledge by linking to prior grade-level content, connecting across units, and providing relevant context to enhance student engagement with the text.
- 6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Materials include questions and tasks that engage students with big ideas and themes, prompt synthesis of knowledge across texts and units, and

- require demonstration of understanding through connections across texts, with opportunities to apply learning beyond the classroom.

- 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials provide a year-long scope and sequence for building tier 2 and 3 academic vocabulary within knowledge-building contexts, with differentiated practice opportunities, purposeful tasks, and nonverbal techniques like images and visualization to support vocabulary acquisition.

- 6.B.1 Recursive Inquiry Process: Materials support students in asking 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

- No challenges were indicated for this material

Summary

Bluebonnet Learning is a K–5 Reading Language Arts program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension into every lesson. The instructional reconnected materials provide specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. Additionally, the program includes resources designed to enhance family engagement, such as Family Support Letters for every unit, take-home assignments, and teacher resources. The Student Readers provide students with decodable text explicitly connected to the phonics scope and sequence. Students practice code and word patterns they've learned and begin using Readers for comprehension purposes.

Campus and district instructional leaders should consider the following:
- The program aligns with 100% of the grade 1 TEKS. The program builds on learning from previous grade levels, often referring to skills and topics learned in previous years. The product and lesson plans feature structured activities such as phonics review, guided reading practice, independent reading opportunities, reading review, and writing application activities within the seven units in the program.
- The program includes a coherent approach to building knowledge within the read-aloud. Students dig deeper and connect across content areas to create a robust knowledge base for comprehending complex texts. The program addresses the interconnected language domains: listening, speaking, reading, writing, and thinking.
- Instructional guidance is provided to teachers in every lesson within the program. The program includes instructional guidance such as the Program and Implementation Guide, an introduction for every unit and lesson, and guidance on expected responses from students for every lesson.
- By both TEKS and ELPS, this literacy program addresses appropriate accommodations for Emergent Bilingual students through vocabulary cognates, small-group instruction, visual aids, summaries, and other modes of scaffolding.

Intentional Instructional Design

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

The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials 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/or templates for unit and lesson internalization. Materials 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 provide a scope and sequence for foundational skills located in the grade 1 "Course Level Documents" in the "Pacing, Scope and Sequence, Foundational Skills" folder. This year-long scope and sequence chart includes both TEKS and ELPS alignment. The scope and sequence chart includes an outline of each unit and lesson and what TEKS and ELPS are being addressed in that unit for both foundational skills and RLA skills.
- The materials include an overview of the foundational skills found in the "Program and Implementation Guide". The chart indicates the progression of skills across grade levels. The guide also identifies how the background, conceptual, and academic knowledge will be built upon within each lesson.

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).

- From the RLA documents teachers access tools such as the embedded pacing guide in the scope and sequence, and a pacing guide in the course-level documents for RLA.

- In the "Program and Implementation Guide", support with various instructional calendars and suggested pacing. For example, the guide sections, such as: "How units can be implemented across an instructional year of approximately 160–170 days, with guidance for how to extend instruction to cover 180–210 day school years."

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

- In the "Unit 1 Teacher Guide, Appendix B," the grade K Scope and Sequence can be found. This Appendix explains how concepts connect and build upon each other as the year progresses. For example, foundational skills are intentionally sequenced, starting with the review of reading and writing CVC, CCVC, CVCC, CCVCC words, to progressively learn more throughout the unit.
- The materials explain the rationale of unit order in the "Program and Implementation Guide". Teachers can view the explanation on knowledge coherence, background knowledge, and conceptual knowledge needed to effectively implement the content.
- In the "Program and Implementation Guide", a section titled Approach to Instruction explains that instructional RLAs units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program.
- Within the teacher guides, there are introduction sections that explain the unit order. The introduction includes the number of lessons in each unit and how each lesson can be split into smaller lessons. The materials explain how concepts connect throughout the course. For example, in "Grade 1, Foundational Skills Unit 1, Teacher Guide Introduction," it states: "The program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds, which can be spelled several different ways)."

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

- In the Program Level Resources, a Teacher Unit Internalization Protocol provides guidance on what students will be learning, how they will be assessed, and the high-level arc of learning throughout the unit. Teachers are given guidance on how to best prepare for the RLA lesson. The protocol breaks down steps into sections and explains them thoroughly. The teacher guidance material outlines four steps for internalization of the unit and how each lesson fits into the big picture to move students' progress forward. The four steps include (1) understand the big picture, (2) know your destination, (3) examine the arc of learning, and (4) organize your resources.
- Within the program-level resources, a Teacher Lesson Internalization Protocol provides guidance on what students will learn in a specific lesson and how they will be assessed. It builds on the understanding of the overall unit developed as part of the "Unit Internalization Protocol." The teacher guidance material outlines four steps for internalization of the lesson. The four steps include (1) understand the lesson purpose and objective, (2) understand the sequence and pacing of activities, (3) prepare to teach each activity with an activity deep dive, and (4) organize your resources.

- At the end of the materials, the Program Implementation Guidance section provides guidance, protocols, and templates for lesson internalization.

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

- In the "Program Level Resources," a "Teacher Unit Internalization Protocol" provides opportunities for teachers, administrators, and/or coaches to understand what students will be learning, how they will be assessed, and the high-level arc of learning throughout the unit. The protocol breaks down steps into sections and explains them thoroughly. The teacher guidance material outlines four steps for internalization of the unit and how each lesson fits into the big picture to move students' progress forward. The four steps include (1) understand the big picture, (2) know your destination, (3) examine the arc of learning, and (4) organize your resources. These steps support with implementing the materials as designed.
- At the end of the materials, the "Program and Implementation Guidance" section provides guidance, protocols, and templates for lesson internalization to support administrators, coaches, and/or teachers with implementation.
- The materials provide an "Observation Tool" located in "Program Level Resources" for administrators and coaches to utilize. The materials include an Observation Tool checklist as a resource for coaches and administrators to use during classroom walkthroughs. The document outlines: "Specific look-for while observing teachers' instruction and implementation of high-quality instructional materials (HQIM)."

Intentional Instructional Design

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

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

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 consistently provide a comprehensive unit overview for every unit at the beginning of the teacher guide located under "Introduction." The introduction explains the unit lesson structure, unit goals, assessment details, and prerequisite foundational skills necessary. The introduction references previously taught knowledge from other units and explains the new skills taught in the current unit. An overview of expected skills is explained, and materials needed for the unit are provided to teach the concepts effectively.
- Within the comprehensive unit overview, the introduction includes a core vocabulary section and a rationale for the unit. For example, in the grade 1 "RLA Unit 2 Teacher Guide," the introduction provides the core vocabulary for "The Human Body." The core vocabulary section outlines all vocabulary words that appear throughout the unit. The words are separated by lesson and include words that will be included in word work activities.

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

- The materials provide "Family Support Letters" for every unit in both Spanish and English. The Family Support Letters can be found under each unit in the RLA and "Foundational Skills Unit Resources." The letter explains the concepts their student will learn in each unit and provides examples of practice activities to help support their student's learning progress. The "Family Support Letters" provide vocabulary that students will be introduced to at school and the purpose of each skill or concept the student is being taught. The family support letters provide sample questions that can be used to support continued learning at home. Within the "Program Level Resources," a "Family Welcome Letter" is provided in both English and Spanish. This letter explains the *Bluebonnet Learning* instructional resource and what the

materials include. For example, the letter states the materials provide TEKS-aligned language arts instructional materials designed to support Texas learners.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The materials include comprehensive, structured, and detailed lesson plans for each lesson in the teacher guides for every unit. In each teacher guide, the lesson provides a primary focus section that includes the daily objectives for the lesson. The formative assessment that aligns with the daily objective is included in each lesson. In grade 1, "RLA Unit 2 Teacher Guide," lesson 1 daily objective is: "Students will demonstrate understanding of the Tier 2 word systems." The formative assessment for this lesson is: "Students will identify an image that represents a network of systems." Students apply their knowledge to the formative assessment by completing Activity Page 1.1.
- Within each lesson in the teacher guide, the materials include multiple opportunities for students to answer questions ranging from formal to informal. For example, checks for understanding, questions during reading, and comprehension questions after reading are available in every lesson. Comprehension questions are at varying levels ranging from literal, inferential, and evaluative levels.
- The lesson provides a preparation section that outlines what materials are needed for the lesson. The teacher accesses the lesson-at-a-glance section to prepare materials and view the suggested time allotments for each section of the lesson.

- Within the lesson, various tasks are given to students. For example, in the grade 1 "RLA Unit 2 Teacher Guide," tasks include the purpose for listening, word work, read-aloud, exit passes, application activity, and check for understanding.
- The materials include a comprehensive list of all materials, supplies, and instructional assessments needed to support instructional activities for each lesson/unit.
- The lessons provide specific explicit and systematic instructional routines to develop grade-level skills, which include modeling, guided practice, scaffolded application, and formative or summative assessment.

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

- The materials include guidance and recommendations on required time for lessons and activities with options for various scheduling considerations. The materials provide "A Lesson at a Glance" chart listing the lesson's instructional activities, the materials needed, and the amount of time allotted for each activity. A Lesson at a Glance chart can be found at the beginning of every lesson in the RLA and Foundational Skills Teacher Guides. For example, in grade 1, "Unit 4 RLA Teacher Guide, Lesson 1," the "Introduction to the Read-Aloud" requires 15 minutes, the Read-Aloud requires 25 minutes, and the Application is allotted 20 minutes.
- Within the "Teacher Guides," each lesson is structured with subheadings for each component of the lesson. Next to the subheadings, time allotments are included to suggest the timing for each lesson component.

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

- The materials provide "A Lesson at a Glance" chart listing the lesson's instructional activities, the materials needed, and the amount of time allotted for each activity. A Lesson at a Glance chart can be found at the beginning of every lesson in the RLA and Foundational Skills Teacher Guides. For example, in the "Unit 1 Foundational Skills Teacher Guide, Lesson 1," the "Lesson at a Glance" states: "Materials that are required are a vowel code flip book, Individual Code Chart, green markers, Spelling Card for /ee/ > 'ee' (bee), Activity Page 1.1, Small Group 1 /ee/ Words Chart, Gran Big Book, Gran reader, and World Map."
- Within each unit of the "Teacher Guides," the beginning includes a section called "instructional materials." Under the instructional materials component, the materials provide what instructional materials are required to effectively deliver the lesson.
- Within the introduction of each unit is a section titled "Additional Materials Needed for Unit." This section provides a list of materials needed to effectively deliver the lessons in the unit.
- The materials have an "Advance Preparation" section that provides teachers with a list of recommendations, materials, tips, and notes to prepare for the lessons in each lesson.

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

- The materials include a section titled "Additional Support" at the end of every lesson in the "Teacher Guides." The additional support activities in this section are aligned with activities students are engaging in to ensure systematic and explicit practice. For example, in the grade 1, "Unit 1 Foundational Skills Teacher Guide," students practice blending and segmenting to extend that skill.
- The materials provide enrichment activities that relate to the content of the lesson unit in the "Teacher Guides." In grade 1, Unit 1, lesson 4, the section Read-Aloud provides a challenging activity encouraging students to complete a story map independently while the story is being read.
- The material includes guidance for extended practice, such as homework and extension. For example, in each "Foundational Skills Teacher Guide," the lesson includes a section titled "Take-Home Materials." This section guides what student activity page can be sent home to reinforce the skill.
- Throughout the lesson, the "Support and Challenge" sidebars provide further guidance to assist teachers in differentiating instruction. The "Challenge" sidebar consistently guides how to extend students.
- The "Culminating Activities" are included at the end of the lessons in the "Teacher Guides" and offer enrichment guidance.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials explain the varying types of assessments at the unit and lesson level (including diagnostic, formative, and summative) in the "Program and Implementation Guide" at the beginning of the "Foundational Skills Unit 1 Teacher Guide." The formative assessment for the lesson evaluates student retention of the lesson's core content. For example, "Grade 1, Foundational Skills Teacher Guide, Unit 1 Lesson 9" provides a formative assessment throughout the lesson. The teacher administers the assessment in a variety of ways, including written and oral.
- The materials provide a beginning, middle, and end-of-year assessment to support teachers gauge student mastery of grade-level materials and direct placement for intervention. For example, a BOY diagnostic assessment is provided in "Grade 1, Foundational Skills Teacher Guide, Unit 1 lessons 4-8." Students show mastery in varying types of tasks. These tasks include word recognition, independent story reading, pseudoword reading, code knowledge diagnostic assessment, and letter name assessment.
- Within the introduction of "Teacher Guide 1, Foundational Skills," a diagnostic pretest is given at the lesson level to establish a baseline for every student. For example, the materials state: "You will administer a blending pretest in Lesson 4 and a writing strokes pretest in Lesson 6.

Instructions for administering and scoring the pretests are included in the lessons. The purpose of the pretests is strictly to establish a baseline for every student."

- At the end of the "Foundational Skills Teacher Guide" for each unit, a unit assessment is available with corresponding activity pages to assess skills. End-of-unit Student Performance Assessments are included in the final lesson(s) of each unit. Unit Assessments summatively assess student's comprehension of the TEKS. For example, in "Foundational Skills Unit 2 Assessment," the text states: "In Lesson 18, you will be prompted to administer a multipart assessment. In the Word Recognition Assessment, students will be asked to look at several words on the designated activity page and then circle the written word that matches the spoken word you say. The target words include the vowel sound spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusion. Student performance on this assessment is a good indicator of whether students have mastered the new sound-spellings." Students then read a new story in Gran and answer written comprehension questions about the selection.
- The materials provide instructional assessments with questions embedded throughout the "RLA Teacher Guides." For example, in "Grade 1 RLA Unit 1," the unit assessment evaluates each student's retention of the unit by asking a question using a word students have heard in the "Read-Alouds," asking a question about one of the fictional stories they have heard, and students have to identify the six fables and folktales illustrated on the activity page.

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

- The materials provide an introduction in every teacher guide with a section titled "Unit Assessment." The "Unit Assessment" section includes what type of instructional assessments are in the unit and explicit instructions on what the intended purpose of the assessment is. For example, "Unit 3 Foundational Skills Teacher Guide Assessment" states: "In Lesson 19, you will be prompted to administer a multipart assessment. In the Word Recognition Assessment, students will be asked to look at several words on the designated activity page and then circle the written word that matches the spoken word you say. The target words include the vowel sound/spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusion. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings. Students will also be asked to independently read a new story in "Fables" and then answer written comprehension questions about the selection."
- Within the "Program and Implementation Guide," a chart provides each type of assessment. The chart states its purpose, additional information, and how to use the data. The teacher references this chart to determine the best type of assessment to assign students.
- The material includes a definition and intended purpose of the formative assessments. For example, the "Grade 1, Foundational Skills 1 Teacher Guide, Formative Assessments and Additional Support" section provides the purpose for the formative assessment. The teacher guide states: "A list of the Formative Assessment opportunities within the lesson that are linked to the Primary Focus Objectives and also tagged with the corresponding standard(s). Not every "Primary Focus Objective" is evaluated in every lesson. Rather, specific objectives

are evaluated in different lessons. Over the course of the entire unit, the "Primary Focus Objectives" are assessed on multiple occasions so that you have a clear sense of individual student progress with regards to unit skills before the end of the unit."

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

- The materials provide "Unit Assessments," located in "Grade 1 RLA Teacher Guides" in the last lesson. Each "Unit Assessment" includes a "Notes to Teacher" section. This section explains the purpose of the assessment and gives specific details on the various parts. Each part of the assessment includes scripted instructions for the teacher to read for consistent and accurate administration. For example, in "Unit 1," the first part states: "Tell students you are going to ask a question using a word they have heard in the Read-Alouds. If the answer to the question is yes, they should circle the thumbs-up on their paper. If the answer is no, they should circle the thumbs down on the paper. Tell the students you will ask each question two times."
- The instructional material includes guidance for the accurate administration of instructional assessments. In "Grade 1, Foundational Skills Unit 6 Teacher Guide, Lesson 24 and 25," the lesson material provides a step-by-step direction for the administration of the assessment. For example, Lesson 24 states: "Tell students to turn to Activity Page 24.1. Tell students that you are going to say a number of words. Explain that for each word that you say, there are four-word choices in each row on the activity page. Only one of the words in each row is the word you said. Tell students to circle the word in each row that you say." The materials explain that this Word Recognition Assessment allows you to assess students all at once.

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

- The materials include student assessments that align with the TEKS of the course. For example, in "Grade 1, Foundational Skills Unit 1, lesson 1," the lesson covers TEKS 1.2.A.vii. Students will orally blend and segment single-syllable words with up to three phonemes. At the end of the lesson "Check for Understanding" formative assessment, the students are asked to tell the teacher how many sounds they hear in a list of words.
- The materials provide formative assessments that align with the TEKS and objectives of the course. For example, in "Grade 1, Foundational Skills Unit 4, lesson 5, three Formative Assessment," activities that assess TEKS and objectives are in the lesson. Direct instructions on administering the assessments are given throughout the lesson, including observations and an activity page. According to the "Pacing" and "Scope & Sequence Guide," the assessment is intended to be given over three days. The TEKS assessed are listed in the teacher guide before each part of the assessment, which are aligned with objectives from Units 1-4.
- Within the introduction of "Teacher Guide 1, Foundational Skills," a diagnostic pretest is given at the lesson level to establish a baseline for every student. For example, the materials state: "You will administer a blending pretest in Lesson 4 and a writing strokes pretest in Lesson 6. Instructions for administering and scoring the pretests are included in the lessons. The

purpose of the pretests is strictly to establish a baseline for every student." This pretest aligns with the TEKS and objectives of the unit and lessons.

- In grade 1, "Teacher Guide Unit 2," the end-of-unit assessments align with the TEKS. There are several TEKS covered and assessed in this unit. One example is TEKS 1.7.F respond using newly acquired vocabulary as appropriate. The students complete an activity sheet with a thumbs-up or thumbs-down. The teacher reads a question with the newly acquired vocabulary word. If the answer is yes, they circle the thumbs-up; if no, they circle the thumbs-down.
- Within Lessons 4-8 in the "Grade 1 Foundational Skills, Unit 1 Teacher Guide," teachers are instructed to administer a "Student Performance Assessment." The "Scope & Sequence Guide" explains this assessment is intended to be given over five days. The TEKS assessed are listed in the teacher guide before each part of the assessment, which is assessing prior skills to determine placement and intervention needs.
- Within Lesson 13 in the "Grade 1 Foundational Skills Unit 1 Teacher Guide," three "Formative Assessment" activities that assess TEKS and objectives covered in the lesson are provided. Throughout the lesson, the teacher is given direct instructions on administering the assessments, which include observations and an activity page.

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

- The materials provide formative assessments that include standards-aligned items at varying levels of complexity. For example, in "Grade 1, Foundational Skills Unit 3, Lesson 1," three "Formative Assessment" activities that assess TEKS and objectives are in the lesson. Students write the spelling word box on activity page 1.1, answer varying levels of questions orally, and complete written story questions on activity page 1.2.
- The materials include standards-aligned assessment items at varying levels of complexity throughout the "Teacher Guides." For example, each lesson includes a section called "Comprehension Questions." The questions vary in complexity by asking the students questions about the text at the literal, inferential, and evaluative levels.
- Within the "Program and Implementation Guide," a description of the "QTI Assessment Guidance" is provided. This "Question & Test Interoperability Assessment" is intended to measure students' independent application of literacy skills. Items reflect a range of "Depth of Knowledge (DOK)" levels, increasing complexity and length to mirror knowledge building as students progress through instruction.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The "Program and Implementation Guide" in Course Level Resources includes a chart that outlines the assessment type, purpose, and how to use the data provided. Further guidance is provided for administration, item scoring, and how to use the data to respond to student performance. For example, the chart states that a teacher can use daily formative assessment data to inform small-group instruction.
- The material includes guidance for interpreting instructional assessments and guidance for scoring the assessments. In grade 1, Foundational Skills Unit 1 Teacher Guide, Lesson 6, the materials explain the teacher's next steps based on how the student scores on the assessment. The materials provide step-by-step directions for administration.
- Mid-unit assessments are embedded within some units to support teachers in progress monitoring throughout the unit. Pausing Points days, indicated in the Scope and Sequence Guide, are included at the end of most units. The PP, or Pausing Points, are designated to provide opportunities for teachers to reteach or provide additional support in small groups or 1:1 following the Unit Assessment.
- The materials include formative assessment guidance in the introduction of the teacher guide that states, "Careful attention to this information, collected on a daily basis, will enable you to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson."
- The materials provide record sheets to record every student's performance on each section of the assessment. Record sheets are located in the "Teacher Resources of Unit 1."

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

- The materials consistently provide pausing point activities embedded in every teacher guide, along with tasks and activities to respond to student trends. For example, at the end of "Grade 1, Foundational Skills Unit 2 Teacher Guide," a section titled "Pausing Point" is included with extra practice on different objectives. These activities support focus on specific exercises in small groups based on student performance data.
- The materials include guidance to respond to student trends based on assessment performance. In "Lesson 6" of "Grade 1, Foundational Skills Unit 1 Teacher Guide," the material provides teacher guidance on how to group students during instruction for the Skills Strand. The materials offer guidance on activities the teacher can implement during small group instruction such as word recognition assessments or letter name assessments.

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

- The materials provide an "Independent Reading Guide," located in "Program Level Resources." This "Independent Reading Guide" includes two documents, "AR 9.1" and "AR 9.2." These provide students with the opportunity to set a SMART goal to track their progress and growth during independent reading. For example, the students will write how they will make their goal specific, measurable, achievable, relevant, and time-bound.
- Within the "Program and Implementation Guide," the materials include other suggested assessment tools that recommend students track their data using progress monitoring tools. An example of a tool suggested is the "Student-Tracking record sheet." This record sheet allows students to track their performance trends on assessments. There is space for students to make goals for themselves and reflect on progress.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The material includes guidance for differentiated instructional activities. For example, in Lesson 10 of "Grade 1, Foundational Skills Unit 1 Teacher Guide," the materials provided additional support activities for students who have not yet reached proficiency on grade-level skills. The teacher guide provides explicit instructions for the teacher, and the activity book has additional pages to support the implementation of the activity.
- The "Pausing Points" embedded at the end of every unit in the "Grade K Foundational Skills" and "RLA Unit Teacher Guides" review the material taught in the unit before moving on to the next unit. This section provides a variety of remedial and enrichment activities and lists activities by skills taught.
- Within the "Program and Implementation Guide", the "Supporting All Learners" section provides a table called: "Best Practices and Strategies for Supporting All Learners" and includes strategies to support students with disabilities, emergent bilingual learners, and gifted/talented students. These strategies support any student who has not yet reached proficiency in grade-level content and skills.
- The materials include embedded supports for unfamiliar vocabulary. For example, in Lesson 8 of "Grade 1, RLA Teacher Guide Unit 1," the teacher defines the vocabulary word, uses the word in a sentence, and asks the student to make a connection to the word. The activity includes a follow-up "Making a Choice" activity where the teacher states that a word can have

multiple meanings. The teacher defines all the meanings and reads a sentence with the word, resulting in the students selecting the correct meaning of the word.

- Throughout the lesson, the "Support and Challenge" sidebars provide further guidance to assist teachers in differentiating instruction. "Access" sidebars provide specific tips for working with Emergent Bilingual Students. For example, in Lesson 5 of "Grade 1, Foundational Skills Unit 2 Teacher Guide," the support states: "Add these Tricky Words to the Tricky Word Wall to provide students with a quick visual reference." The challenge states, "Have students brainstorm other words on their own that can have an 'e' added to the end to change the vowel sound."

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 consistent opportunities for pre-teaching unfamiliar vocabulary before reading in the RLA and Foundational Teacher Guides. For example, in Lesson 1 of "Grade 1, RLA Teacher Guide Unit 1," the materials include a "Core Vocabulary" chart of Tier 1, Tier 2, and Tier 3 Vocabulary words.
- Within the introduction of every RLA unit, the teacher guide lists core vocabulary words containing all the core vocabulary words that will appear throughout the unit in Read-Alouds or some part of the lesson. Teacher guidance explains not to expect students to be able to use all the words on the list, but rather acquire a good understanding of most of the words and be able to use them in conversation.
- The materials include embedded supports for unfamiliar vocabulary. Within the teacher guides, support with definitions includes usage examples, antonyms, connections for students, core vocabulary lists for lessons, and activities for practicing multiple-meaning words. For example, in Lesson 8 of "Grade 1, RLA Teacher Guide Unit 1," the teacher defines the vocabulary word, uses the word in a sentence, and then asks the student to make a connection to the word. The activity includes a follow-up "Making a Choice" activity where the teacher states that a word can have multiple meanings. The teacher defines all the meanings and reads a sentence with the word, resulting in the students selecting the correct meaning of the word.
- The materials provide embedded support for the teacher by introducing and scaffolding students' development of vocabulary with "Image Cards." The RLA Unit provides "Image Cards" to provide images of unfamiliar vocabulary.
- The materials include embedded support for unfamiliar references. For example, in Lesson 1 in "Grade 1, Teacher Guide Unit 3," an activity, "Sayings and Phrases," supports determining unfamiliar words and phrases. The teacher references the phrase: "The More the Merrier," from the "Read-Aloud" and students reflect on if the phrase applies to a part of the story.

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

- Throughout the lesson, "Challenge" sidebars provide further guidance to assist teachers in differentiating instruction. For example, in Lesson 5 of "Grade 1, RLA Unit 4 Teacher Guide," the challenge states: "Using the moon dial, show the moon waxing. Show the moon waning." Teachers can consult the sidebars within the units to find additional enrichment suggestions for Gifted/Talented students within the lessons.
- The materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in the teacher guide. For example, Culminating Activities can be found at the end of each unit. This section includes several activities with teacher guidance and a list of materials needed. For example, the teacher guidance in the teacher guide states: "You may also choose to use this class time to extend or enrich students' experience with unit knowledge. Several enrichment activities give students opportunities to enliven their experiences with unit concepts."
- Within the "Program and Implementation Guide", the "Supporting All Learners" section provides a table called: "Best Practices and Strategies for Supporting All Learners" and includes strategies to support Gifted/Talented Students.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Within the "Foundational Skills Teacher Guides," the materials support the teacher with modeling, explaining, and communicating the concepts. Within each lesson, the materials include bullet points to guide the teacher's actions. The teacher displays the flip book or shows students the spelling card. The materials provide specific words the teacher says during the modeling portion of the lesson.
- The "Program and Implementation Guide" provides guided instructions to support teachers on the instructional routine of each lesson. The section, "What's in a Reading Language Arts Lesson," begins with explaining the introduction, directly pointing out the TEKS and objectives of each lesson and guides the teacher through the steps of correctly implementing the Read-Aloud. Students then apply the concepts they have learned.
- Modeling includes explicit instructions on how to implement oral segmenting in the teacher guides. For example, in Lesson 2 of "Grade 1, Foundational Skills Unit 1 Teacher Guide," visuals and written instructions on what the teacher says and does. The text states, "Say pet in a segmented fashion, marking each sound with a thumb-finger tap." An illustration shows exactly what the hand looks like.
- Throughout the unit lessons, the materials include written narratives that need to be said or modeled. The teacher guides provide sample responses from students or sample prompts that can be used to guide student thinking or student responses.

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

- The materials provide instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies such as entry/exit tickets, questioning, and think-pair-share. For example, throughout the Teacher Guides, the materials provide marked sections that direct the teacher to check for understanding with a variety of approaches. The CFUs engage the student through turn and talk, thumbs-up/ thumbs down, and stand-up/sit-down.
- A Lesson at a Glance guides teachers through effective lesson delivery and facilitation in every lesson. For example, in Lesson 12 of "Grade 1, Foundational Skills Unit 1," the materials provide multiple instructional strategies listed in the chart, mapping out the intended activities of the lesson. Activities include reading, writing, spelling, word sorting, small group, and practice. Explicit instructions support teacher facilitation and delivery.
- Within the RLA Teacher Guides, an "Advance Preparation" section offers suggestions on effective lesson delivery and facilitation. For example, in Lesson 1 of "Grade 1, RLA Unit 4," the materials suggest that students pretend to be astronomers as they learn about space. The materials suggest gathering a rendering of Earth in space and an image of binoculars.

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

- The materials support multiple types of practices such as whole group, small group, and individual. For example, in every lesson in the Teacher Guides, a section titled "Lesson at a Glance." The chart provides the lesson component and the grouping for the activity. For example, in Lesson 5 of "Grade 1, Foundational Skill Unit 2, the Foundational Skills," the lesson component is whole group, the reading is whole group, and the review is in a small group or with a partner.
- Throughout the lessons in the teacher guides, the materials guide teachers with a recommended structure to support effective implementation. For example, in Lesson 3 of "Grade 1, Foundational Skills Unit 1", the materials state: "Tell students that you are going to show them how to write the lowercase letter for the sound /x/ as in the box. Have students repeat the sound /x/ after you. Write a large lowercase 'x' on the handwriting guidelines and describe what you are doing using the numbered instructions below. Model drawing the same letter two or three more times in a row. "
- The materials embed collaborative structures in the Teacher Guides in the comprehension questions. For example, the teacher models the "Think Pair Share" process and then has students "Think Pair Share" with a partner. The "Think Pair Share" is consistently present in all teacher guides. The materials include a narrative for teachers to use to facilitate the turn and talk among students during the "Think Pair Share."

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Within the "Program and Implementation Guide," the materials offer program alignment to ELPS. The program's content-based approach provides Emergent Bilingual students with opportunities to develop background knowledge, conceptual knowledge, academic knowledge, and second-language acquisition skills. The integration of ELPS fosters the academic success of Emergent Bilingual students.
- In the "Program and Implementation Guide," the materials offer opportunities for various levels of language proficiency as defined by the ELPS. For example, the "Cognate Activities" supports bilingual students, ensuring language support and engagement in academic language.
- The materials include teacher guidance on providing linguistic accommodations for Emergent Bilingual students. Throughout all Teacher Guides, access sidebars provide specific tips for working with Emergent Bilingual Students. Accommodations provide language support and engage students in using more academic language. For example, in Lesson 1 for "Grade 1, RLA

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Unit 1," the materials offer a sidebar with beginning, intermediate, and advanced/advanced high exchanging information and ideas accommodations. At the beginning level, reframe it as a simple yes/no question. At the advanced/advanced high level, encourage students to use key details in complete sentences.

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

- Within the "Program and Implementation Guide," the materials offer program alignment to ELPS. The program's content-based approach provides Emergent Bilingual students with opportunities to develop background knowledge, conceptual knowledge, academic knowledge, and second-language acquisition skills. The integration of ELPS fosters the academic success of Emergent Bilingual students. The program provides linguistic accommodations for Emergent Bilingual students, with instruction that communicates, sequences, and scaffolds with students' English proficiency levels.
- The materials consistently include teacher guidance on providing linguistic accommodations for Emergent Bilingual students. Throughout all Teacher Guides, access sidebars provide specific tips for working with Emergent Bilingual Students. Accommodations provide language support and engage students in using more academic language. For example, in Lesson 1 for "Grade 1, RLA Unit 1," the materials offer a sidebar with beginning, intermediate, and advanced/advanced high exchanging information and ideas accommodations. At the beginning level, reframe it as a simple yes/no question. At the advanced/advanced high level, encourage students to use key details in complete sentences.
- In the "Program and Implementation Guide," the materials offer high-level overviews for Emergent Bilingual (EB) students for teachers to access. The materials include a "Pacing" and "Scope and Sequence" to provide the sequence in which the TEKS and ELPS occur in the unit and lesson.
- At the end of every teacher guide, there is an "ELPS Unit Correlation Table." This ELPS table details each time an ELPS occurs in the unit and what page the ELPS occurs.

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

- The materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, comprehension knowledge, and building background knowledge. For example, in "Grade 1, Unit 2 Teacher Guide," the materials embed a Word Work section that supports developing academic vocabulary. Each lesson guides the teacher to build background knowledge of the topic. A "Comprehension Questions" section occurs within each lesson.
- The materials frequently engage students in read-alouds to support reading comprehension, vocabulary development, the building of background knowledge, and language proficiency. For example, in Lesson 1 of "Grade 1, RLA Skills Teacher Guide Unit 6," materials include a

preview of vocabulary and a discussion of what has already been learned. By asking students about their prior knowledge, students can make connections.

- The materials include embedded guidance for teachers to support emergent bilingual students throughout lessons.
- Within the "Program and Implementation Guide," the materials provide a "Supporting All Learners" section. In this section, the materials explain that materials cover appropriate accommodations for EB students through vocabulary cognates, small-group instruction, graphic organizers, visual aids, summaries, and other modes of scaffolding.
- Within the "Program and Implementation Guide," the "Supporting All Learners" section provides a table called "Best Practices and Strategies for Supporting All Learners" and includes strategies to support emergent bilingual learners. Teaching vocabulary cognates to bridge between English and Spanish and support content mastery embedded within the lessons. The materials suggest the use of guided literary materials, bilingual dictionaries, and thesaurus within lessons.
- The materials embed guidance through the Emergent Bilingual sidebars for teachers to support emergent bilingual students through written discourse. For example, in Lesson 4 of "Grade 1, RLA Unit 1," the materials offer a sidebar with beginning, intermediate, and advanced/advanced high writing accommodations. Students collaborate with peers to answer questions at the beginning level and offer detailed answers to create the story summary in the advanced stage.

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 do not include interactive practices for students to contrast and compare the structures of the English language with another language, such as Spanish.
- The materials do not include interactive, multimodal, or digital links for students to create and present written and oral texts in English and other languages.
- The materials do not include video-based and audio-based activities for students to practice their metalinguistic skills and develop oral proficiency in two languages.
- The materials do not contain linguistically accommodated instructional strategies and student practices for EBs to develop biliteracy proficiency in English and another language.

Phonics Rule Compliance

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

The materials meet the criteria for this indicator. 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 systematic and sequenced phonics instruction. For example, within the "Foundational Skills Teacher Guides," the "Contents" section consists of a lesson title and the phonics skill introduced. The Contents sections demonstrate a systematic sequence with lesson skills progressing from simple sound-symbol correspondence to more complex sound-symbol correspondence.
- Within the "Grade 1 Foundational Skills Teacher Guide Unit 1," lessons begin with a review of skills taught in kindergarten, then emphasize five short vowel sounds with twenty-five consonant sounds followed by sound combinations. Then, objectives progress to consonant digraphs and double-letter spellings.
- Within the "Grade 1 Course Level Documents," the materials provide "Pacing," a "Scope and Sequence," and a "Foundational Skills" chart. The chart outlines the Foundational Skills lessons by unit, day, lesson, and TEKS. For example, phonics progresses in Unit 1 by decoding words in isolation and in context by applying common letter-sound correspondences to decoding words with initial and final consonant blends, digraphs, and trigraphs words with initial and/or final consonant blends.
- The materials explain the systematic and sequenced instruction for phonics (sound-symbol correspondence) and foundational skills at the end of each unit. In "Appendix B" of the "Grade 1 Foundational Skills Teacher Guide," the materials explain a plan for phonics instruction. For example, in "Unit 1," students review reading and writing CVC, CCVC, CVCC, and CCVCC words, then in "Unit 4," students progress to read two-syllable words and apply basic code spellings for the r-controlled vowel sounds (/er/, /ar/, /or/).

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

- The "Grade 1 Foundational Skills Teacher Guides" include explicit and intentional daily opportunities for phonics instruction. The daily objectives and instructions provide teachers with guidance on modeling skills.
- The materials include teacher-led explicit and intentional daily opportunities for phonics instruction. The phonics lessons provide teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. For example, in Lesson 1 of "Grade 1, the Foundational Skills Teacher Guide Unit 7," the teacher explains that students use the Spelling Tree to support them in keeping track of the spelling of the /ae/ sound. After the teacher models, the material guides the teacher to "tell students they will practice reading some words that have the /ae/ sound spelled 'ai' or 'ay."
- The materials provide specific guidance on how much time to spend on each lesson component in the "Lesson at a Glance." This chart displays instructions with daily practice of phonics. For example, in Lesson 1 of "Grade 1, Foundational Skills Unit 1," students warm up with code flip book review for 10 minutes, review graphemes for 15 min, and introduce tricky words: *Said*, Says for 5 minutes.

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

- The materials practice phonics skills in isolation and with decodable text throughout the program. For example, "Grade 1, Foundational Skills Unit 8 Teacher Guide" includes a lesson on decoding words with r-controlled syllables. This lesson provides students with practice reading words using the Teacher Chaining activity, an activity used frequently throughout the program. Students then practice the skill by reading the decodable text "Things That Swim."
- The materials include practice for phonics skills in both isolation and through decodable texts. For example, in Lesson 11, "Foundational Skills Teacher Guide Unit 7," the material explains how the teacher can guide students through word practice in isolation using the Spelling Tree activity. During this activity, students read /oe/ words. Students read the text "The Long Cab Ride" and apply their phonics skills.

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. For example, in Lesson 6 of "Grade 1, Foundational Skills Unit 4," the materials include a cumulative review of /er/ and /ar/. Within the cumulative review, the previously taught skill gets reinforced with the students completing an activity page.
- The materials provide opportunities for cumulative review of previously taught skills. For example, in "Grade 1, Foundational Skills Teacher Guide Unit 7," the materials include a review and practice of reading, spelling, and matching alternative spelling patterns.

- Within "Grade 1, Foundational Skills Unit 4 Teacher Guide," the lesson reviews two-syllable words. The primary focus of Lesson 14 provides opportunities for a cumulative review of previously taught skills. These skills were previously taught in lessons 7 through 11.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include modeling with the elements of explicit instruction daily, including identifying the skills to be learned and communicating clear objectives; providing clear, precise directions and instructions using academic language; and connecting new learning to previous learning. For example, in Lesson 3 of "Foundational Skills Unit 7 Teacher Guide," the materials explain how to model writing the /ae/ sound. The materials give the teacher guidance on how to explicitly teach /ae/ by illustrating and explaining to students within modeling.
- The lessons include specific terms, phrasing, and statements that teachers use daily during core instruction to model new phonics skills. In Lesson 3 of "Foundational Skills Unit 6," the teacher introduces the "Tricky Spelling C" with a word sort. In the Word Sort, the teacher writes /k/ and /s/ as column headings, reminding students that tricky spellings are tricky because they can be pronounced in more than one way. Show students the words and sort them as a class, then have students share sentences with each word that they sort.

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

- The materials include opportunities for guided instruction and immediate feedback. For example, in Lesson 3 of "Foundational Skills Teacher Guide Unit 2," the materials provide an activity for the teacher to complete as guided practice with students. Throughout the activity, "Diagraph Dictation," the materials give guidance on providing feedback to students as they progress through the activity. In the sidebar, it instructs the teacher to remind students who may have a difficult time segmenting to touch their arm (shoulder, elbow, wrist) as they say each sound. This references a hands-on approach used in previous lessons, and the support allows teachers to anticipate and know how to address segmenting difficulties immediately.

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- Within Lesson 5 of "Foundational Skills Teacher Guide Unit 3," the materials include opportunities for guided instruction and immediate feedback throughout the program. For example, the lesson provides an opportunity for teachers to support students as they practice blending. The sidebar includes instructions for the teacher to remind students that to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds to make the word. This support allows teachers to be prepared and know how to address the issue immediately by providing feedback.
- The materials include guided practice for students during small group instruction with teacher feedback. For example, in Lesson 11, "Foundational Skills Teacher Guide Unit 7," the materials state: "Prompt students to refer back to the story to find answers to the questions. Afterward, have a follow-up discussion to clear up misconceptions."

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

- The materials include a variety of opportunities for collaborative learning and independent practice. For example, in Lesson 13, "Foundational Skills Teacher Guide, Unit 7," the lessons provide opportunities for partner reading and independent reading. The materials include a variety of opportunities for students to practice collaboratively and independently daily throughout the program. For example, in Lesson 7 of "Foundational Skills Teacher Guide Unit 2," the materials include students working in groups to read the story "At The Reef" and complete an activity page independently.
- The "Lesson at a Glance" section in each lesson specifies which component of the lesson can be used for independent practice each day. In Lesson 1 of "RLA Skills Unit 2," students complete the "Introducing the Read-Aloud" whole group, the "Read-Aloud" whole group, and the "Application" activity independently or with a partner.
- Each lesson in the "RLA Teacher Guides" includes specific guidance daily for questions after reading. The materials consistently provide "Think-Pair-Share" questions after reading for students to think independently first and then share their thoughts on the question with a partner. Questions can be found under the section titled, "Comprehension Questions."

Phonics Rule Compliance

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

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 activities throughout to provide intentional cumulative review and practice. For example, Lesson 11 in "Foundational Skills Unit 2 Teacher Guide" includes a grammar review that reviews previously taught grammar skills, such as nouns and tricky words. Lesson 15 and Lesson 16 provide a review of long and short vowels, which were also previously taught in the unit. Each of these lessons provides activities for teachers to reteach previously taught concepts and students to practice the skills.
- The materials include practice activities and a cumulative review at the end of the unit. For example, in student Activity Books, activity pages called Pausing Points align with the lesson and TEKS. The materials provide Pausing Point activities throughout the lessons and units.
- Within Lesson 2 of "Foundational Skills Unit 3," the materials include a section called, "Sound/Spelling Review." In this section, students receive a cumulative review of sound-spelling patterns learned up until this point in the grade level.

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

- The materials provide activity pages to practice phonics skills that have been previously taught. After lesson skills have been introduced and practiced, students receive activity pages from the activity book to complete as a whole group, collaboratively, or independently. The activity page provides an opportunity for students to practice the phonics skill that has explicitly been taught in the lesson. For example, in Lesson 8 of "Foundational Skills Unit 2 Teacher Guide, Practice /oe/," students apply the focus skill of the lesson, long o, in the Activity Page 8.1 Independent Practice.

- The material includes practice opportunities for phonics skills that have been explicitly taught. For example, in Lesson 6 of "Foundational Skills Unit 2, Practice /ie/," students apply the focus skill of the lesson, long I, in Activity Page 6.1 Independent Practice.
- Within "Grade 1 Foundational Skills Teacher Guides," practice of previously taught phonics skills occurs. For example, Unit 7 Activity Book 1.1 focuses on reviewing the 'ai' and 'ay' spelling patterns taught in Lesson 1 of Unit 7. This ongoing review helps students solidify their understanding of the phonics skills.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Within the "Program and Implementation Guide," the "Program Structure and Resource," there are explanations of how foundational skills progress throughout the program. The materials state, "Reading: Students practice decoding and comprehension with decodable chapter books, text-based questions, and written response activities."
- Each unit includes a student Reader. The stories align to 100% decodable, meaning they only use words and spellings that have been explicitly taught and practiced. The last page of each Reader summarizes the code knowledge assumed at the beginning of the Reader (i.e., the code knowledge that has been taught in previous units) and identifies new code knowledge introduced in the current unit, noting the first story in which these new skills practiced.
- The materials give specific guidance on which decodable texts should be used for cumulative practice after lessons. For example, the grade 1 lesson plans include or refer to resources such as decodable sentences within the readers that specifically connect to the phonics objective.
- The materials include decodable text that provides an opportunity to practice phonic skills. For example, in Lesson 1, "Foundational Skills Teacher Guide Unit 7," students receive explicit instruction on 'ay' and 'ai' letter-sound correspondence. In Lesson 4, "Foundational Skills Teacher Guide Unit 7," the materials introduce the students to the book, "Dinner with Kay," which allows them to practice their phonic skills.

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

- The materials include decodable word lists and texts that align with the scope and sequence found in Course Level Materials.
- The materials provide practice of foundational skills in both isolation and decodable text. For example, in Lesson 11, "Foundational Skills Teacher Guide Unit 7," the material guides the teacher to support students through the Spelling Tree activity. During this activity, students read /oe/ words. The students then read "The Long Cab Ride" text to connect the focus to reading.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text. For example, grade 1 activities include reading phrases and sentences that incorporate the explicitly taught sound-spelling pattern, reading fluency passages to a partner, and reading decodable books

in small groups and independently. For example, in the "Grade 1 Foundational Skills Unit 4," students practice decoding /ar/ in isolation. Students then connect the /ar/ in isolation to a text through the reader.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide formative assessments in a variety of formats to measure student learning and determine the next steps for instruction. For example, grade 1 materials include observation checklists to use during guided and independent practice to help teachers check student understanding.
- The materials include summative assessments in a variety of formats. For example, grade 1 materials include end-of-unit assessments in the Foundational Skills and RLA Teacher Guides.
- The materials include a variety of assessment tools such as formative assessments, check for understanding, and spelling assessments. For example, in grade 1 of the "Foundational Skills Teacher Guide Unit 7," in Lessons 5,10, and 15, the materials offer guidance for administering a spelling assessment.
- The materials include a variety of assessment tools such as formative assessments, check for understanding, and spelling assessments. For example, in grade 1 of the "Foundational Skills Teacher Guide Unit 7," the materials include Activity Book 21.1, which offers a "Word Reading in Isolation Assessment."

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

- The assessment directions clearly specify when to move to the next task and when to discontinue the assessment. Within Lesson 3 of "Foundational Skills Teacher Guide Unit 1,"

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the assessment overview gives directions on the assessment and a flowchart to visualize the order of assessments.

- In each lesson of "Unit 1," the materials include information in the Scoring and Analysis section about how to evaluate students' assessments. The Scoring and Analysis section also tells you which students will take the next assessments. After Lesson 10, the information provided in the Placement Overview section guides teacher placement of students in appropriate reading groups.
- The materials guide the teacher to efficiently administer the assessment. For example, in Lesson 4, "Foundational Skills Teacher Guide Unit 1," the materials guide the teacher to have students turn to the Activity page, listen carefully to the words, and circle the words they hear. Teachers receive explicit instructions on how to administer the assessment, including what to say, how to read the sentences, how to call out the words, and suggestions that may help the student stay on task. The materials provide scoring and analysis.
- The materials include detailed information that supports the teacher's understanding of the assessment tools and the scoring procedures with answer keys in the back of all Teacher Guides.

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

- The materials provide progress monitoring tools that systematically and accurately measure students' learning of grade-level phonic skills. For example, the "Foundational Skills Unit 3 Teacher Guide" includes progress monitoring activities in Lessons 7, 14, and 16, as well as several "Record Sheets for Progress Monitoring" in the "Teacher Resources" section of the guide.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. Progress monitoring throughout the year in observation records, word reading assessments, segmenting and blending assessments, fluency assessments, and writing assessments.

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

- The materials include recommendations for formally assessing students at least three times in a school year: beginning-of-year, middle-of-year, and end-of-year. Materials also embed assessment opportunities throughout the lessons to determine if children make adequate progress with the instruction provided. "Foundational Skills Unit 1" includes the beginning of the year assessment, "Unit 4" includes the middle of the year assessment, and "Foundational Skills Unit 7" includes the end of year assessment.
- The assessments provide guidance on which students need progress monitoring based on formal assessment data. For example, a grade 1 assessment administered in "Unit 2" shows that a student needs additional instruction on tricky words with vowel digraphs based on the observation record. The assessment documents suggest which progress monitoring tool to

use for this child and how frequently the child should be assessed using that tool. The materials include the record sheets for vowel digraphs progress monitoring in the Teacher Resources at the end of the unit.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide data management tools for tracking student progress. In Lessons 4 through 9, "Foundational Skills Unit 1 Teacher Guide," the materials provide Placement Assessments to assess students' current level of mastery of word recognition and reading. At the end of those lessons, a "Placement Overview" guides placement and grouping decisions based on assessment data.
- Within the "Program and Implementation Guide," the materials include data-management tools that for teachers to be able to track individual student progress. For example, the materials offer a chart listing several types of assessments that can be found in the materials. On the far-right column, a title states: "How to Use the Data" which helps teachers understand how to use the data they have collected during assessments.
- The "Program and Implementation Guide" provides two student-tracking examples. One example allows students to track their progress over time, within each unit. The template structure includes a percentage in the first column and the bottom row with the unit title. Students use the template to track each unit assessment. Another tool provides students the opportunity to set a goal and provides a space for reflection.

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

- The materials provide guidance and tools to support teachers in responding to whole-class data to inform instruction. For example, within Lesson 4 of "Unit 1 Foundational Skills Teacher Guide," the materials provide Teacher Resources for examples of tools that enable teachers to document whole class data and support teachers in responding to whole class data.
- The materials include data management tools to enable teachers to document whole-class data regarding progress on spelling in a variety of phonetic skills. For example, within Lessons 5, 10, and 15 of "Foundational Skills Unit 5 Teacher Guide," the materials include Spelling Analysis. Under Spelling Analysis directions, the materials explain the assessment. Spelling assessments can be grouped on the analysis chart according to spelling patterns. The record sheets in the Teacher Resources can be used to see individual and whole group needs, and guidance is given to use previous Pausing Points to address errors with spelling words.

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

- The materials guide teachers to monitor progress at a frequency appropriate for the age and skill development. For example, the materials suggest that teachers complete observation notes and running records to conduct informal observations of students, making notes about behavior and skill development during literacy centers, small groups, or writing opportunities. For example, in Lesson 6 of "Foundational Skills Unit 3," the materials suggest that teachers listen to students in Group 1 read "The Hares and the Frogs" and make notes regarding their reading ability in the Anecdotal Reading Record.
- The progress monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. Within the introduction of "Foundational Skills Unit 3," the materials provide formative assessments and additional support for an example of guidance to teachers to monitor progress at a frequency appropriate for the age and the skill development, including recommendations to use additional support and pausing point activities as needed for reteach or challenges.

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

- The teacher guide includes a "Pausing Point" section that specifies which activities in the program to assign students when they have difficulty on progress monitoring assessments or have already demonstrated mastery of a concept or skill. This includes a list of suggested activities to assign students and a set of lessons to teach when students score below or above a set threshold on a progress monitoring assessment.
- The supplemental teacher guidance documents support teachers in developing action plans to document teacher-provided supports designed to accelerate learning and academic growth through the enrichment under the Pausing Point section.

Foundational Skills

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

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 materials model print concepts within the context of texts (e.g., big books). For example, in Lesson 9 of "Foundational Skills Unit 1," the materials suggest that the teacher guide students to hold the book correctly and discuss the front cover, the back cover, and the title page. Navigate to the table of contents and say: "I want to read about (topic). The table of contents tells me I can read about it on page ___. I'm going to find that page now."
- The materials give step-by-step lesson plans that guide teachers through explaining print concepts and their purposes. These plans should include scripted instructions or prompts to ensure explicit instruction. For example, kindergarten materials include a scripted lesson modeling and identifying the title page and its purpose.

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 materials offer tasks and activities that prompt students to apply their print awareness skills actively. For example, in Lesson 9 of "Foundational Skills Unit 1," the materials guide the teacher to call on students to show their understanding of print awareness. Students demonstrate how to hold a book, the front cover, the back cover, and how to turn the page.
- The materials include guidance for the teacher to provide explicit instruction in print awareness. For example, within the "Foundational Skills Teacher Guide Unit 1," the materials guide the teacher to ask the students to: "Come up and take a book, hold it correctly, and find the following: front and back covers, table of contents, page ___ (number), punctuation marks, glossary."
- The materials provide frequent opportunities for students to practice and apply print awareness knowledge throughout multiple lessons or units.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through guided practice with partner reading. Partner reading may be an oral activity in which students take turns reading a paragraph or a page aloud to one another.
- The materials include explicit instruction and guidance on developing oral language through guided practice. In Lesson 2 of "Foundational Skills Unit 1 Teacher Guide," students practice utilizing tricky words orally. For example, the teacher points to the word *all* as the teacher says the following sentence, "I ate all of my beans." Students Turn and Talk, using the word *all* in an oral sentence.
- The materials include explicit instruction and guidance on developing oral language through feedback. Within Lesson 7 of "Foundational Skills Teacher Guide Unit 1," the materials guide the teacher in providing feedback if students give one-word answers. Additionally, "ask students to answer in complete sentences by having them restate the questions in their response."
- The materials include step-by-step lesson plans that guide teachers through oral language activities. For example, first-grade materials include scripted discussion prompts with guidance on how to take turns.
- The materials include explicit and systematic instructional guidance on developing oral language and oracy through guided practice. In Lesson 1 of "Foundational Skills Unit 3," the wrap-up session for "The King Frog and the Big Ox," the materials introduce students to a Fables Chart with structured headings. They collaboratively complete each row by discussing

key elements of the tale, such as characters, setting, events, and the moral conveyed. The activity encourages students to engage in oral discussions using complete sentences and citing specific parts of the story to support their responses. By integrating structured discussions and reflective tasks, this approach enhances students' comprehension skills and reinforces their ability to articulate ideas effectively.

- The materials include oral language and oracy practice through independent practice. For example, at the end of Lesson 3 in "RLA Unit 7," students determine if this fairy tale ends "happily ever after." Students justify their responses orally.

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

- The materials include opportunities for students to engage in academic communication for different purposes and audiences. In Lesson 5 of "RLA Unit 1" Teacher Guide, the comprehension questions activity fosters both literal and inferential comprehension questions. Students respond in complete sentences, using the Read-Aloud or unit vocabulary appropriately. The activity promotes collaborative learning with a *Think-Pair-Share* process, where students discuss their responses with peers before sharing them with the class. This approach supports language development and encourages thoughtful interaction among students, aligning with educational standards for effective communication and comprehension.
- The materials include scripted lesson plans that give students opportunities to engage in communication for different purposes and audiences. For example, in Lesson 4 of "RLA Unit 4," students describe a surprising fact they learned about stars during the previous Read-Aloud.
- The materials include opportunities for students to engage in social and academic communication for different purposes and audiences. In Lesson 1 of the "Grade 1, Unit 1 Teacher Guide," the "Think-Pair-Share" activity encourages active involvement in class discussions. Students think about and discuss questions with their peers before sharing their ideas with the class. This structured approach supports the development of language conventions and communication skills.
- Within Lesson 1 of "RLA Unit 1 Teacher Guide," the "Word Work" activity focuses on the word "startled." Students learn and discuss the meaning of the word, practice using it in context, and share personal experiences related to being startled. This activity enhances vocabulary development and provides opportunities for students to articulate their thoughts using proper language conventions and fostering effective communication skills.

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

- The materials include highlighted discussion components for each read-aloud that include frameworks for structured academic and social conversations. The highlighted discussion components contain discussion questions, conversation starters, and guidelines for effective

discussions. For example, in "RLA Unit 4," the materials include conversation prompts, guidelines for effective discussions, and supports such as sentence stems and vocabulary support.

- The materials promote active listening during lessons and opportunities to build student oracy by actively listening and responding to text. In Lesson 3 of "RLA Unit 6," students write 1 or 2 sentences about what they learned about the desert habitat after the read-aloud. Students draw pictures to go with their sentences. As students finish their desert habitat journal entry, they share their writing with a partner.

- The materials consistently include authentic opportunities for students to share information and ideas with their peers. The "Think-Pair-Share" and "Turn-and-Talk" prompts throughout the unit provide opportunities to teach and reinforce how to communicate by using conventions of language, speaking when recognized, and making appropriate contributions to the discussion. Within Lesson 5 of "RLA Unit 4," students think about the following question and then share it with a partner. "What are some of the stories or sayings people say about the moon? Turn to a partner and tell one. Then respond to your partner by explaining why the moon appears this way."

- The materials consistently include authentic opportunities for students to engage in discussion to understand information. Activity Page 1.2 in the "Foundational Skills, Unit 6 Activity Book" provides a structured approach for students to engage deeply with storytelling. Through the story map activity titled "The Name of the Tale," students describe characters, settings, and plot elements, fostering active listening, questioning, and discussion. This activity encourages students to share their interpretations and ideas, promoting a comprehensive understanding of narrative elements and enhancing their communication skills.

Foundational Skills

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

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and 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)

- Within "Foundational Skills Unit 1, Appendix B," the materials provide the scope and sequence showing a systematic progression of sound/spelling patterns.
- The materials include an introduction section in the "Foundational Skills Unit 3 Teacher Guide," showing a mixture of vowels and consonants introduced so that students can combine them to build and read words.
- The materials include an explicit and systematic approach to introducing letter-sound relationships in an order that allows for application to basic decoding and encoding. For example, in Lesson 3 of "Foundational Skills Teacher Guide Unit 2," the materials introduce the /ae/ sound and the 'a_e' spelling pattern. This sequence allows students to decode and encode words with the long a sound in words with the VCe spelling pattern.
- Within Lesson 9 of "Foundational Skills Unit 2," the materials provide an explicit and systematic introduction to letter-sound relationships essential for basic decoding and encoding. The primary focus includes identifying specific sound/spellings such as /a/ represented by 'a', /ae/ by 'a_e', /oe/ by 'o_e', /ee/ by 'ee', and /ie/ by 'i_e'. During the warm-up activity, students engage in a quick review using their Individual Code Charts. They practice identifying nouns and their corresponding vowel sounds, such as identifying the vowel sound /a/ in the word "cat" and locating its spelling ('a') on their charts. This structured approach

reinforces understanding of how different vowel sounds in written language, promoting phonemic awareness and spelling proficiency.

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 script lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words.
- 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 misconceptions. For example, in Lesson 2 of "Foundational Skills Teacher Guide Unit 2," the materials guide the teacher to state the objective, model the skill, and provide opportunities for the students to practice the skill. The materials provide a "Note" section that addresses potential misconceptions.
- 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. For example, within Lesson 5 of "Foundational Skills Teacher Guide Unit 2," the materials include "Pop Out Chaining" which includes direct and explicit instruction focused on connecting phonemes to letters within words. The "Check for Understanding" prompt at the bottom of this section supports teachers in providing corrective feedback to individual students.

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)

- Materials include a variety of activities for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, in "Foundational Skills Unit 7," the "Student Reader, 'Kay, and Martez,'" the materials include a decodable text that only includes taught phonics skills and irregular HFW. This text will be studied in the "reading" section of lessons across the unit 7 teacher guide.
- Materials include a variety of activities for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. For example, within "See Foundational Skills Unit 7 Teacher Guide," the materials include a variety of chaining activities that apply letter-sound correspondence to decode words.
- The materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable words in decodable connected text. For example, materials include decodable readers across units that include the sounds introduced and prior sounds learned. After learning all short vowel sounds, consonants, and l-blends, students read a decodable reader that includes the words: "flip, slip, clock, bed, and socks."

- The warm-up session and word recognition assessment in Lesson 20 of "Foundational Skills Unit 8" include a variety of activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence. During the warm-up, display Large Letter Cards for short vowel sounds and review using established procedures. The "Sound/Spelling Review" reinforces previously taught spellings, including digraphs like 'th'. In the "Word Recognition Assessment," students use Activity Page 20.1 to identify and circle words based on auditory prompts, reinforcing their ability to decode both one-syllable and multisyllable words in isolation and connected text. These activities support cumulative learning and enhance students' proficiency in applying phonics skills independently.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include systematic phonological awareness lessons that align with the TEKS. Within the grade 1 beginning Units, phonological awareness lessons include rhyming, syllable awareness, and alliteration. These lessons systematically progress with less complex skills, such as identifying rhyming words, coming before more complex skills in the later Units, such as generating rhyming words. For example, in Appendix A: About the Program, in the back of "Foundational Skills Unit 1," the materials have a Scope and Sequence that shows how the skills progress through each unit.

- The materials include a systematic sequence to introduce phonological awareness skills. For example, "Foundational Skills Teacher Guide Unit 9, Lesson 8" guides teachers to model for students how to add, delete, and substitute syllables.
- Within "Foundational Skills Teacher Guide Unit 5, Lesson 11," has students review the /t/ sound using a tongue twister activity where they listen for and identify the /t/ sound in words. The materials provide a review of the spellings for the /t/ sound, including 't', 'tt', and 'ed'. Students engage in a word sort activity to identify patterns in the spellings, and they learn to add suffixes to root words, understanding when to double the final consonant. Through these sequentially structured activities, students progressively enhance their phonological awareness skills.

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 lessons include specific terms, phrasing, and statements for teachers to use during instruction. For example, within Lesson 9 of "Foundational Skills Unit 3," the script reads, "The /ou/ vowel pronunciation in Spanish is very rare. Students may need assistance with this digraph. Explain that to make the /ou/ sound, open your mouth and speak from the back of your throat, then close your mouth while continuing to speak from the back of the throat."
- The lessons that teach and practice newly taught skills or strategies provide explicit instruction through modeling, then guided practice to prepare for independent practice. For example, within Lesson 1 of "Foundational Skills Unit 2," the teacher introduces the sound /ee/ with hearing medial sounds, the teacher models the writing /ee/ sound, and then students practice independently on Activity Page 1.1.
- The materials include direct and explicit instruction teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions in the Support and Additional Support sections of the "Foundational Skills Teacher Guide." Other supports can be found in the Take Home Materials and the Remediation sections for cumulative review. For example, in "Foundational Skills Unit 5 Pausing Point," the activity "More Help with Similar Sounds" involves using picture cards to help students differentiate between similar sounds, such as /k/ and /g/, /l/ and /r/, and /t/ and /d/. This explicit instruction and sorting activity, which involves identifying and producing specific sounds, addresses common errors and misconceptions by allowing students to practice with corrective guidance, thereby supporting their understanding of phonological patterns and building a strong foundation in phonological awareness.

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 specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness skills. For example, within the warm-up component of the phonological awareness in each lesson, the materials

include gestures/body movements and other kinesthetic activities to help students visualize words and word parts orally. Students also utilize chaining folders. These chaining activities and Student Chaining Folders reinforce understanding. The Activity Pages allow students to practice their new skills and review previously taught skills.

- The materials suggest or provide resources to practice and reinforce students' phonological awareness skills. For example, within Lesson 14 of "Foundational Skills Teacher Guide Unit 6," the materials provide comprehensive opportunities for students to develop and reinforce phonological awareness skills. The dictation activity engages students in listening to phrases containing consonant clusters, prompting them to segment and accurately spell each word, thereby strengthening auditory discrimination and phonetic awareness. This exercise not only supports students in recognizing and manipulating sounds within words but also emphasizes the importance of spelling accuracy and phonemic awareness. By guiding students through the process of breaking down words into individual sounds and spelling them correctly, this activity cultivates foundational skills essential for reading and writing proficiency.

- The material's activities and resources provide opportunities to reinforce phonological awareness skills through cumulative review in the Pausing Point section at the end of each Unit. For example, within the "Foundational Skills Unit 4 Pausing Point," the "Teacher Chaining with Two-Syllable Words" activity stands out as an illustrative example. This activity guides students through a sequence where they explore word chains such as twist•ing > twist•ed > twist•er, emphasizing the continuity and progression of syllabic patterns. Moreover, the routine for Adding, Deleting, and Substituting Syllables enriches oral syllable awareness by engaging students in tasks like constructing compound words (e.g., melt•down), removing syllables (e.g., run•down to run), and substituting syllables (e.g., run•down to run•off). These structured exercises not only reinforce foundational phonological skills but also ensure a systematic approach to learning that aligns closely with educational standards, thereby enhancing students' overall literacy proficiency.

Foundational Skills

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

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials teach blending spoken phonemes to form one-syllable words before teaching segmenting spoken one-syllable words into individual phonemes. For example, in Lesson 6 of "Foundational Skills Unit 2," the teacher teaches students to blend /p/ /ie/ /n/ to make the word *pine*, and later in the lesson, students segment the word pine.
- The materials teach blending and segmenting phonemes before moving on to manipulating phonemes. Phonemic awareness lessons focus on initial and final sounds before medial sounds. For example, in Lesson 1 of "Foundational Skills Unit 2," students blend /f/ /l/ /a/ /t/ to make the word *flat* in an early lesson, then students progress towards adding, deleting, and substituting syllables by Lesson 8.
- The materials include lessons on manipulating phonemes within base words, starting with adding, then deleting, and finally substituting phonemes. For example, in Lesson 2 of "Foundational Skills Teacher Guide Unit 5," students practice identifying and segmenting the

syllables in two-syllable words like "weekday" and "mailman." The teacher guides the students through segmenting each syllable by tapping out the sounds and then blending them back together. Additionally, the lesson incorporates a gradual transition to more complex tasks by having students identify whether the words include compound words, root words with suffixes, or words with syllables that cannot stand alone. This structured approach ensures a progressive development of phonemic awareness skills aligned with the systematic sequence described.

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 lesson plans include specific terms and phrases for teachers to use during instruction. For example, within Lesson 1 of "Foundational Skills Unit 3," the teacher guide prompts the teacher to make direct statements to students, such as, "Tell students that today they will learn a new sound—/oo/ as in soon. Have students say the /oo/ sound several times, stretching it out. Ask students if they can think of words that have the /oo/ sound in the middle (spoon, loop, root, hoop, boot). Have the class repeat the words and verify that the sound /oo/ is in the middle."
- The lessons that teach and practice newly taught skills or strategies follow a repeated structure, including teacher modeling, guided practice, and independent practice. For example, in Lesson 1 of "Foundational Skills Unit 2," the teacher introduces and models hearing the medial sound /ee/. Students then say a number of the words with the /ee/ sound from the teacher, and finally, students raise their hands when they hear a word that has the /ee/ sound as its middle sound.
- The lessons include examples of explanatory feedback for students based on common errors or misconceptions. For example, in "Foundational Skills Unit 2," the materials include a "Note" section that states, "Note: You may have students who know that some of the words they listened to earlier, such as eat, are written with spellings other than 'ee'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ee/ sound. Tell them they will learn these spellings for /ee/ at a later time, and for now, they just have to focus on the 'ee' spelling."

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 materials integrate kinesthetic scaffold resources for connecting phonemic awareness with the alphabetic principle. For example, in Lesson 1 of "Foundational Skills Unit 1," the materials work on identifying phonemes within words, and the teacher uses a total physical response activity such as finger tapping. The teacher says to say *at* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap. Then, move on to blending the sounds to produce the word *at*, making a fist with your hand.

- The materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction to connect phonemic awareness skills to the alphabetic principle. During the warm-up section of every lesson, students follow along with the phonemic awareness activity within their Consonant Code Flip Book and Vowel Code Flip Book. Within Lesson 1 of "Foundational Skills Unit 1," the text says, "Explain that the Code Flip Books are similar to the "Sound Posters"—one "Code Flip Book" shows the vowel sounds and their spellings and the other shows the consonant sounds and their spellings. Remind students that vowel sounds such as /a/ and /i/ are made with an open mouth. Consonant sounds like /m/ and /s/ are made with parts of the mouth touching or closed, so the air coming out of the mouth is blocked in some way."
- The activity from the "Foundational Skills, Unit 5, Lesson 3" provides direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle, thereby supporting students in transitioning from oral language activities to basic decoding and encoding. In the Spellings for /b/ activity, students review the spelling alternatives for the /b/ sound using the "Consonant Code Flip Book." By pointing out the common spellings 'b' and 'bb' and having students recognize these spellings within sample words, the activity connects the phoneme /b/ to its corresponding graphemes. This explicit instruction helps students understand how sounds represent written language, facilitating their ability to decode and encode words.

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

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, lessons include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally through the warm-up in every lesson.
- The materials include activities to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, in "Foundational Skills Unit 3," the materials include an advanced preparation section that prompts the teacher to bring in photos or pictures of a boy or girl with a loose tooth and other words with the /oo/ sound, such as spoon, broom, pool, moon, etc., for Review /oo/ > 'oo'.
- The materials suggest or provide resources, including manipulative activities to practice and reinforce students' phonemic awareness skills. For example, in "Foundational Skills Unit 1," the materials include a mat and cube. Students will represent a noise with an object by placing a cube on the mat for each noise they hear. This replicates similar qualities to representing a sound with a letter.
- The activities and resources within the materials provide opportunities to reinforce phonemic awareness skills through cumulative review in every Teacher Guide at the end of the Unit. In the Pausing Point section, cumulative review activities provide teachers with opportunities to reinforce phonemic awareness skills. For example, in "Foundational Skills Unit 2 Pausing Point," students can get more help with recognizing and isolating the sounds taught in Unit 2 or blending and segmenting words.

- The materials suggest or provide resources, including manipulative activities to practice and reinforce students' phonemic awareness skills. The "I Spy" activity, found in the "Unit 2 Pausing Point" section of the "Teacher Guide Foundational Skills," helps students practice oral blending with names of objects containing three sounds in the room. The teacher says: "I spy with my little eye a /b/ . . . /oo/ . . . /k/." Students then have to blend the word, use arm motions, and point at the object in the room.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The lesson objectives align with the grade-level TEKS sound-spelling patterns. For example, in Lesson 3 of "Foundational Skills Teacher Guide Unit 2", the materials introduce the /ae/ sound and the 'a_e' spelling pattern. This sequence allows students to decode and encode words with the long a sound in words with the VCe spelling pattern.
- The materials include a vertical alignment that outlines the progression of Sound-Spelling Patterns skills. For instance, within the "Program and Implementation Guide," the materials provide a Foundational Skills year-by-year chart that highlights when grade-level sound-spelling patterns occur. Within the chart, a key shows that the sound-spelling pattern aligns with the TEKS Standard.

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

- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. These routines occur in each grade level and align with the ELAR TEKS. Phonics lessons begin with communicating the objective of the lesson, then connecting

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new concepts to previously learned concepts, and then teaching the new concepts or skills through a gradual release of responsibility. For example, in Lesson 4 of "Foundational Skills Teacher Guide Unit 2", the materials guide the teacher to state the objective, model the skill, and provide practice opportunities.

- The materials include specific terms and statements that teachers can use during core instruction. For example, in Lesson 2 of "Foundational Skills Unit 5", the materials tell the teacher to: "Tell students that you want to make the word dish plural. Add 's' to the word. Have students try to say the word in its plural form with just an 's' at the end. Ask if it sounds correct to say /d/ /i/ /sh/ /s/. (no) Have them listen carefully as you say the word correctly: /d/ /i/ /sh/ /e/ /z/."
- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For instance, in Lesson 3 of "Foundational Skills Unit 5", the materials prompt the teacher to remind students that /p/ and /b/ resemble each other because of being sister sounds. The lesson continues to guide students by explaining to students the difference between these sounds is their voicing: /p/ is voiceless, whereas /b/ makes the voice box vibrate. The teacher demonstrates for students that they can feel the difference by placing two fingers on their voice boxes.

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)

- Materials include a variety of activities and resources for students to reinforce grade-level sound-spelling patterns (through cumulative review). In Lesson 3 of "Foundational Skills Unit 2", the materials introduce /ae/ a_e, the sound and spelling explicitly taught, and then student practice opportunities occur.
- The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. For example, in Lesson 3 of "Foundational Skills Teacher Guide Unit 2", the materials provide students with the opportunity to practice the skill through warm-up activities, guided practice, independent practice, and additional support for take-home materials.
- Materials include a variety of resources and activities for students to develop grade-level sound-spelling patterns. For example, the "Word Sort" activity from "Foundational Skills Teacher Guide Unit 3, Pausing Point" aligns well with the goal of developing, practicing, and reinforcing grade-level sound-spelling patterns through cumulative review. This activity engages students in categorizing words based on specific vowel sounds (/oo/, /ue/, /oi/, /ou/) into corresponding headers (e.g., 'boo' vs. 'book', 'cute' vs. 'cool', 'oil' vs. 'shout'). By sorting words according to their sound-spelling patterns, students actively apply their understanding of phonetic distinctions and reinforce their ability to recognize and differentiate between similar vowel sounds. This hands-on approach encourages both visual and kinesthetic learning to internalize spelling patterns over time.

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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)

- The materials provide a variety of activities and resources to decode and encode words in isolation. For example, in "Foundational Skills Unit 3", the materials provide the Vowel Code Flip Book, which helps students practice encoding the new vowel sounds/spellings. The Spelling Cards add to the Code Flip Book when the sound/spellings occur. Students also fill out their Individual Code Charts.
- The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. The materials include decodable connected text that builds on previous instruction. For example, in the Unit 4 decodable text, "Things that Swim" the materials review /er/ and /ar/, and students complete a spelling assessment.
- The materials include a variety of activities and resources for students to decode and encode words that include taught sound-spelling patterns. For example, in Lesson 11 of "Foundational Skills Teacher Guide Unit 7", the material guides the teacher to support students through the Spelling Tree activity. During this activity, students read /oe/ words. Next, students read "The Long Cab Ride" decodable text.
- In a Spelling Alternative Lesson, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are introduced. Students conduct word sorts to reinforce the fact that the same sound may be spelled multiple ways.
- Materials provide a variety of resources to support students in encoding words that include taught sound-spelling patterns in isolation (e.g., word lists). For example, in the "Foundational Skills Unit 1" introduction, the materials explain that in addition to learning and practicing letter-sound correspondences to read words, students will learn what is referred to in most reading programs as high-frequency words. These words occur with high regularity in written text, which students must learn to recognize quickly and automatically. A number of well-respected Word Lists rank these words in terms of their frequency and importance for early readers. According to the Unit 1 introduction, two of these lists, the Dolch Sight Word List and the Fry's Instant Words List, were consulted in creating this program.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. In "Foundational Skills Unit 1 Appendix B," the materials explain that in addition to learning and practicing letter-sound correspondences to read words, it's useful for students to learn high-frequency words. These words occur with high regularity in written text, which students must learn to recognize quickly and automatically. The introductions for units explain that lessons utilize several well-respected word lists, including Dolch Sight Word List and Fry's Instant Words List, ranking these words in terms of their frequency and importance for early readers. For example, by the end of Unit 3, four of Fry's Instant Words are 100% decodable: *at, did, got, it*. By the end of Unit 4, 16 Instant Words are 100% decodable: *can, an, and, not, in, on, man, him, had, if, its, get, end, men, set, sit*.
- Materials include a systematic sequence for introducing regular and irregular high-frequency words. The materials explain the systematic sequence for introducing regular and irregular high-frequency words in Unit 1, introduction. For example, in "Foundational Skills Unit 1," students will review the following Tricky Words: *a, I, of, is, all, some, from, word, are, were, have, one, once, to, do, two, who, the, said, says, was, when, where, why, what, which, here,*

and *there*. In "Foundational Skills Unit 2," the materials introduce Tricky Words: *he, she, be, me, we, they, their, my, by, you, your*.

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

- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. For example, in "Foundational Skills Unit 1," the materials include a script that prompts the teacher to say: "Tell students that these words 'play by the rules'; the sound/spellings pronounced the way students have been taught. Explain that some words in English do not 'play by the rules.' Words that do not 'play by the rules' are called Tricky Words." Students then practice writing *one* three times after the teacher models.
- The materials include an overview for teachers at the unit or lesson level, providing background knowledge of decoding and encoding regular and irregular high-frequency words. For example, the materials provide guidance for introducing regular and irregular high-frequency words in Unit 3, Appendix B, Scope and Sequence on high-frequency words vs. sight words, or what makes a high-frequency word irregular vs regular so that teachers can use this knowledge during instruction to respond to student needs.
- Materials include guidance for the teacher to provide explicit (direct) instruction for encoding irregular high-frequency words within the Pausing Point Activity in "Foundational Skills Unit 2" called "Fill in the Tricky Words." Students read the Tricky Words in the box at the top of the activity page and the sentence below. Students then find the Tricky Word for each sentence and write it on the line. Teachers can assist in small groups

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 various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. For example, in "Foundational Skills Unit 2," the materials include: "Green Light, Yellow Light, Tricky Word Match Maker, Bean Bag Toss, Tricky Word Bingo, Handwriting Practice with Tricky Words, and Tricky Word Practice" writing both in direct instruction, independent, and in student centers.
- The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement. For example, in "Foundational Skills Unit 3," students work on sets of high-frequency words with /oo/ and /aw/. Once these have been mastered, students work on new patterns and have /oo/ and /aw/ words spiraled in independent word work alongside newly acquired words.
- At the end of "Foundational Skills Unit 2," the materials provide a Dolch Flash Card Family Letter and a Fly Flash Card Family Letter. These family letters explain the importance of frequent and repeated practice. The letters say to help build speed and automatic recognition; you have been provided with a bank of flashcards containing words from a list known as the Dolch Sight Word List. These words are identified as being important for young children to

recognize due to their high usage rate. Students will cut out the flashcards and read them as quickly as possible for reinforcement and practice. By the end of Unit 3, four of Fry's Instant Words are 100% decodable: at, did, got, it. By the end of Unit 4, 16 Instant Words are 100% decodable: can, an, and, not, in, on, man, him, had, if, its, get, end, men, set, sit.

- Within each Unit, students practice and reinforce their skills on all Tricky Words learned. For instance, in "Foundational Skills Unit 2," the materials say to review the previously taught Tricky Words on the Tricky Word Wall. Point out that the tricky parts of each word are underlined.
- Students review and practice Tricky Words from the previous lesson of this unit using the Picture Reader, related Activity Book pages, and take-home mini-books in subsequent units.

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

- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, starting in "Foundational Skills Unit 2," the "Tricky Word Wall" in your classroom has each of the Tricky Words on yellow index cards, and add them to the wall as they occur.
- Materials include a variety of resources (including the use of memory-building strategies) for students to write high-frequency words in connected text (e.g., within sentences or decodable texts). On the last page of each decodable reader, the materials include tricky words in that reader. To facilitate immediate recognition, nondecodable part(s) of each Tricky Word are underlined whenever they appear in the story.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, the materials provide flash cards that students can practice with a partner, at home, or independently. Students highlight the nondecodable parts and then time themselves as they read the cards.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, in grade 1, the materials teach closed and open syllables before vowel digraphs and r-controlled syllables. For example, "Grade 1, Foundational Skills Teacher Guide Unit 1, Lesson 1" uses words such as "at, cat, and top" throughout the lesson to teach words with closed syllables. Later in Unit 3, vowel digraphs "oo, ue, and ou" are taught. The skills continue to get more complex as Unit 5 provides opportunities for students to spell and write words containing r-controlled syllables.
- The lesson objectives progress from less to more complex skills. "Foundational Skills" Unit 1, Lesson 1 begins with a review of reading and writing CVC, CCVC, CVCC, and CCVCC words. Lesson 3 in the "Grade 1, Foundational Skills Teacher Guide Unit 1" utilizes the "Consonant Code Flip Book" for students to read and write words, such as kid, chin, and itch. The skills

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progress in complexity to two-syllable words, as taught in "Grade 1, Foundational Skills Unit 4," where students read and write words such as cupcake, gumdrop, and birthday. Skills continue to progress to three-syllable words in Unit 7, where students read and write words such as rainforest, holiday, and yesterday.

- The lesson objectives progress in complexity. "Foundational Skills Unit 1" begins with a review of reading and writing CVC, CCVC, CVCC, and CCVCC words. The skills progress to two-syllable words in "Foundational Skills Units 3 and 4," and then finally progress to three-syllable words in "Unit 7."

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

- The materials include specific terms, phrasing, and statements that teachers should use during core instruction. For example, in "Foundational Skills Teacher Guide Unit 4," the materials provide guidance in the introduction of the book for teaching two-syllable words. The multisyllabic words that students encounter in their Reader and Activity Book in this unit will be divided between syllables with a dot. When writing multisyllabic words on the board/chart paper, the teacher should also use the dot as a syllable break. This dot serves as an early cue for students who read multisyllabic words. The dot will be omitted in later grade 1 units, and students will be expected to chunk words on their own.
- The materials include teacher guidance for explicit instruction of the syllable types. For example, "Foundational Skills Teacher Guide Unit 1, Lesson 2" guides the teacher to state the objective, model the skill, and provide practice opportunities.
- Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types to decode one-syllable words. For example, "Foundational Skills Unit 1, Lesson 1" includes a note for the teacher that the spelling 'o' makes the /oe/ sound in Spanish (as opposed to the /o/ sound in English). When you see the letter 'o' between two consonants in a one-syllable word, it will make the /o/ sound.
- Within "Appendix A" of "Foundational Skills Unit 4," a routine guides teachers on the instruction of using chunking to decode multisyllabic words in grade 1 materials. For example, the Appendix explains the different six syllable types and the best instructional methods for students to be successful.

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 materials include a variety of activities and resources for students to decode and encode regular and irregular high-frequency words. For example, in "Grade 1, Foundational Skills Teacher Guide Unit 2, Lesson 2," the materials provide students with the opportunity to practice the skill through warm-up activities, guided practice, independent practice, and additional support for take-home materials.

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. For example, within "Foundational Skills Unit 7," the materials include an Individual Code Chart, Spelling Trees, word sorts, and spelling practice for ongoing practice of previously taught skills.
- The materials provide practice through decodable readers. For example, in "Foundational Skills Unit 7," the decodable story contains three-syllable words, Mexican and Mexico. Students use the same chunking strategy they have learned for two-syllable words in approaching this and other three-syllable words.
- Within the Additional Support section in "Foundational Skills Unit 7," students have multiple opportunities to reinforce decoding and encoding one-syllable and multisyllabic words. For example, the materials provide activities such as more help segmenting and blending two-syllable words such as week-day, hay-stack, and rain-drop.

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

- The materials include a variety of activities and resources for students to read and write high-frequency words in isolation and in connected text. For example, "Foundational Skills Teacher Guide Unit 7, Lesson 10" provides students with the opportunity to read words in isolation and in connected text through decodable readers.
- The materials provide a variety of activities and resources for students to practice decoding skills that were previously taught as well as those recently introduced. For example, Picture Readers provide decodable texts that allow review and practice for decoding single and multi-syllabic words. Decodable texts also practice and review words with one or more syllables.
- Materials include a variety of resources for students to practice decoding one-syllable or multisyllabic words, using knowledge of syllable division principles in isolation (e.g., word lists). Within "Foundational Skills Unit 2," the materials focus on basic code spellings for "long" vowel sounds (/ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'); Tricky Words List.
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in isolation. For example, "Foundational Skills Unit 6, Warm-Ups" provides students the opportunity to review segmenting and blending two-syllable words using the three-step method of blending/segmenting one syllable at a time.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- According to the "Pacing" and "Scope & Sequence Guide," the materials introduce grade-level morphemes in "Foundational Skills Unit 4." Lesson 8 introduces the morpheme -ing, and Lesson 13 introduces -ed. The morpheme -s introduced in Unit 5, Lesson 1.
- Within "Appendix B: Grade 1 Scope and Sequence in Foundational Skills Unit 1," the sequence for introducing grade-level morphemes is outlined in the TEKS. For example, students work on past-tense endings in "Unit 4" and then progress to root word sorting in "Unit 6."

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

- The materials include a section in "Foundational Skills Unit 7, Lesson 8." This section guides teachers to use an illustration of the flower to review the base of a word called the root word. The materials include this flower activity throughout the unit to write the word with the inflectional endings –ed and –ing.
- Daily lessons provided in the "Foundational Skills Teacher Guides" include explanations of the morphological objective of the lesson. For example, "Unit 4, Lesson 19" includes explicit directions for leading the class in the -ed dance. The materials prompt the teacher to say: "Explain that the ending –ed often shows that a verb is in the past tense, or it happened in the past."
- Within "Foundational Skill Unit 6, Lesson 21" offers guidance on root words and endings. The teacher guide says to remind students that they have learned about root words and suffix endings. The materials explain when you add the -ed suffix it indicates something happened in the past. The teacher practices a few words with them then the students complete Activity Page 21.1.

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

- Materials include a variety of resources for students to develop grade-level morphological skills (through cumulative review). Within "Foundational Skills, Unit 4, Digital Component 13.1" sorts the affix, /ed/. Students use the digital component to develop their skills and then practice by tracing the words on the activity page.
- The materials include practice activities to build on the taught morphological skill and spiral previously learned morphological skills. For example, students learn about common prefixes and suffixes, such as -*ed* and -*ing*. Students then use base words from a word bank to complete a t-chart with the two types of suffixes.
- Materials include a variety of resources for students to reinforce grade-level morphological skills (through cumulative review). For instance, in "Foundational Skills Unit 6, Lesson 11" includes a "Word Sort." In the "Word Sort," students complete Activity Page 11.1, where they sort the words according to the spelling they include for /n/. On the back of the activity page, students add endings to root words, noting the spelling pattern.
- Materials include a variety of activities for students to develop grade-level morphological skills (through cumulative review). For example, in "Foundational Skills Teacher Guide Unit 6," the materials include Targeted Dictation. During this activity, the teacher says ten words that will follow a certain pattern. The first word will be a root word; the second word will be the same word with the ending –ed added. The consonant spelling at the end of the root word will be doubled in the word with the ending –ed. Students complete the Targeted Dictation with the teacher.

- The materials include practice activity pages throughout the program to develop, practice, and reinforce foundational skills. In Foundational Skills 5 Teacher Guide, Lesson 1 includes activity page 1.2, which students complete to practice the taught morphological skill affix -s.

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

- The materials include a student practice book (paper and/or digital) with word lists focused on the targeted morpheme(s) for the lesson. Students read the word lists and complete an exercise to focus on meaning. For example, students read a list of words with the suffixes -s, -ed, and -ing. Students then complete fill-in-the-blank sentences with the words, using a dictionary for support.
- Materials include a variety of resources for students to decode words with morphemes in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). The "Foundational Skills Unit 4 Reader" includes decodable connected texts for students to practice decoding words with the -ed morpheme. Beginning with the story "Groundhog," students have the opportunity to read texts that include words with -ed affixes, such as asked and filled.
- The materials include instructional routines, such as dictation, that emphasize encoding and decoding. For example, in "Foundational Skills Unit 6," the teacher dictates words for students to spell with the affixes -ed. Students then read their word lists to a partner or aloud.
- Materials include a variety of activities for students to encode words with morphemes in isolation (e.g., word lists). For instance, in "Foundational Skills Unit 5," students complete a "Root Words" activity. In the "Roots Words" activity, the materials explain that the roots of the flower stay in the ground and help to keep the flower in place. The teacher labels the roots of the flower with the word stop. The materials explain stop as a root word. Next to the petals of the flower, the teacher will now write the root word stop with different suffixes. The teacher repeats this process for each word.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials support students in determining the meaning of unfamiliar words throughout the program. For example, the "Foundational Skills Teacher Guide Unit 2, Lesson 5" section "Introduce the Reader and the Story" provides detailed support in identifying new words, specifically Native American words that may be unfamiliar to students. Explicit directions are given to the teacher to point out certain words that need guidance in determining their meaning, such as weaving and Navajo. A Vocabulary Chart for "A Letter to Kate" lists several new vocabulary words introduced in the text. This text was specifically chosen to expose students to unfamiliar words, such as artist and cabin, in context. The text includes illustrations and guidance on the use of words in a sentence.
- The materials support students in determining the meaning of unfamiliar words with illustrations and text in the use of context according to grade-level TEKS. Within the "Foundational Skills Teacher Guide Unit 6, Lesson 3," the materials provide animal cards and a Flip Book to use when introducing unfamiliar words to students. The animal cards provide illustrations used to show the meaning of words such as herbivore and carnivore. When discussing essential background knowledge, the Flip Book shows illustrations of different habitats, such as the desert and the Arctic.
- The materials support students in determining the meaning of unfamiliar words with guidance in the use of context according to grade-level TEKS. For example, in "Unit 2, Lesson 1," the materials guide the teacher to help students determine the meaning of an unfamiliar word through different word work activities.

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)

- Materials include guidance for the teacher to provide explicit (direct) instruction on the use and purpose of print resources such as picture dictionaries, primary dictionaries, and glossaries. For example, in the "Foundational Skills Teacher Guide Unit 3, Lesson 3," the materials include a lesson on using a dictionary. The materials give guidance on how to teach students about print dictionaries and glossaries. The teacher models how to use a glossary to find the meaning of an unfamiliar word. Students complete a "Word Hunt" activity to use the glossary to clarify the meaning of words.

- Materials guide the teacher to provide explicit (direct) instruction on the use and purpose of digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. The "Program and Implementation Guide" explains that digital components include PDF documents that teachers can download to print or project and show to students during a lesson. These documents occur throughout the program and include charts, timelines, lists, and other resources related to each lesson. For example, the online resources for "Foundational Unit 1" include a digital components tab. This tab provides links directly to the visuals for "Unit 1."

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

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

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include lessons on fluent reading skills in context with suggestions for teacher feedback. For example, "Foundational Skills Unit 2, Lesson 9" allows students to practice fluent reading skills by rereading a story in context with increased accuracy, rate, and expression. The materials include instructions for the teacher to complete an Anecdotal Reading Record on each student to record strengths and weaknesses, making note of errors and misread words to be addressed later.
- The materials include the practice of fluent reading skills in context with suggestions for teacher feedback. For example, "Foundational Skills Unit 7, Lesson 6" allows students to practice fluent reading skills by rereading "The Red Dish." The teacher can complete the lesson in small groups, have students read independently, choral or echo read, or read the text from the "Unit 7 Student Reader" with partners. Teachers pause and point out examples of previously taught skills, such as noun-verb agreement, and ask questions from Activity Page 6.1. The teacher asks students which dish has the hot peppers and asks for which page they found this evidence on. If students struggle or answer incorrectly then the teacher provides writing frames to help students write.
- Within the Independent Reading Guide, students have opportunities to practice reading fluently through independent reading. The teacher reminds students of the expectations while they read and monitor their progress. The guide includes activities to develop fluency,

including rate, accuracy, and prosody when reading text orally through conferring with students and monitoring through SMART goals in small groups.

- The materials include exercises such as repeated readings, choral readings, partner readings, and timed readings aimed at improving reading speed, accuracy, and expression. The tasks allow students to practice fluent reading independently with subsequent teacher feedback, which could include praise, corrective guidance, or specific suggestions for improvement. For example, "Foundational Skills Teacher Guide Unit 3, Lesson 3" guides the teacher to allow students to practice their reading fluency with a partner reading activity. The materials guide the teacher to listen to the students and take notes about their fluency for future support.

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

- The materials include embedded modeling and practice with word lists such as curated lists of words categorized by phonics patterns or specific language features that students practice decoding and reading with fluency. These lists progress in complexity as students advance in their reading skills. For example, the "Foundational Skills Teacher Guide Unit 7, Lesson 2" provides a list of decodable words categorized by the "ae/ai/ay" phonics skills taught in the lesson. Students practice decoding and reading the words with fluency.
- The materials include embedded modeling and practice with authentic decodable connected texts in the lesson. In "Unit 2, the Decodable Reader: *Gran* includes embedded modeling and practice with word lists using the decodable text. For example, in Lesson 1, students are introduced to words with /ee/, as the words "eels and steep" are vocabulary words found in the story, *Gran.* Teacher modeling is provided to show students how to read and write the /ee/ sound, as well as how to find /ee/ words when reading the story. Later in the lesson, the teacher previews core vocabulary words with students before reading the story. The teacher writes each word, including "eels and steep," on the board or chart paper for students to sound out, explain the meaning, and provide an example of the word used in a sentence. The teacher is encouraged to model this process, and instructions are given on how the teacher should remind students that words with /ee/ spellings will be in bold print as they read the text. Prompts are given, including how the teacher can demonstrate certain vocabulary words and discuss the vocabulary words throughout the story.

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

- The materials include collaborative exercises where students work in pairs or small groups to practice word reading fluency. For example, the "Foundational Skills Teacher Guide Unit 7, Lesson 4" materials include a practice activity where students practice reading fluently in a variety of settings. The lesson instructs students in need of additional support to practice fluency by independently, choral, or echo reading the story. Students not in need of support read with a partner or by themselves.
- Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., in guided activities). For example, in Unit 7, Lesson 9, the materials include practice activities and tasks to develop word reading fluency in a variety of settings such as in

the section Review and Practice: Tricky Words and Punctuation. In the "Foundational Skills, Tricky Word Story," students develop word reading and fluency.

- The materials include exercises and tasks that students can complete individually to enhance word reading fluency. For example, the "Foundational Skills Teacher Guide Unit 3, Lesson 3" prompts the teacher to have the student's partner read "The Two Dogs" or use the "Fables Big Book."

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

- The materials include text for the building of fluency and accuracy. Within "Foundational Skills Unit 7, Lesson 6" includes an opportunity for students to practice fluent reading skills by rereading "The Red Dish" from the "Unit Reader." The teacher can complete the lesson in small groups, having students read independently, choral or echo read, or read with partners. Teachers pause and point out examples of previously taught skills, such as noun-verb agreement. Students first read "The Red Dish" in a previous lesson, which comes from the "Unit 7 Reader" consisting of decodable stories.
- The materials include embedded comprehension questions, prompts, or activities related to the text to enhance understanding, critical thinking, and retention of information, fostering both comprehension and fluency skills in reading. For example, in "Unit 7, Lesson 15," the "Review and Practice Spelling Assessment" is "A House in the Clouds," which includes connected text for the building of fluency and comprehension.
- The materials include connected text for building accuracy, fluency, prosody, and comprehension. For example, in "Unit 3, Lesson 1," students will read the fable "The King Frog and the Big Ox" and answer literal, inferential, and evaluative questions about the text. Guidelines with suggested questions are provided along the way for students to pause and discuss the text that has just been read. Questions include, "Why do you think the ox came to the cool pool?" and "King Frog was gone. What happened to King Frog?"

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level. For example, within "Foundational Skills Unit 2," the Pausing Point provides several activities to help students develop handwriting by printing words and sentences. The "Fill in the Missing Words" activity provides students with sentences that include missing words. Students fill in the blanks, developing handwriting skills. Another example, "Dictation with Sentences," guides the teacher in reading sentences orally while students write each sentence. Explicit instructions on how to ask students to count the words to write the correct number of words.
- The materials include the integration of handwriting instruction with ongoing classroom learning to connect handwriting practice with other subject areas or topics being covered. Students develop handwriting by printing words and sentences using an edited draft of a book report to write a final copy. "Foundational Skills Teacher Guide Unit 3, Lesson 8" provides instructions on reminding students to print neatly when copying their reports.

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

- Within the "Foundational Skills Unit 6 Activity Book," the materials provide frequent opportunities for students to authentically practice and develop handwriting skills. For example, students answer questions on Activity Pages after reading the story "The Visit."
- The materials provide resources for students to authentically practice and develop handwriting skills appropriate for each grade level. For instance, the materials provide three-lined paper which allows for age-appropriate writing size. For example, Activity Pages provide

a three-lined paper for students to print words and sentences as they begin writing a draft on the five senses.

- The materials include activities and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. Within the "Foundational Skills Unit 1 Activity Book," the materials provide resources for students to practice and develop handwriting skills. For example, Activity Page 10.2 provides an opportunity for students to answer questions using complete sentences. Activity Page 15.2 provides opportunities for students to answer comprehension questions after reading a story in complete sentences.

Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials utilize a structure of units, themes, and inquiry-based projects that integrate different content areas, such as science and history. For instance, "RLA Unit 2" covers the knowledge of "The Human Body," and "RLA Unit 3" covers the knowledge of Early American Civilizations. Later, in "RLA Unit 6," students learn about Animals and Habitats.
- The materials systematically build topics throughout and over the years so that students broaden and deepen their knowledge of the world. For example, students have a unit with the theme of America: Our Great Country in grade K, then build on that knowledge in grade 1 with a unit theme of American Independence.
- Units build knowledge based in the field of science. For example, "RLA Unit 5: This Planet Rocks" teaches students about Earth, the North and South Pole, and the equator. They also explore the layers of the earth and learn how rocks and minerals form. Students have the opportunity to learn about famous geologists and paleontologists throughout the unit.

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

- The materials systematically build topics throughout and over the years so that each year, students broaden and deepen their knowledge of the world. Within the "Program and Implementation Guide," the materials provide a chart that shows the Academic Background knowledge students build year by year. For example, students have a unit with the theme of "America: Our Great Country" in grade K, then build on that knowledge in grade 1 with a unit theme of "American Independence." The knowledge progressions of Literature, Science, and History connect from grade K to grade 5. A scope and sequence demonstrate the knowledge building within and across grade levels.
- The materials systematically build topics throughout and over the years so that each year, students deepen their knowledge of a subject. For example, in grade K, students begin learning about literature through "Nursery Rhymes and Fables." In grade 1, literature is shared through different types of stories. The materials include "Fairy Tales and Tall Tales," which were used in grade 2 to develop knowledge of literature. Grade 3 includes "Classic Tales." "Contemporary Fiction" is introduced in grade 4, which leads up to the introduction of Shakespeare in grade 5.
- Materials provide a scope and sequence to demonstrate the approach to knowledge-building within grade levels. For example, in the "Teacher Guide Introduction of Unit 4, Early America Civilization," a scope and sequence can be found that demonstrates the approach to knowledge building within the grade 1 materials.

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

- Units spend extended time on connected knowledge-building topics. For example, in "Course Level Documents," the materials provide a Pacing Scope and Sequence that outline the amount of time the students will spend in the unit.
- Units spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts. For instance, in "RLA Unit 2: The Human Body," the materials spend 16 days building student knowledge of the human body. The unit utilizes various texts, including "Everybody Has a Body," "Marvelous Moving Muscles," and "Five Keys to Health." Students apply the knowledge learned by completing the "My Body Systems Booklet" throughout the unit.

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

- Lessons connect by anchoring texts or text sets designed to intentionally build connected student background knowledge over time. At the beginning of the "RLA Unit 9 Teacher Guide," the section "What Students Have Already Learned During Kindergarten" lists several Read Alouds students have previously been exposed to in Kindergarten. Making this connection to the background knowledge will enhance students' understanding of the upcoming read-aloud in this unit.

- The materials explain how each text connects to the broader themes or concepts being learned. The materials include an overview at the beginning of each "Unit Teacher Guide," which shows how the theme or concept occurs throughout the unit and what texts the materials utilize to teach the concepts. In "Unit 4: Astronomy: Space Exploration," all texts incorporate a space theme and build knowledge through the lesson.

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

- The discussion and writing activities relate to the topic. "RLA Unit 5" encourages students to engage deeply with the content through a friendly letter. For example, in Lesson 2, students complete a writing activity connected to the knowledge-building topic of the lesson, "Planet Earth." In the activity, students write a friendly letter to Earth's Crust, the topic learned through the Read Aloud in the lesson.
- The vocabulary words listed in the materials align with the topic in the content, including relevant terms associated with the subject matter. Students have multiple opportunities to use newly acquired vocabulary in speaking and writing tasks. For example, the "RLA Teacher Guide Unit 2, Lesson 8" includes a vocabulary activity connected to the knowledge-building topic of the lesson, "The Human Body." The Read Aloud, "Five Keys to Health," provided information on the importance of exercise, cleanliness, a balanced diet, and rest. Students apply that knowledge in a vocabulary instructional activity: "Nutritious."
- The grammar lessons utilize the anchor text as a mentor example. For example, in "Foundational Skills Unit 6," students look through the stories from the reader, and identify verbs. Students record their answers and act out the verbs.

Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. For example, "RLA Unit 1, Lesson 2" provides essential background information to help students connect previously learned content from prior grade levels. In this lesson, students will read a fable about a milkmaid. Students review an image of a dairy cow being milked to activate their prior knowledge and remind them of when they learned about dairy farms in the "Farms" unit in grade K.
- The materials use consistent language across the grade levels to support knowledge building and align with the TEKS. When introducing the "Read Aloud" in Lesson 1 in the "RLA Unit 9 Teacher Guide," students observe "Image Card 1 (Native Americans)" and the teacher reminds students about previous learning in grade K about Native Americans.

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

- The materials provide questions, statements, or activities that activate students' background knowledge before reading each text or at the beginning of each lesson in the RLA units. The questions or activities specifically connect learning to topics covered in earlier units within grade 1 under the section "What Have We Already Learned." For example, "RLA Unit 4, Lesson 2" prompts the teacher to say, "Begin with a review of the previous lesson by asking students the following questions: What do we call the first layer of the sky, the bubble of air that surrounds the earth?"
- The unit overview explicitly states how the present unit connects to previously taught units of study. Within the introduction of RLA Unit 6, the materials include a section titled, "What

Students Have Already Learned." In this section, the text explains that this unit connects to already taught units: "Plants: How Do They Grow, Farms: From the Ground Up, and Seasons and Weather: As the Earth Turns."

- Many units contain an activity called "Core Connections" in the first lesson, which activates background knowledge by making connections across units. For example, the "Core Connections" activity in "Unit 8" reminds students about the knowledge they built on "Early American Civilizations." Also, the "Core Connections" activity in "Unit 10" reminds students about the fables and folktales they read in the first unit. In "Unit 5, Farms," teachers are prompted to ask students: "'What they learned about crops in Unit 4, Plants: How Do They Grow?' before engaging in a lesson on the vegetables, fruits, and grains commonly grown on farms."

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

- Each lesson/unit starts with background information about the main topic for the teacher's benefit. For example, within "RLA Teacher Guide Unit 10, Lesson 1" includes a "Core Connection" section to provide opportunities for students to engage in discussions about "Unit 1: Sharing Stories" and connect those past texts to the text in this lesson, "Adventure Stories: Tale from the Edge of the World."

- The materials provide videos and illustrations to support student development of the background knowledge needed to engage with a text. For example, in grade 1 RLA, all Units include a "Flip Book" under the "Unit Resources." The materials provide "Flip Books" with illustrations that align with the Read-Aloud texts. The Flip Books contain images that reflect the content in "Read-Aloud" texts and visually support listening comprehension development. "Flip Books" include photographs, art images, maps, and graphs that help build text connections, particularly when language gaps exist for students.

Knowledge Coherence

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

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 and 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.

- Tasks require students to engage with big ideas, topics, and themes. Within "RLA Unit 1 Culminating Activities," the materials ask students to retell a previously heard or read "Fable or Folktale" by sequencing the events. Students create a booklet by drawing pictures to show the important events of the story and dictating each picture. The materials include "Fables and Folktales" as the overall theme of the unit, Sharing Stories.
- Questions require students to engage with big ideas, topics, and themes. In "RLA Unit 4, Lesson 5 Teacher Guide," the materials include comprehension questions that students answer to add relevant information to the Idea Web for the Moon. Students learn about astronomy in the unit, and in this particular lesson, they learn about the moon through a "Read Aloud.

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

- Tasks prompt students to synthesize knowledge across texts within lessons. In "RLA Teacher Guide Unit 2, Lesson 10," students make connections between their learning of the various body systems. Students divide into groups to represent each of the five body systems and act out a poem previously learned in the unit.
- Questions prompt students to synthesize knowledge across texts within lessons. All RLA Units include an "Application" activity with tasks and questions for that lesson. For example, "RLA Unit 4, Lesson 2" has a section titled "Application," where students apply what they have

learned in the text with what they already know about the topic in a writing assignment. Within the Exit Pass of the Application section, the student draws a picture and writes a phrase or sentence describing what causes day and night. A student might draw a picture of the sun in the sky and write, "The earth's rotation causes day and night."

- Tasks prompt students to synthesize knowledge across texts within units. "RLA Unit 4 Teacher Guide" provides a culminating task that requires students to demonstrate their understanding of the unit topic, "Space," by making connections across related texts through writing a collaborative class book. Students refer to the Read Alouds previously read the "Class Category Chart" developed from previous lessons in the unit to determine what they want to write about.
- The materials include tasks and questions that explicitly ask students to connect ideas, compare and contrast information, or apply concepts from one text/unit to another. For example, in "RLA Unit 10, Lesson 1" asks students to recall the first unit. Students turn and ask a partner which fable was their favorite in the first unit. Each student asks and answers the question using the following sentence starter: "My favorite fable was _____."
- Questions prompt students to synthesize concepts across texts across lessons. At the end of every RLA Unit, a student completes Activity Page UA.1. In this activity, students answer questions learned during the unit lessons. For example, in "RLA Unit 7," the teacher asks questions using words you have heard in the Read-Alouds. If the answer to the question is yes, they circle thumbs up. If the answer is no, they circle thumbs down. Question 1 asks students: "Could fantasy events happen in real life?"
- Questions prompt students to synthesize knowledge across texts within lessons. Within every lesson in the RLA Units, the materials include evaluative questions that prompt students to synthesize knowledge. For example, "RLA Unit 7, Lesson 11" prompts students to answer: "If you had a magic pitcher, what type of food would you serve your family?"

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

- The materials provide projects to conclude each unit. The projects require students to synthesize and extend upon the knowledge learned through the unit's core texts. Within "RLA Unit 6 Teacher Guide," the materials provide a culminating task that requires students to demonstrate their understanding of the unit topic, "Habitats," by making an ocean habitat mural using resources available in the classroom, such as ocean pictures from magazines, paints, and other art supplies. When finished, post the mural on the wall and have students act as docents to explain the ocean picture.
- The materials include a project that encourages students to make connections between the unit topic and science through culminating tasks, such as the Fossil Museum within "RLA Unit 5." The students use a dough recipe to produce approximately eight fossils the size of a saucer. The teacher gathers all the fossils together and counts the total number of fossils. The students divide into groups based on the number of fossils. Each group should have at least one fossil. The group discusses the characteristics of fossils.

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

- The materials provide inquiry-based or open-ended school-to-home assignments that allow students to deepen their understanding. For every RLA Unit, the materials include a Take-Home letter in the Student Activity Book that extends learning beyond the classroom within that topic. For example, "RLA Unit 5, Activity Book Page 1.1" encourages parents to have their child go to the local library and check out a book on geology.
- The materials provide projects or culminating tasks that require or prompt students to extend the topic beyond the classroom. For example, in "RLA Unit 11," the materials include a research project on ways humans have confronted challenges at the edges of the world, from the oceans below to space above. Students have to work at home to create their uniforms and jobs, which they will present to the class at the end of the unit.

Knowledge Coherence

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

The materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building. Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. Materials include tasks designed to engage students in purposeful use of key academic vocabulary. Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization.

Evidence includes, but is not limited to:

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

- Each lesson introduces a "Vocabulary Chart" identifying tier 1, tier 2, and tier 3 words in the lesson's introduction. Activities in each lesson support students' understanding of the words in a variety of contexts. For example, within "RLA Unit 2, Lesson 9" includes tier 2 words (pyramid) and tier 3 words (nutrients).
- The materials include a variety of opportunities to apply vocabulary acquisition. For example, in "RLA Unit 2," the materials include new vocabulary tier 3 and tier 2 vocabulary words such as pyramid and nutrients. Students first complete the brainstorming links, where students brainstorm things that come to mind when they hear the word pyramid. Students then have to listen carefully to the read-aloud to see what types of food represent the "Pyramid Pantry." Students then do a word work activity with the word.

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

- The materials include practice and application opportunities with language supports for teachers to differentiate vocabulary development for students. For example, "RLA Teacher Guide Unit 2, Lesson 1" includes support for Emergent Bilingual students to understand

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multiple-meaning words utilizing a Poster IM, which consists of an image of the human body organs. Students use the image to point to the different organs on the poster when identified.

- The materials include opportunities for students to practice vocabulary development in context and language by scaffolding simpler tasks and gradually moving to more complex ones. Thus, allowing a deeper understanding of key academic vocabulary. "RLA Unit 5, Lesson 8" asks students to use phrases and familiar vocabulary to describe an Image Card that connects to the read-aloud. Students then describe their Image Card using a short sentence and then advance to more detailed sentences.

- The materials provide practice and application opportunities with appropriate content support for teachers to differentiate vocabulary development for all learners. For example, "RLA Unit 7, Lesson 1" reviews the characteristics of a fairy tale, such as setting, characters, fantasy, problems and solutions, and endings. Students then listen to the read-aloud and answer specific sentence frames to fill in the "Somebody Wanted But So Then Chart" (e.g., "The characters in 'Cinderella' were...").

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

- The materials provide a variety of ways for students to engage in academic vocabulary. All RLA lessons include a list of core vocabulary that appears throughout the unit. Activities are included in each lesson to engage students through repeated exposure. For example, "RLA Teacher Guide Unit 2, Lesson 1" includes a Word Work activity using the word "systems," where students play a game and use clues to determine what kind of system the clues describe.

- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, in "RLA Unit 7," the materials provide a Unit Review section that includes the "Image Card Review" activity. The teacher holds "Image Cards 1–18" fanned out like a deck of cards. Students choose a card but do not show it to anyone else in the class. The student must then act out or give a clue about the picture s/he is holding. For example, for the giant, a student may say: "I lived in a castle at the top of a beanstalk. Who am I?" The rest of the class guesses what is described.

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 academic vocabulary through images. For example, the "RLA Teacher Guide Unit 2, Lesson 2" uses the "Read-Aloud: The Body Framework" to teach the different parts of the skeletal system. "Image Cards 2A-1 through 2A-6" from the "Flip Book" show students while reading the book to specifically show each part of the skeletal system.

- The materials provide explicit nonverbal teaching techniques and effective use of visual design to enhance tier 2 and tier 3 vocabulary acquisition. For example, in "RLA Unit 2," students view

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the image of the "Pyramid Pantry" in the "Flip Book" as the teacher reads the read-aloud. The "Flip Book" includes images to support the text and convey the idea of the food pyramid.

- The materials provide visual design (print or digital) that is not distracting and supports engaging thoughtfully with the subject. For instance, "RLA Teacher Guide Unit 1, Lesson 5" includes an activity that uses sayings and phrases to help students visualize the text. One of the examples includes "a wolf in sheep's clothing." The activity asks students to visualize or imagine what a wolf would look like in sheep's clothing so they can understand the concept of someone not as they appear to be on the outside. Students can also view "Image Card 5A-1" in the "Flip Book" to see a visual of how the world looked similar yet behaved differently than the sheep.

Knowledge Coherence

6.B.1	Recursive Inquiry Process	8/8
6.B.1a	Materials support instruction for students to ask and generate questions for inquiry. (S)	2/2
6.B.1b	Materials support instruction for students to generate and follow a research plan. (S)	2/2
6.B.1c	K-1 • Materials support students in identification of relevant sources based on their questions. (S) • Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research.	4/4

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

Evidence includes, but is not limited to:

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

- The materials support instruction for students to generate questions for inquiry. The "RLA Teacher Guide, Unit 10, Lesson 1" provides an activity for students to generate formal and informal inquiry with adult assistance. The class completes a KWL chart together to determine what they want to know about different types of adventures. Students generate questions, and the teacher writes them on the KWL chart. The teacher models the process of completing the chart, and the students work with a partner to complete the activity page.
- The materials include information and resources encouraging students to ask open-ended, clarifying, probing, and reflective questions to engage in inquiry processes. For example, "Teacher Guide Unit 4, Lesson 1" says that all these objects—the sun, moon, and stars—live in outer space. Students get the opportunity to ask questions to clarify their understanding of outer space.

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

- The materials support instruction for students to generate and follow a research plan in "RLA Unit 10". Beginning in Lesson 2, students generate a research plan to learn more about adventures within the unit's areas. Throughout the rest of the unit, students follow the research plan to gather information, write and edit the rough draft, and present a final draft.
- The materials offer age-appropriate activities and resources for students to create and demonstrate proficiency in elaborating research plans with adult guidance. In "RLA Unit 10,"

students will explore the genre of research writing. Through graphic organizers, each lesson will build students' understanding of the research process, including brainstorming, asking questions, gathering information from texts, and writing about what they have learned. For example, in Lesson 1, in the section labeled "Know, Wonder, Learn," the materials provide a set of step-by-step guides, scripted language, and graphic organizers for creating a research plan on a particular topic.

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 materials include multimodal resources to help students organize, find, and communicate their learning or research findings. For example, in "RLA Unit 10, Lesson 2," the teacher uses digital resources to guide and model how to conduct research through a KWL Digital Chart. Students then learn the process of the research steps and receive an anchor chart on Activity Page 2.1
- The materials support students in the identification of relevant sources based on their questions. Within "RLA Unit 10, Lesson 4" reviews gathering research. The teacher displays Activity Page 1.1 and points out the research question for which students will find information. Students review the resources and gather information about the question. The teacher models where they found the information within the resource, including online resources.
- The materials support student practice in communicating ideas and information using multiple media following the purpose of the research. For example, "RLA Unit 10, Lesson 13" has students share their research projects through an Adventure Gallery Walk. Students introduce themselves with their names and the names of the adventurers they pretend to be. Guests stroll through the Adventure Gallery Walk and learn about adventures in the Galápagos Islands, space, under the ocean, and in snowy and cold places around the world.

Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials use a variety of genres, as required by the grade 1 TEKS. RLA Units 1, 3, and 7 specifically use Nursery Rhymes, Fables, Fairy Tales, and Folktales, while Nursery Rhymes and Poems are used in RLA Units 2 and 4 to discuss rhyme and rhythm. Many units recognize the characteristics and structures of informational texts, including Units 2, 3, 6, and 8. Persuasive texts and multimodal or digital texts are used in Unit 4.
- According to the "Program and Implementation Guide," the materials explicitly address the multigenre strand of TEKS through an array of texts, including literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. Moreover, text types in the instructional program serve as anchors for the response, comprehension, author's purpose, and inquiry and research strands while fostering the application of the TEKS strands of listening, speaking, writing, reading, and thinking.
- The materials provide print and digital resources for various texts and genres. For example, the grade K materials include big books and digital copies of Flipbooks that can be used on a smartboard or projected on a screen.

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

- The "Program and Implementation Guide" includes information about the Student Readers, stating, "Student Readers in the program represent grade-level text with embedded supports to help students recognize familiar patterns they have learned." The "Kindergarten Foundational Skills" units utilize the student readers.
- The "Program and Implementation Guide" includes information about the Text Types included in the program. Read-Aloud Texts from the grade K RLA units are written at a text complexity level two grades higher than that of the students so that they have the experience of comprehending complex texts orally before doing it independently.

Texts are well-crafted and are of publishable quality.

- Within the grade 1 RLA units, the materials include well-known, previously published literature, including fables, folktales, and parables, such as "The Boy Who Cried Wolf," "The Goose and the Golden Egg," and "The Prodigal Son."
- The language of grade-level informational texts in the materials reflects the rich vocabulary and language appropriate to the discipline it represents. The grade K RLA materials include the use of previously published trade books, such as *Tomas and the Galapagos Adventure* by Carolyn Lunn in Unit 10. The trade book represents an adventure that aligns with the unit.

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

- The "Grade 1 RLA Unit 1 Teacher Guide" utilizes traditional, classic fables, folktales, and parables, such as "The Tale of Peter Rabbit" and "The Maid and the Milk Pail," to develop students' vocabulary and reading comprehension skills. In Unit 3, diverse texts examine the fundamental features of the Maya, Aztec, and Inca cultures.
- The materials include texts used within units to expose students to while building background knowledge, conceptual knowledge, and academic knowledge. In the grade 1 program, students will explore varied text types to explicitly build background and conceptual knowledge that augments academic knowledge.
- The materials include diverse text across multiple content areas. For example, in grade 1, the human body is covered in Unit 8, and American history is covered in units 4 and 7-9.

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

- The materials include authentic grade-level texts that are age and ability-appropriate. For example, in the Read Alouds of the "RLA Unit 1 Teacher Guide," students will read well-known fairy tales.

- The grade-level materials include authentic informational and literary texts that connect real-world concepts to students' personal and cultural experiences. For example, in "RLA Unit 10", within the teacher guide, a variety of texts highlight adventurers from different cultures and backgrounds. In Lesson 1, students learn about Sophia Danenberg, who explored Mount Everest. In Lesson 2, students learn about Tomas and the Galapagos as well as the meaning of the greeting, *Buenos Dias*.
- The Program incorporates letters to families explaining the unit overview. These letters encourage families to speak about unit themes and ask students about new learning. Families can bring in background knowledge about the topics and support the learning of content, vocabulary, and language development. While students explore culturally rich topics and texts within the units, they can build connections at home with their families.

Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials include questions for both student-read and teacher-read texts that activate background knowledge and encourage students to interact with the text and build knowledge of the topic. For example, in the "RLA Unit 2 Teacher Guide," the materials include a read-aloud about "The Body's Framework". After reading the story, students receive their "Body Systems" booklet that they will use to record information. For the first activity, students use Dr. Welbody's skeleton as a model for drawing their own body skeleton and then write a sentence using the word skeleton.

- The student texts in materials include questions that require students to apply their understanding of the text through listening, speaking, and writing or drawing (i.e., structured discussions, written responses, creating multimedia presentations, or solving problems inspired by the text). For example, in the "RLA Unit 4 Teacher Guide, Lesson 5" includes a read-aloud about "The Moon." Students respond by first responding to the question, What are some of the stories or sayings people say about the moon? Students then apply their knowledge by creating their own moon dial.

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 include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts. For example, "Foundational Skills, Unit 7 Teacher Guide, Lesson 6" requires students to read "The Red Dish" with purpose, understand and answer written literal questions about key events in the story, and write an opinion based on events in the story. Students use Activity 6.1 to provide a written response on their opinion to a question from the story. Students give reasons for their opinion, including evidence from the story.
- The materials include opportunities in each lesson for students to justify their thinking to grade-level text in writing. Within "Foundational Skills, Unit 9, Lesson 4" provides an opportunity for students to answer comprehension questions using Activity 4.1. The question, "Why was Ann's dream a mess?" requires a written response from students.

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 various activities throughout the program to promote engagement and understanding of specific elements of grade-level text. For example, students read "The Hares and the Frogs" in "Foundational Skills Unit 3, Lesson 6" and engage in answering.
- The "Grade 1 Foundational Skills Units" provide opportunities in each lesson to discuss the "Read-Aloud" using questions of varied complexity levels. The materials provide discussion questions for each lesson and include literal, inferential, and evaluative types of questions. Students answer the questions in a variety of ways, including think-pair-share.
- The Teacher's Guide in the "RLA Unit 2" materials contains varied activities (such as guest presenters and class books) to promote engagement and understanding of specific elements of the text (language and vocabulary). For example, in the "RLA Unit 2 Culminating Activities," students complete the activity "A Soapy Solution to Germs." The students put jelly on their hands and then glitter. Students have to try to wash their hands and observe how hard it is. The glitter mimics the germs they learned about in the unit.

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 provide various activities throughout the program to engage students in a variety of reading skills with grade-level text. In "Foundational Skills Unit 3, Lesson 6" requires students to read "The Hares and the Frog" and answer discussion questions as the "Wrap-Up" part of the lesson. Specific questions provide teachers with the ability to increase the level of complexity from literal to inferential to evaluative.
- The materials provide various activities throughout the program to engage students in a variety of reading skills with grade-level text. In "Foundational Skills, Unit 5, Lesson 2" requires students to evaluate details in the story Kate's Book to determine the most important detail.

Students answer discussion questions, such as, "Kate says she ended up having a lot of fun. What types of things might she have done with Doba?"

Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for activating prior knowledge so students start making connections to the text and knowing when to scaffold students' access to the grade-level texts. For example, in the "RLA Units Teacher Guide Unit 7," the materials provide a story titled "The Frog Prince" as a read-aloud. The materials suggest that the teacher models making predictions through a think-aloud. The teacher has students look at a picture and talk about what's happening. The teacher asks students about how the princess feels and if they have ever lost a favorite toy. The materials provide the teacher guidance throughout the read-aloud, assisting the teacher in helping students read and ask questions and making connections to their real-life experiences to try to understand the story.

- The embedded scaffolds help to ensure that all students have access to the same level of rigor. For example, the materials suggest that teachers ask students to turn and talk after asking comprehension questions so that every student has a chance to discuss the text. For example, in" Unit 7, Lesson 9," the "Think-Pair-Share" guides the teacher to say: "I am going to ask you to talk with a partner about the story we just read. I will give you a minute so you may ask your partner one question about the story. Your partner should try to answer the question. Then, it will be their turn to ask you a question. For example, I might ask my partner, 'When does Seth go to bed?' My partner would answer by telling me Seth goes to bed at ten. Then, it would be my partner's turn to ask me a question. There are many questions you may ask about this story."

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

- The materials include explicit guidance at the lesson and unit levels that provides different instructional strategies and resources that target diverse students' needs. Lessons throughout the "Grade 1 Foundational Skills Units" include additional opportunities to support teachers in differentiation for their students based on individual needs throughout the lessons. To support students who demonstrate proficiency, teachers may provide embedded opportunities for enrichment, labeled "Challenge," found in the sidebar of each lesson. For example, "Foundational Skills Unit 3, Lesson 3" includes a challenge for students who clap the /oo/ sound proficiently, extending them to write two or three silly sentences that contain some words with the /oo/ sound. Students read their sentences to the class, and they clap when they hear words with the / oo/ sound.

- The materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts in each lesson. For example, the materials recommend small groups during the "Reading" portion of the lesson. The program offers suggestions for two groups. Group one includes students who have shown proficiency in the learned skill and provides opportunities for students to read independently or with a partner. The materials also include an activity page that corresponds with the story that students complete independently. The material includes additional activities, such as rereading previous stories, for students who finish early. Group two includes students who need support and work closely with the teacher to read the story and complete the activity page.

- The "Program and Implementation Guide" includes additional guidance in supporting all learners. This resource includes best practices and strategies for Gifted/Talented Students that can be integrated into your independent reading practice. According to the guide, the program provides opportunities for students to explore areas of interest within Knowledge units through guided and independent research. Additionally, the learning experiences encourage advanced-level products and/or performance tasks, such as those in the Texas Performance Standards Project (TPSP), whenever applicable.

Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement. The Student Readers and Big Books provided in the grade 1 Foundational Skill Units include an "About the Book" section at the end of each book. This section identifies the readability level and the "Code Load" for each book, as well as specific spellings and Tricky Words that students recognize and other topics in the unit the reader accompanies.
- Within the "Program and Implementation Guide, Read Aloud Texts" section, the materials provide information about text complexity and how it applies to anchor texts used for interactive read-alouds. The practice materials become increasingly more strategic with independent reading selections to develop reading comprehension skills.
- The unit overviews include the rationale for the read-aloud and shared reading core text, along with the quantitative and qualitative analysis. In "RLA Unit 5 Teacher Guide Introduction," it states that students will explore the earth's geographical features, its internal layers (crust, mantle, core), and the significance of phenomena like volcanoes and geysers. They learn about the earth's shape, the North and South Poles, and the equator. The unit also covers minerals and rocks, their types, and their importance, as well as fossils and their role in understanding history. This unit introduces basic geology and paleontology, with opportunities to connect to science and social studies, and will be expanded in grade 4. This aligns with materials that include quantitative and qualitative analyses of each core text, with a rationale for their educational purpose and grade-level placement.
- The unit overviews include the rationale for the read-aloud and shared reading core text, along with the quantitative and qualitative analysis. For example, in "RLA Unit 1 Teacher Guide," the introduction section states that this unit will introduce students to stories in the form of fables, folktales, and parables that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn

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valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy."

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

- The materials provide charts with information about the quantitative and qualitative features of the core texts. At the beginning of each unit, the materials include specific details about the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, and the knowledge demands of the text. For example, within the "RLA Unit 6," the materials provide necessary background information for teaching the unit, including a description of the nine daily lessons, each divided into two parts, with a total lesson duration of sixty minutes. The unit emphasizes the importance of understanding the natural world and the interconnectedness of living things, covering various habitats, their characteristics, and the animals and plants adapted to these environments. Instructional materials include a "Flip Book," "Image Cards," "Activity Book," and digital components. The unit aims to build foundational knowledge for future scientific learning, aligning with core texts' complexity through quantitative and qualitative analysis, ensuring appropriateness for grade-level tasks.
- The core text has the appropriate level of complexity concerning the student task. For example, in "RLA Unit 4 Teacher Guide, Lesson 1," the teacher facilitates students in making mental images and supports scaffolding of the vocabulary in the text. The students create a mental image of Earth to deepen their understanding of the planet's shape and movement.

Text Quality and Complexity

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

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. 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.

- Texts designated for read-aloud are at or above grade-level complexity and are age-appropriate. According to the "Program and Implementation Guide," Read-Alouds aid in closing the reading comprehension gap for learners. Fundamentally, students' listening comprehension outpaces their reading comprehension until age thirteen. Therefore, the materials provide lessons that have been strategically structured to ensure students have the opportunity to listen to and engage with interactive Read-Aloud texts that build knowledge around content. The materials include read-aloud texts in each unit, and they have a text complexity level two grades higher than that of the students, so they have the experience of comprehending complex texts orally before doing it independently.
- Texts designated for read-aloud contain a variety of structures with appropriate scaffolds. Within "RLA Unit 10," the materials include Lesson 3 read aloud, "A Clever General." The read-aloud is an informational text about Henry Knox and George Washington. This text uses different text features, such as maps and sidebar supports, to scaffold learning about the complex vocabulary.
- Texts designated for shared reading are at or above grade-level complexity, are age-appropriate, and have a variety of structures with appropriate scaffolds. Within "Foundational Skills Unit 2," the teacher uses the "Gran Big Book" to demonstrate reading first. Students then join in by reading the text aloud to the teacher. The students and teacher participate in shared reading. The teacher reads the story once without interruption, running a finger or pointer beneath the words as they read them. Then, use the following prompts and discussion questions as the teacher and students read the story a second time.

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

- Texts designated for independent reading have a range of complexity levels for students to practice reading independently. Within the "Program and Implementation Guide," the RLA text level complexity level is two grades higher than that of students so that they have the experience of comprehending complex texts orally before doing it independently. For example, in the "RLA Unit 4 Teacher Guide," the materials introduce students to the story "Introduction to the Sun and Space" through a "Read-Aloud." Students listen carefully to the story as the teacher reads and pauses to discuss details and make connections.
- The materials include texts designated for independent reading with varying complexity to support readers at, above, and below grade level. For example, in the "Grade 1 Unit 4 Pausing Point," an activity for "Self-Selecting Text" can be found. The materials provide an example of a classroom set-up designated for practicing independent reading. The lesson guides students in selecting books from different levels and genres from the classroom library.
- The "Grade 1 Foundational" materials include student materials, such as student readers and activity books. The materials include "Student Readers" in each unit. The stories provide 100% decodable stories and only use words and spellings that have been explicitly taught and practiced, allowing students to utilize the stories during independent reading after each lesson.

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

- The materials include a plan for students to self-select high-quality texts and read independently for a sustained time. The materials provide an Independent Reading Guide for Kindergarten to Grade 5. This guide includes a detailed plan and tools for students to become successful and engaged independent readers. The tools help students evaluate and select texts on their own, learn to select reading materials based on their interests and become decision-makers to help guide their own educational progress. The Independent Reading Guide includes a graphic, "Seven Steps to Implementing a Successful Independent Reading Program," which details the seven steps in an easy-to-read format for the teacher. Proceeding the graphic details for each step, including instructions on what the teacher can do in their classroom to create a successful Independent Reading Program.
- The "Independent Reading Guide" includes a seven-step plan for students to self-select high-quality texts. The seven steps include: "1) create a designated time, place, and routine for independent reading; 2) monitor, assess, and encourage reading experiences; 3) equip students to engage, interact, make good choices, and be accountable; 4) provide regular opportunities for conferencing and interaction with students; 5) maintain regular communication with parents, guardians, or other adults; 6) helps students set achievable goals and monitor outcomes; and 7) celebrate reading achievements."

- The materials include a plan for students to self-select high-quality texts. The activity of self-selecting texts in the Unit 4 Pausing Point for independent reading directly supports foundational reading skills in grade 1 students by fostering autonomy and interest-driven habits. Students choose books based on their preferences, encouraging deep engagement with the material and enhancing comprehension and fluency.
- The materials include accountability for reading goals, such as independent reading logs, independent reading strategy or skill logs, or independent reading summaries and analyses. For example, the "Grade 1 Independent Reading Guide" section includes the "Reading Log." The materials include a reading log to track books read, thoughts, questions, and reading goals.

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Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials include text-dependent questions that require students to use evidence from the text to demonstrate comprehension and justify their thinking. Students use text evidence to answer text-dependent questions about night and day in "RLA Unit 4, Lesson 3." Students recall what they learned about day and night in a previous read-aloud. To check for understanding, the teacher asks comprehension questions, such as, "When the part of Earth we are on is facing the sun, what time of day is it?" and "Why does the sun look like it is moving across the sky?" Students use the Read-Aloud to support answers and find images from the book to support answers.
- The materials include text-dependent tasks, which require students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, "RLA Unit 6, Lesson 2" provides an opportunity for students to use evidence from the Read Aloud, "Animals of the Arctic Habitat" to complete a task. Students make a list of three things a habitat must-have for animals to survive and cite specific details from the read-aloud.
- The materials include text-dependent tasks that require students to use evidence from the text to justify their thinking and support claims. Within "RLA Unit 4," students listen to the read-aloud "The Moon" and then answer the Think-Pair-Share question explaining how the moon is

different from the Earth. They have to justify why there are or are not plants or animals on the moon.

- The materials ask students to use information directly from texts to justify their responses to questions. For example, in "RLA Unit 4, Lesson 3" has students use sentence frames in discussions such as, *I learned that the sun _____."*

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

- The materials include questions and activities for students to explain and give evidence of how the author uses language to influence the reader. "RLA Unit 1, Lesson 2" has the teacher ask various questions to remind students of lessons and morals learned in previously read stories. Images from the provided "Flip Book" help students recall ideas and answer the questions. For example, the teacher asks, "What was the moral of the Boy Who Cried Wolf?" Students refer to the image from the "Flip Book," which shows the boy from the story, to assist students in recalling the information needed to answer the question.
- The materials include questions and tasks that support students with identifying evidence that shows the relationships between details in texts and how they organize key ideas. "RLA Unit 7, Lesson 3" includes a task where students use text evidence from the read-aloud to generate ideas from the text. Students use a graphic organizer to create a two-column chart with ways to help at home. The book is used for students to refer to when thinking of examples to include on the chart. Students are encouraged to reread sections of the book and look at pictures.
- Questions and tasks throughout the materials require students to use text evidence when evaluating the craft of high-quality texts to understand how the author conveys the theme of persistence within "RLA Unit 10, Lesson 4." Students analyze how the author's choices—such as Mae Jemison's depiction of her dreams, the challenges she faces, and the support she receives—demonstrate the importance of perseverance. By examining specific elements of the text, students gain insight into how the author's craft effectively communicates the message that persistence is key to achieving one's goals.
- The questions and tasks require students to use text evidence when evaluating the author's craft. For example, in "RLA Unit 10, Lesson 1," students discuss how the author includes information to inform readers. Students write a sentence that identifies the author's purpose for the Read-Aloud after reading.

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

- The materials include tasks that require students to support claims and justify thinking in evidence from texts. For example, "RLA Unit 1, Lesson 9" includes prompts throughout and at the end of the read-aloud, "The Prodigal Son," for students to describe the moral and provide examples from the text.

- "RLA Unit 3, Lesson 7" has students support their claims and justify their thinking through strategies such as comparing and contrasting. In the lesson on "The Aztec: In the Palace of the Emperor," students compare Moctezuma with Mayan kings like King Pakal using evidence from the text. This involves paraphrasing and summarizing details about Moctezuma's actions and characteristics, evaluating his motivations, and discussing potential outcomes. The Think-Pair-Share activity further encourages students to use text-based evidence to compare leaders, aligning with the lesson's focus on supporting claims and justifying reasoning.
- The materials contain questions and tasks that require the students to support their claims and justify their thinking by paraphrasing and summarizing what they have read. For example, in "RLA Unit 2," a task called "Image Review" has students listen to Read-Alouds again and have students retell the Read-Alouds using images from the "Flip Book."

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

- The materials include questions and tasks that are designed at different levels of complexity. Every lesson in the materials includes a section titled "Comprehension Questions." In this section, three levels of questions are literal, inferential, and evaluative. For example, "RLA Unit 2, Lesson 6" includes literal comprehension questions and then progresses to inferential. The teacher starts by asking students to name the body system, which includes the nerves, and then progresses to why someone wants to wear a helmet when they ride their bike.
- The materials provide questions and tasks at different levels of cognitive complexity to help students develop their reading and writing skills. For example, "RLA Unit 7, Lesson 7" offers students diverse opportunities to analyze and interpret the text at multiple levels of cognitive complexity. The lesson emphasizes the identification and analysis of fairy tale elements by first reviewing images to establish a narrative context. Students then engage in a Fantasy vs. Reality chart activity to distinguish between fantastical and realistic elements, enhancing their understanding of the genre. During the read-aloud of "Hansel and Gretel, Part II," students predict, evaluate, and justify the events of the story through comprehension questions and discussions. This approach not only helps students verify their predictions but also deepens their grasp of fairy tale conventions and story structure.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials provide explicit, modeled instruction on how to identify relevant text evidence, analyze its significance, and incorporate it effectively into claims and responses. For example, "RLA Unit 4, Lesson 1" guides teachers to model the use of text evidence through the read-aloud "Introduction to the Sun and Space." Students listen and view images from the story and use text evidence to answer questions during the read-aloud. When the teacher gets to the page about the sun, "Image 1:A.5: The Sun" is referenced when asking, "What is this a picture of? (the sun) What did you learn about the sun?"
- The materials include teacher guidance on effective modeling of the use of text evidence to construct text-based responses. For example, "RLA Unit 10, Lesson 8" has students use text evidence from the story to explain the value of a team. Before the read-aloud, the teacher explains: "As we read, listen for evidence in the story that tells you what made Matthew Henson's team valuable, which means important or helpful." The materials include read-aloud questions to prompt students' thinking. The materials include comprehension questions after the Read-Aloud, including, "What evidence did you hear in the Read-Aloud that tells you a team is valuable? (Answers may vary but may include they worked together to get to the North Pole; Ootah saved Matthew Henson; some team members waited at base camp with the supplies.)"
- The materials include guided practice activities in which students can work through examples with the support of the teacher. For example, "RLA Unit 2, Lesson 1" has scripted guidance on the Read-Aloud for the teacher to stop throughout the text and model the use of text evidence to respond to prompts.

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

- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary. For example, "RLA Unit 6, Lesson 3" includes support for Emergent Bilingual students to guide the teacher in assisting students who may struggle when discussing different habitats. The materials include strategies, such as "Prompt and support students to recall words and phrases related to each habitat."

- The materials include suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. For example, "RLA Unit 9, Lesson 7" provides teacher prompts to support students through structured discussions in a "Think-Pair-Share" activity. Students think back to the read-aloud, "Discovery and Danger on the Prairie," and discuss with a partner the adventures of Lewis and Clark and what they discovered and encountered.

- The lesson from "Unit 2, Lesson 2 of the RLA Units Teacher Guide," titled "The Body's Framework," provides guidance for teachers to create structured opportunities for students to engage in evidence-based discussions using academic vocabulary and syntax. The lesson includes specific questions and prompts, such as: "What is a network?" and "Why is the human body described as a network of systems?" to encourage students to think critically and articulate their understanding. The "Turn and Talk" activity prompts students to discuss concepts with their peers, promoting the use of academic language and reasoning as they explain their answers and listen to others.

- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussion using academic vocabulary. For example, "Unit 6, Lesson 8" includes the "Word Work" activity, which engages students in activities that require them to use academic vocabulary. The materials say: "Can you think of places where you have seen shallow water? Try to use the word shallow when you talk about it. Ask two or three students. If necessary, guide and/or rephrase students' answers, 'The water in the is shallow.'"

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials provide mentor text to reinforce the understanding of organization and structure in written communication. Students have the opportunity to draw a scene from their favorite fable and write or dictate its moral in their own words. Within "RLA Unit 1, Lesson 6" includes an activity for students to complete after reading "The Fox and the Grapes." The teacher reminds students of all the fables previously read and the lessons of each one. Students choose which was their favorite and complete a drawing from a scene in the fable, then write or dictate the moral of their chosen fable in their own words.
- The materials include mentor texts that serve as models for students to compose a variety of texts. For example, in "RLA Unit 1, Lesson 2," the materials guide the teacher to read the fable "The Maid and the Milk Pail." During the Read-Aloud, the teacher models the beginning, middle, and end of the story. Next, students will sequence the events of the story to compose an illustration of the events of the story.
- Within "RLA Unit 7, Lesson 8" requires students to use a "Model Narrative" as a mentor text to guide their drafting of a narrative retelling of "Jack and the Beanstalk." This mentor text provides a concrete example of how to structure their narratives, including the use of narrative

conventions such as "Once upon a time" and "Happily ever after," which align with grade-level expectations for writing fairy tales.

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

- Students have the opportunity to compose literary texts for multiple purposes with genre-specific characteristics and craft. "RLA Unit 1, Lesson 6" includes an activity for students to complete after reading various fables throughout the unit. Students choose their favorite fable and complete a drawing from a scene in the fable, then write or dictate the moral of their chosen fable in their own words. Students remember that just as a story has characters, a setting, and a plot, their pictures should depict at least one character, the setting, and the beginning, middle, or end of the plot.
- The materials contain resources to guide students in writing, such as rubrics, anchor charts, and checklists, considering the characteristics and craft of different grade-level genres. For example, in "RLA Unit 7, Lesson 6" includes an "Application" section. In this section, the materials include a Narrative Writing Review. This resource supports students with their narrative writing during the writing process and a graphic organizer to help students plan their narrative writing.
- The materials provide students with the opportunity to compose a literary text by drafting a narrative retelling of "Jack and the Beanstalk." Within "RLA Unit 7, Lesson 8" includes students listening to genre-specific characteristics of fairy tales, such as the sequence of events and classic openings and endings. This exercise allows students to craft their own narratives, demonstrating their understanding of literary text elements and their ability to write for different purposes and audiences.

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

- Students have the opportunity to compose informational texts with genre-specific characteristics in "RLA Unit 9, Lesson 11." Students divide up into groups to discuss Image Cards from "Lewis and Clark's Expedition" and describe their image and explain the significance of it leading up to the expedition. Students work together to develop an informational paragraph using Activity Page 7.1. The teacher reminds the students that each paragraph should have a summary and begin with a sentence that gives an idea about the topic.
- The materials include scaffolds, such as graphic organizers, to guide students in developing strong informational texts. Within "RLA Unit 10, Lesson 3" includes an "Application" section. In this section, the materials include an opportunity to practice writing informational sentences by using a KWL (Know, What to Know, Learned) graphic organizer.
- The materials include opportunities for students to compose literary texts for multiple purposes and audiences. Within "RLA Unit 10, Lesson 1" provides guidance for the teacher to explain the purpose of their writing. For example, tell students, "They will develop a research

plan to learn about adventures within the areas of the unit. "Tell students that they are going to make a research plan using Activity Page…"

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

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

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

- The materials provide opportunities for students to develop written or digital communication in the form of a letter or email. For example, in "RLA Unit 5, Lesson 8," students compose a letter using information they learned about dinosaurs. After reading "Dinosaurs," students use the "Letter Format Poster" to review the parts of a letter. The materials include digital tools to write the letter. The teacher reminds students to use a proper greeting, start their letter with an opening sentence, and end with a signature.
- Within "RLA Unit 5, Lesson 2," students compose correspondence with genre-specific characteristics and craft. The lesson includes writing a friendly letter to Gerry, the Geologist, about the earth's crust. This activity aligns with the provided materials by allowing students to practice composing texts that reflect the conventions of a friendly letter, including a greeting, body, closing, and signature. Through this exercise, students engage in creating written communication that is purposeful and tailored to their audience, demonstrating their understanding of the genre-specific elements of correspondence and its unique craft.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials support students' use of the elements of the writing process (planning) to compose text, which includes an age-appropriate progression in the conventions of writing. Students use the planning element of the writing process in a writing activity in "RLA Unit 7, Lesson 7." Students retell the read-aloud, using a graphic organizer to show the proper sequence. Then, Activity Page 7.2 synthesizes the information from the graphic organizer to plan their narrative paragraph.
- The materials support students' use of the elements of the writing process (sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. Students pair and share their letters with classmates in "RLA Unit 5, Lesson 7." During the "Application" section, the students write the letter with the teacher's assistance.
- The materials clearly define, explain, and illustrate the writing process for students to compose text. For example, "RLA Unit 1, Lesson 2" includes a "Digital Component" that illustrates the writing process. The section called "The Writing Process", includes clearly defined steps for the writing process so that students can compose text through the use of the digital component.
- The materials provide specific activities and resources for different grade levels, targeting the appropriate grade level's use of the writing process per the TEKS guidelines. "RLA Unit 10, Lesson 12: My Favorite Adventure!" aligns with the requirement for materials to support students' use of the elements of the writing process—planning, drafting, revising, conferring,

editing, and sharing/publishing. The teacher models each step, focusing on conventions like capitalization, punctuation, and sentence structure, and uses the "First Grade Writing Rubric" to clarify expectations. Students write their final drafts, applying previously learned conventions, and practice presentations with partners, developing their speaking and listening skills. Through guided practice and peer feedback, students refine their work, demonstrating an understanding of the writing process and age-appropriate writing conventions.

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 planning for writing. Within "RLA Unit 2, Lesson 1" provides a writing activity for students to plan a first draft by generating ideas for a story, with teacher support. The teacher explains that informational writing contains three parts: an introductory statement, a body, and a concluding statement. Explicit ways to model, such as, "Read the following introductory sentence from the day's Read-Aloud: "The human body is truly amazing." Point out that this introductory sentence tells what the rest of the Read-Aloud will be about: the human body."
- The materials provide clear and systematic lessons on the writing process using the "Gradual Release of Responsibility Model." Lessons may be divided by subheadings like "I do, We do, You do." Within "RLA Unit 5, Lesson 7," students pair and share their letters with classmates. During the "Application" section, the materials include prompts on writing the letter with teacher guidance throughout, including how to review the parts of a letter using the Letter Format Poster and what types of digital tools can be used to produce or publish their letters. The teacher models how to begin the letter with "Dear Pam," on chart paper.
- The materials include guidance for the teacher to support students during the writing process through conferencing and revising. During "RLA Unit 10," students explore research writing. Through graphic organizers, each lesson builds students' understanding of the research process, including brainstorming, asking questions, gathering information from texts, and writing about what they have learned. To show what they learned, students write a paragraph about their chosen adventure topic. The materials include a rubric to assess student mastery of writing an informative/ explanatory paragraph.
- The materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process. For example, in "RLA Unit 10, Lesson 13" includes an "Adventure Gallery Walk" to share their research. Students host and take on specific jobs, such as welcoming the guests, describing their work throughout the unit, and pointing out the areas of study on the unit bulletin board. The materials provide a complete list of student jobs in the lesson. The materials also provide the teacher with guidance for students who struggle with public speaking, such as having them record their presentations in a comfortable atmosphere and play the recordings for the guests.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The teacher materials include comprehensive support, including lesson plans that use direct, explicit instruction, models and/or exemplars, and protocols to support student sentence-level writing. For example, in "RLA Unit 8 Teacher Guide, Lesson 8" includes the "Application" activity, which includes guidance for teachers to provide explicit instruction on sentence-level writing, focusing on vocabulary from the lesson read-aloud. With a partner, students use the words *obey*, *surrender,* and *want* from the story "Will This War Never End" to make sentences about things that happened in the past and present. Instructions for the teacher include, "Tell students to notice that in the Read-Aloud, the action word wondered tells us that this action took place in the past."
- The materials provide teachers with opportunities to focus on syntax. For example, "RLA Unit 9 Teacher Guide, Lesson 3" includes an opportunity for students to identify and use different types of sentences. The teacher gives explicit instructions on sentence-level writing, focusing on syntax. The teacher says: "Explain that this sentence ends in a period because it gives information. It is said in a regular tone of voice."
- The materials guide teachers in providing direct, explicit instruction on sentence-level writing, focusing on structure, syntax, and vocabulary through the "My Body Systems" Booklet activity in "RLA Unit 2 Teacher Guide, Lesson 2." Students begin by writing the title "My Body Systems" and fill in the blank: "My Skeletal System." Using Dr. Welbody's skeleton as a model, they draw their own skeletal systems and write a sentence using the word "skeleton." Teachers assist in constructing these sentences, emphasizing subject-verb agreement and punctuation. After

sharing their sentences and drawings with peers, students contribute to a class paragraph. The teacher synthesizes these contributions into a cohesive sentence, reinforcing vocabulary and sentence structure and illustrating how to apply new vocabulary in context.

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

- The materials include guidance for teachers to provide systematic instruction in writing starting at the sentence level. For example, "RLA Unit 1 Teacher Guide, Lesson 6" provides guidance for teachers in providing instructions for writing literary texts. Students draw a scene from their favorite fable and explain why it's their favorite. The teacher says, "Tell students that just as each story has characters, a setting, and a plot, their pictures should depict at least one character, the setting, and the plot." Support from the teacher provides students with images from the fable to help students recall specific details.

- The materials provide direct and explicit instruction on writing paragraphs and multi-paragraph compositions. For example, "RLA Unit 7 Teacher Guide, Lesson 6" includes a section in the "Application" with a Narrative Writing Review. The materials include explicit instruction for students to write sentences into a paragraph using a graphic organizer. This happens gradually in "Lessons 6, 8, and 9."

- The materials include guidance for teachers to provide explicit (direct) instruction in writing starting at the sentence level. For example, in "RLA Unit 8, Lesson 6" provides guidance for teachers to provide systematic instruction in writing, starting at the sentence level. The activity begins with the teacher modeling how to choose a person from a list and write a sentence about their wisdom. The process is modeled with a think-aloud to demonstrate planning out a sentence and explicit information to support the teacher. Students independently write their own sentences on Activity Page 6.1.

- The materials provide teachers with systematic, direct, and explicit instruction in writing that progresses from sentence-level tasks to full compositions, adhering to grade-level TEKS standards. For example, "RLA Unit 4 Teacher Guide, Lesson 2" includes a hands-on Day and Night Demonstration to help students understand the Earth's rotation and its effect on day and night. This activity guides students through observing the demonstration, engaging in discussion, and using key vocabulary to articulate their understanding. Teachers reinforce concepts through clear explanations and repeated demonstrations, emphasizing the use of specific vocabulary like "rotate," "axis," and "revolve." After the demonstration, students write a phrase or sentence and draw a picture to explain the concept, such as "The earth's rotating causes day and night."

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

- The materials build in appropriate pacing and extended time for students to engage with grade-level appropriate complex sentence structure in the drafting, revising, and editing process independently and collaboratively. Within the "Program and Implementation Guide," the guide states that "students hone their craft as writers by studying authors and developing

writing pieces of different genres for multiple purposes according to grade-level TEKS." The "Program and Implementation Guide" provides a chart that shows the writing process within each grade level and how writing progresses.

- Throughout the "Grade 1 Foundation Skills Units," there are explicit and systematic opportunities to engage students in increasingly complex sentence writing. For example, "Unit 1 Teacher Guide, Lesson 14" includes an opportunity for students to practice identifying nouns in sentences. Later, in "Unit 4," students practice completing sentences with present and past tense verbs. At the end of the year, "Unit 7" requires students to distinguish between singular and plural nouns and match the correct verb.
- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in the "Unit 10 Teacher Guide," the unit application sections build on students' prior knowledge of writing and provide opportunities to edit a text.
- The materials provide systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing through collaborative activities. For example, within "Unit 3, Lesson 4: The Maya: The Festival of the First Star," students work in preassigned groups to synthesize information from the Civilization Chart: Maya and their individually written sentences into a coherent paragraph about an aspect of Mayan civilization. The lesson scaffolds the writing process by guiding students to create paragraphs with an introductory sentence, body sentences, and a concluding sentence. It emphasizes the importance of writing complete sentences with proper punctuation, capitalization, subjects, and verbs. As students collaborate, they combine and elaborate on each other's ideas, promoting critical thinking and revision skills. The teacher models paragraph structure and provides support by circulating and assisting groups as needed, ensuring students can effectively work together to draft, revise, and refine their paragraphs, culminating in a group exit pass that evaluates their understanding and writing skills.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials include whole group and/or small group lessons on sentence structure and sentence types in which the teacher demonstrates how to edit sentences, followed by student editing of their writing pieces. For example, in "RLA Unit 7, Lesson 8" and "Lessons 9," students check their opinion pieces about their favorite fairytale to be sure they have complete (simple) sentences.
- Within "RLA Unit 8 Teacher Guide, Lesson 8" includes an opportunity for students to write sentences with action words, or verbs, in both past and present, to have a complete sentence. The teacher models selecting words from a previously made list of action words and writing example sentences on the board or chart paper. Students remember that sentences must also have a noun to make them complete.
- The materials include opportunities for practice and application of the conventions of academic language, including the increasing complexity of simple, compound, and complex sentences. For example, in "RLA Unit 2 Teacher Guide, Lesson 2" includes an opportunity for students to write a letter to "Gerry the Geologist" telling him some of the things they have

learned about the earth's crust. Students see an image of the Earth's Crust and are asked to think about the previously learned words, in, on, and above, and identify what things in the image occur in, on, or above the crust. Students use this brainstorming to work with a partner to write a letter about things in, on, and above the crust.

- Within "RLA Unit 4 Teacher Guide, Lesson 7: Exploration of the Moon" includes student practice and application of academic language conventions through activities focused on possessive pronouns and sentence structure. The lesson begins with a "Syntactic Awareness Activity" where students identify the nouns replaced by possessive pronouns (my, your, his, her, our, their) in sentence pairs and create sentences with these pronouns. This reinforces their understanding of subject-verb agreement in context. In the Astronomy Journals activity, students write opinion statements about the moon landing using sentence starters like "If I went to the moon, I would…" and the conjunction *because* to provide reasons. This exercise helps students apply verb tenses, nouns, adjectives, and conjunctions as per grade-level TEKS. Teachers circulate to provide feedback, reinforcing proper grammar usage. The lesson concludes with students' written opinion statements being evaluated for sentence complexity and grammatical accuracy.
- The materials include opportunities for practice and application out of the context of the conventions of academic language. For example, in "Unit 6 Teacher Guide, Lesson 6" provides students with an activity to write simple sentences and connect them with the conjunction but.

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 frequent opportunities for reading responses that require students to write correct sentences and short paragraphs in English. For example, the "Foundational Skills, Unit 4 Teacher Guide, Lesson 23" provides opportunities for students to practice and apply correct capitalization skills when writing. Students work on a draft of an informational text, and this lesson reviews the rules for capitalizing the first letter of a name or title, as well as the word I. Students independently complete their drafting template in complete sentences using Activity Pages.
- The materials include student activity pages in which students write grammatically correct sentences aligned with grade-level TEKS. For example, "Foundational Skills, Unit 9, Activity Page TR 19.1" provides an opportunity for students to edit sentences with correct punctuation at the end of sentences. Students cut out sentence strips and punctuation marks and match them to create complete sentences.
- The materials include structured writing opportunities for the composition of paragraphs. For example, in "RLA Unit 3 Teacher Guide, Lesson 4: The Maya: The Festival of the First Star," students engage in activities that allow them to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to grade-level TEKS. During the "Write About It" activity, students work collaboratively to write a paragraph about an aspect of Mayan civilization. They use sentences they've individually written throughout the unit and information from the "Civilization Chart: Maya." Students remember the essential components of a complete sentence, such as punctuation, capitalization, subject, and verb.

In groups, students select a scribe to combine their sentences into a cohesive paragraph, which includes an introductory sentence, a body sentence, and a concluding sentence.

- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation. For example, in the "Unit 6 Teacher Guide, Lesson 6" provides an activity for students to write an opinion statement using simple and complex sentences with correct punctuation.

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

- The materials include systematic opportunities for in-context application of writing conventions, including grammar, punctuation, and usage. For example, within the "Foundational Skills Unit 8 Teacher Guide, Lesson 8" has students practice and apply grammar, punctuation, and usage skills in context by completing the sentence writing activity. Students write sentences using action words, or verbs, in both past and present tense, ensuring each sentence has correct punctuation. The teacher assists students, giving feedback and providing support as needed.
- The materials include systematic opportunities for the practice of and application of grammar, punctuation, and usage in context. For example, "Unit 6 Teacher Guide, Lesson 7" guides the teacher to "Ask students to write 1 or 2 sentences about what they learned about the freshwater habitat. Then, ask students to draw pictures to go with their sentences."
- The materials include systematic opportunities for in-context application of writing conventions, including grammar, punctuation, and usage. For example, in "Unit 6 Teacher Guide, Lesson 9" students practice their writing convention skills by reviewing their opinion pieces and checking that they have complete sentences with subject-verb agreement and punctuation.