

Publisher Name	Program Name
Texas Education Agency, Open Education Resources	<i>Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1</i>
Subject	Grade Level
English Language Arts and Reading	3

<b>Texas Essential Knowledge and Skills (TEKS) Coverage:</b>	<b>100%</b>
<b>English Language Proficiency Standards (ELPS) Coverage:</b>	<b>100%</b>
<b><u>Quality Review Overall Score:</u></b>	<b>513 / 513</b>

## Quality Review Summary

Rubric Section	Quality Rating
<b>1. Intentional Instructional Design</b>	<b>53 / 53</b>
<b>2. Progress Monitoring</b>	<b>28 / 28</b>
<b>3. Support for All Learners</b>	<b>32 / 32</b>
<b>4. Phonics Rule Compliance</b>	<b>36 / 36</b>
<b>5. Foundational Skills</b>	<b>198 / 198</b>
<b>6. Knowledge Coherence</b>	<b>54 / 54</b>
<b>7. Text Quality and Complexity</b>	<b>38 / 38</b>
<b>8. Evidence-Based Tasks and Responses</b>	<b>74 / 74</b>

### 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.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.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 help students determine the meaning of unfamiliar words using illustrations, context, and print or digital resources. They include teacher guidance for explicit instruction and tasks for students to use these resources to find word meanings, pronunciation, and syllabication.
  - 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 Context and Student Background Knowledge: Materials activate background knowledge by linking to prior grade-level content, connecting across units, and providing relevant context to enhance student engagement with the text.
  - 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials provide a year-long scope and sequence for building tier 2 and 3 academic vocabulary within knowledge-building contexts, with differentiated practice opportunities, purposeful tasks, and nonverbal techniques like images and visualization to support vocabulary acquisition.
  - 6.B.1 Recursive Inquiry Process: Materials support students in asking questions, generating research plans, gathering information from various sources, and distinguishing between primary and secondary sources through guided activities and tasks.
  - 7.1 High-Quality Grade-Level Texts: Materials include grade-level TEKS-required text types and genres, with

complex, high-quality core texts and a range of traditional, contemporary, and diverse texts that reflect students' backgrounds and experiences.

- 7.2 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 that model various text types, offering students opportunities to compose literary, informational, argumentative, and correspondence texts for different purposes and audiences, 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 offer guidance for explicit instruction in sentence-level writing, focusing on structure, syntax, and vocabulary, and provide systematic opportunities for students to develop, revise, and edit sentences into compositions.

## Challenges

- 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 materials provide specific daily instructional guidance, sequences, and routines, including modeling, small group instruction, and reading and writing applications.

Campus and district instructional leaders should consider the following:

- 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, small group instruction, independent reading opportunities, comprehension practice, and writing exercises.
- Teachers are provided with instructional guidance to differentiate instruction for varying levels of emergent bilingual students, extension activities for high-achieving students, and small group interventions. Each unit includes a detailed introduction for teachers, including background knowledge and previous learning from the *Bluebonnet Learning* program.

## Intentional Instructional Design

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

**The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation 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.**

- Within the "Program and Implementation Guide," the materials include a summary of the "Pacing and Scope and Sequence Guide," with concepts and knowledge taught. The title section in the table lists the concepts and knowledge. Each unit includes topics such as either science or social studies.
- The "Pacing Scope and Sequence Guide" provides a day-by-day graphic that corresponds to the lesson, as well as the TEKS and ELPS that will be addressed on each level on that day. The grade 3 "Program and Implementation Guide," and "Pacing and Scope and Sequence Guide," include alignment to TEKS and ELPS and provide the TEKS and ELPS to be covered and spiraled in each unit, over the course of the year.

**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).**

- In the "Pacing Scope and Sequence RLA," within the course-level materials, there is a suggested pacing guide for teachers to use. Teachers utilize the suggested pacing to plan their lessons, ensuring coverage of all necessary TEKS and ELPS within the academic year.
- Both RLA and Foundational Skills pacing guides provide a pacing schedule tailored to different instructional calendars. The pacing guide includes numbered days that coincide with lessons. There are also options for a 180-day instructional school year and a 220-day instructional school year.
- The "Foundational Skills" and RLA pacing guides provide a pacing schedule tailored to different instructional calendars. The document explicitly states, "Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars."

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

- The "Program and Implementation Guide" explains the integration of Foundational Skills and RLA, ensuring students develop comprehensive literacy skills from grade to grade. In "Unit 1, Unit Introduction," there is a description of the rationale for when pausing points, unit review, unit assessment, and culminating activities are included, as well as an explanation as to why they are included. The publisher explains the intentionality behind sequences of the units in a specific order. The publisher states: "Instructional Reading Language Arts units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program."
- Materials include how concepts to be learned connect throughout the course by explaining the philosophy and theoretical principles. The "Program and Implementation Guide" includes an explanation of the rationale of unit order and how concepts learned connect. The material states: "Units are organized to build upon each other in a logical sequence that enhances student background knowledge and skills over time."

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

- Templates and internalization protocols include guidance on aligning activities with standards, learning objectives, and unit assessments, as well as a protocol for what students will learn in each lesson and how they will be assessed.
- In program-level resources, teachers have internalization protocols that provide them with background knowledge on the content of each unit, and a sequence of steps to follow to internalize the unit. The internalization guide offers step-by-step instructions on how to read through and annotate lessons, connect lessons to the culminating tasks or assessments, and anticipate where students may need additional support.

- Templates and internalization protocols help teachers plan their lessons in alignment with the course objectives. Teachers use these templates to include necessary elements and structure lessons.

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

- In program resources, the materials include a "Coach's Guide" for lesson and unit internalization. This guide provides clear steps to coaches on preparing teachers for unit/lesson internalization, implementing it during collaborative planning time, and outlining the time allocated for each step of the protocol.
- The guide provides detailed instructions for administrators and coaches on how to support teachers. It includes strategies for observing and providing feedback on lesson implementation, ensuring fidelity to the program. The observation tool outlines items they can look for before, during, and after classroom visits.



## Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The materials provide an introduction for each unit that has an overview that includes background content knowledge and academic vocabulary. For example, the "Unit 1" Introduction provides teachers with the necessary background knowledge for teaching the unit. It also informs teachers that students will be reading a modified version of a British tale. Additionally, it includes a section explaining the importance of tales. Moreover, it communicates to teachers which background vocabulary/terms may be sensitive to some, offering options for alternate words that can be used.
- The materials include background content knowledge to effectively teach the concepts in the unit. For example, each unit introduction includes a section that details what students have already learned. In Unit 3's Introduction, materials offer background knowledge on the human body systems. They also provide teachers with information on why the unit on human body systems is important and link it to the prior knowledge students have acquired in previous grades.

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

- Within each unit component, there is a family support letter accompanying each unit, providing parents with information on what the students will be learning.
- Materials include communication with families. For example, in "Unit 1, Lesson 1" Take-Home Materials, the teacher materials explain the activity on pages 1.1 and 1.3, with directions for families to support their child's learning and development. Each unit contains an "English and Spanish Family Support Letter." The letter explains how families can support their child. For example, the "Unit 5" letter describes what their student will learn and provides conversation starters.

## Intentional Instructional Design

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

**The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (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 material provides questions, tasks, materials, and instructional assessments. For example, in a task in "Unit 10, Lesson 4," students use a graphic organizer (KWL chart) to organize their thoughts and questions.
- The materials include language objectives. "Unit 10, Lesson 1" lists a language objective that states: "Students will determine the meaning of vocabulary words from the text."
- The materials include content objectives. "Unit 10, Lesson 2" lists a reading objective that states: "Students will read independently and recognize the structures of an informational text, including the central idea and supporting details."
- The lesson-at-a-glance component of each lesson plan outlines the organization and flow of the lesson. It also suggests a break for students, if applicable. This structure guides teachers on when to introduce the read-aloud, conduct the actual read-aloud, and provide opportunities for students to apply what they've learned. "Unit 2, Lesson 1" offers a detailed outline of each component of the structured reading block. The full lesson begins with a section where students can activate prior knowledge during core connections before moving on to the read-aloud. Before each component, the content describes the TEKS that will be covered in that component. Support language and challenges are offered in the lesson's sidebar.

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

- Materials include a lesson overview outlining the suggested timing for each lesson component. Each component has a suggested number of minutes, which guides teachers on how much time should be spent. This is given to assist the teacher in pacing and staying on task with the lesson. For example, "Unit 8, Lesson 4," provides a lesson-at-a-glance, including each component of the lesson with suggested timing. In the Introduction component of the teacher guide, the materials also clarify the total number of lessons that will be included in the unit. To assist teachers in planning their instructional day, it also includes the overall number of minutes that should be given, with each lesson lasting a total of 120 minutes.
- The lesson overview includes a detailed synopsis with suggested timing for each component. For example, the "Foundational Skills Teacher Guide, Unit 4, Lesson 6" suggests 15 minutes for "Foundational Skills," 10 minutes for writing, 10 minutes for language (spelling), five minutes for reading, 10 minutes for partner reading, and five minutes for a formative assessment exit pass.
- The materials provide pacing suggestions if a pause is required for intervention.

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

- Before each lesson, in the lesson-at-a-glance, there is a checklist grouped by the components that will be covered in the reading block for that day. Each component includes a section outlining any student and teacher materials required for that day's session. It also specifies where teachers can find the necessary materials. For example, it tells teachers where to get the materials, such as digital-projection resources or teacher resources. The lesson-at-a-glance table provides a list of teacher and student materials. For example, in the reading section of the lesson plan, students will need a copy of "Everyday Heroes," and teachers need an anecdotal reading record.
- The "Advanced Preparation" part of each lesson tells teachers of any materials that will need to be prepared before instruction. It also specifies what part of the reading block the preparation will be needed for.

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

- The lesson plan includes comprehensive guidance on the effective use of lesson materials for extended practice. For example, the "Take-Home Materials" include Activity Page 7.3 where students complete an additional practice page at home. "Unit 9, Pausing Point" offers an opportunity to extend students' learning of the materials taught so far. The materials guide the teacher and explain what has been taught up to this point in the unit, and include multiple activities to extend practice for students.

- Materials include guidance on the effective use of lesson materials for extended practice through the "Home-School Connections Guide," which provides resources and activities related to the content of the lesson or unit. For example, in "Unit 10, Lesson 10," the rehearsing section of the lesson allows students the opportunity to continue practicing their presentation at home.

## Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- In the "Program and Implementation Guide," there is an assessment component that explains all of the assessment formats that the teacher will have available to administer to students. At the unit level, materials include a variety of instructional assessments. For example, each unit consists of daily formative assessments, mid-unit assessments, unit assessments, spelling, writing, and BOY, MOY, and EOY assessments.
- In addition to the assessment resources provided within the instructional materials, the materials support students in tracking their data using progress-monitoring tools. The "Unit 4, Lesson 13" assessment allows students to demonstrate their understanding by independently reading a text and answering comprehension questions. The tests consist of multiple components, including reading, writing, and language.
- At the lesson level, materials include a variety of instructional assessments. For example, the "Unit 1, Lesson 1, Formative Assessment" overview includes three separate formative assessments that ask students to perform various tasks including answering reading-related questions and labeling a map.

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

- The assessments include daily formative assessments, mid-unit assessments, unit assessments, BOY, MOY, and EOY diagnostic assessments, as well as spelling and writing assessments. A chart accompanies and details the type of assessment, its purpose, any additional information on the assessment, and how to use the data. For example, the mid-unit assessments "assess student mastery of literacy skills, knowledge, and vocabulary covered in the first half of the unit."
- The "Program and Implementation Guide" offers a description and definition for each type of assessment offered and explains all the formats of assessments that the teacher will have available to administer to students. For example, the materials define the purpose of writing assessments as having "students learn explicit writing skills across the unit and respond to a writing prompt that aligns to the content/topic of the unit."

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

- The materials include clear guidance for teachers to efficiently administer the assessment, such as reminders or tips that suggest the time allotted to complete the evaluation or formative assessment tools like anecdotal note-taking forms or checklists. The "Unit 3, Lesson 13, Unit Assessment" includes a foundational skills assessment for fluency. The directions and guidance for administering the assessment provide teachers with clear instructions on how to administer a running record during the fluency assessment, as well as the guidelines and instructions for calculating Words Correct Per Minute (WCPM).
- The materials include guidance for teachers to ensure consistent and accurate administration of this instructional assessment. For example, the "QTI Assessment Guidance" provides administration guidance regarding time, how they are assessed, a description of items, and item scoring. The "Unit 3, Lesson 13, Unit Assessment" includes a student skills assessment. The directions and guidance for administering the assessment are clear for teachers. It provides teachers with language and an outline of how to instruct students to take the test. Additionally, the materials include a section with additional information for teachers.

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

- The materials include detailed TEKS-based lesson plans that outline how the materials can be used to teach specific concepts and skills, address specific students' expectations, and provide guidance on how to assess student learning. The "Unit 1, Lesson 1" overview pages show the formative assessments that students will use to demonstrate their learning. The TEKS covered by the formative assessment are listed next to each assessment opportunity. For example, the character analysis assessment in Lesson 1 covers TEKS 3.8B and 3.2D.

- The "Scope and Sequence" materials include a key with types of assessments and the TEKS included in the lesson. In "Unit 1, Lesson 2, Placement Reading Test B" states the primary focus and the corresponding TEKS that will be addressed in the assessment.

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

- The materials include lists of each assessment, including standards-aligned items. Unit Assessments are sectioned and primarily focused on language, reading, and foundational skills. Each component's outline includes the correlated assessed TEKS. Each component assesses a separate skill and asks students to respond by answering open-ended questions or writing dictated sentences in cursive.
- The materials include "Check for Understanding" questions and prompts. Teachers can use this check to assess the student's comprehension level before proceeding with the remainder of the text.

## Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials include guides for teachers to interpret student performance on assessments and reflect on levels of understanding. In "Unit 2, Lesson 15," the materials include a spelling analysis chart to help teachers organize the data for analysis. The chart offers clear directions and questions that teachers can use to interpret the data.
- The student-tracking materials support students in tracking their own data using progress-monitoring tools, which are used to track how individual students progress over time. The material states, "Students can set individualized goals for growth and monitor their progress across various assessment forms."
- The "RLA Teacher Guide" unit materials provide teachers with "Essential Questions and Prompts" which provide an opportunity to gather student data and monitor students' understanding.
- The materials provide guidance on running reports on student data from assessments. In "Unit 2, Lesson 15, Unit Assessment," teachers receive guidelines for calculating Words Correct Per Minute (WCPM). These guidelines help teachers interpret students' fluency rates and compare them to other students in the same grade level.

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

- The materials include templates and tools for tracking student progress over time and making data-driven decisions to enhance student learning outcomes. In the "Foundational Skills Teacher Guide, Unit 9, Foundational Skills Record," the materials offer clear instructions for teachers regarding options they have with student scoring, ranging from level 1 to 4. For



example, level 1 indicates intervention, and level 4 signifies enrichment. The "Foundational Skills Record" document provides examples of how teachers can adapt their instruction based on trends in student performance. This includes modifying group activities, providing additional support or enrichment activities, and using targeted interventions for students who need extra help.

- The materials include instructional strategies that can be used to support students who demonstrate a need for more one-on-one support. In "Unit 9, Lesson 2, Wrap-Up," the teacher receives guidance on monitoring student letter formation. They are instructed to provide feedback to students, such as "Check that your loops and tails are formed smoothly and connect to the next letter."

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

- The "Program and Implementation Guide" includes specific tools and templates designed for students to track their progress. For instance, it provides personal progress charts and reflection sheets where students can record their achievements, set goals, and reflect on their learning journey.
- The materials include instructional strategies that can be used to support students who demonstrate a need for more one-on-one support. The program-level resources include a section dedicated to additional resources for teachers, such as a reading log for students. This form allows students to track their independent reading and set goals.
- The program-level resources include smart goal-planning documents and reading reflection forms for students to use.

## Supports for All Learners

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

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

- 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. Scaffolded lessons accompany resources such as graphic organizers, sentence starters, and visual aids that support student learning and help achieve the lesson objectives. In the "Program and Implementation Guide," the materials provide an overview for the teacher on how to support all learners. It outlines the locations where instructional support can be found within the units. Additionally, the guide offers strategies in lessons to help teachers support students with disabilities, emergent bilingual students, and gifted/talented students.
- The materials give teachers guidance on identifying students' individual learning needs, and tailor their instruction to support those needs effectively. This includes suggestions for grouping students based on their proficiency levels, and using targeted interventions to help students reach proficiency. In Unit 1, Lesson 1, in the sidebar section includes a Challenge Opportunity and a Support Opportunity to assist teachers. The lesson provides guidance to teachers on what types of questions they can ask or actions they can take to help students achieve understanding.

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

- The lesson plans include the regular practice of front-loading vocabulary words before reading with an explicit approach. In Unit 3, Lesson 1, Universal Access, teachers have an opportunity to display and review vocabulary words, which helps teachers front-load and reinforce word meanings. The materials include emergent bilingual support for beginning, intermediate, and advanced learners. This example provides opportunities for students to dictate or write facts using familiar vocabulary.
- The lesson plans include teacher think-alouds during shared reading to demonstrate how to figure out word meaning and analyze figurative language. For example, during the reading of texts, teachers are prompted to stop and explain idiomatic expressions or figurative language, ensuring that students understand the meaning and context.
- The lessons include frequent structured opportunities for students to talk with partners and groups about the text, using academic language and vocabulary. In Unit 3, Lesson 1, Word Work, the materials provide students with the chance to learn the meaning of the word "interconnected" and apply it to a real-world context.

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

- Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. The "Program and Implementation Guide" outlines extension activities that can be used to further challenge proficient students. The materials include clear directions and the language necessary for teachers to administer the task to students. For example, students engage in problem-solving tasks, debates, or collaborative group projects.
- The materials include teacher guidance on ways to enrich, extend, or differentiate instruction for students who have demonstrated proficiency in grade-level skills. For example, at the Pausing Point for Unit 1, teachers spend one day reviewing, reinforcing, or extending the material taught thus far. In the sidebar section of Unit 2, Lesson 2, the materials offer teachers a challenging opportunity to extend students' learning. The materials give guidance to teachers to ask students to "create additional text features that support the information from the reader."

## Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The program-level resources include a section titled "What's in a Reading Language Arts Lesson? – Introduction." This section gives teachers an overview of how the materials' units are laid out and directs teachers to find support in explaining, modeling, and communicating the concepts that students need to learn. The materials section, which introduces the reading, provides teachers with detailed instructions on how to carry out the task. For example, teachers are to tell students the title of the chapter, remind them about the context of the story, and guide small group discussions to make predictions based on illustrations.
- The "Partner Reading" activity includes specific guidance on how students will provide feedback to each other by using sentence frames to support their communication and understanding of the reading material. In "Unit 4, Lesson 2, Partner Reading," the materials guide the teacher to complete a 3-column graphic organizer. The graphic organizer is based on the readings the teacher read aloud in a whole group setting.

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

- The materials include instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies. In "Unit 8, Lesson 11," the materials present an engaging instructional strategy where teachers receive guidance to use exit cards for students to answer questions. This strategy helps teachers gather information on students' comprehension of the text read in the lesson.

- The materials provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks that allow active participation, exploration, and experimentation. "Unit 9, Lesson 13," emphasizes the use of visual aids, such as displaying a map of the Persian Empire and character charts, to help students visualize the story and understand the geographical and historical context.
- The materials highlight the utility and relevance of the concepts learned and provide guided instructions for the teacher to demonstrate that relevance through authentic, meaningful activities. In "Unit 8, Lesson 12," the language component of the materials offers recommendations on how to effectively deliver a lesson. The materials provide teachers with guidance on scaffolding comprehension questions. In this lesson, teachers are encouraged to ask questions that help guide students' understanding and create opportunities for students to turn and talk with a partner before moving to the next task.

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

- The materials provide guided instructions for teachers to teach the routines necessary to achieve effective implementation of different types of practice. For example, in "Unit 4, Lesson 10," students follow Partner Reading routines, which are listed step-by-step in the teacher manual.
- The materials provide a variety of options for students to practice and apply the concepts learned. In "Unit 8, Lesson 1," the materials guide teachers to specify the type of practice that will occur in each specific component. Under the heading "Independent Reading: The Lure of Spices," teachers are informed that students will read a chapter independently.
- The materials support multiple types of practice. The headings include guided practice, independent practice, and collaborative practice. In "Unit 8, Lesson 1, Introducing the Read Aloud," the materials offer different types of reading practices for students. The teacher guides students to read several chapters, providing opportunities for whole-group, independent, and small-group reading.

## Supports for All Learners

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

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 in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- The materials include dedicated sections in the lesson plans for emergent bilingual students, including details about accommodations for levels of language proficiency. In "Unit 7, Lesson 1," the green sidebar provides teachers with guidance on vocabulary terms heard during the read-aloud. It includes suggestions for beginning, intermediate, and advanced/advanced high students.
- The materials include teacher guidance on providing linguistic accommodations for various levels of language. For example, the guide emphasizes ways in which the teacher can build academic vocabulary as the unit progresses through strategies like anchor charts, cognate charts, image collages with labels, vocabulary walls, and semantic gradients.
- The units emphasize ways in which the teacher can build academic vocabulary as the unit progresses. In "Unit 7, Lesson 1, Word Work," students have multiple opportunities to learn and use the word "migratory." They can hear the word, say the word, learn its meanings, make connections to real life, and complete a drawing activity as a follow-up.

- Lessons include multi-level support for students. The lesson includes multi-level support for students, such as graphic organizers.

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

- The materials provide information for teachers of EBs. There are sections dedicated to aligning lesson plans and activities with the ELPS, providing teachers with specific strategies and examples to integrate these standards into their daily instruction.
- The materials make explicit references to the ELPS. In course-level Resources, the Pacing and Sequence Guide provides teachers with information on locating and organizing the ELPS in each unit/lesson.
- The materials include information related to the state-approved ESL and bilingual program models and provide guidance on how the program can be used within the different models. In program-level resources, the "Program and Implementation Guide" equips teachers with the layout and design detailing how the materials support EBs. It includes a chart that outlines best practices and strategies for implementing the program.

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

- The materials routinely include at least three to five key terms for pre-teaching and an explicit routine. The "Program and Implementation Guide" provides structured discussion and writing activities. For example, teachers use prompts and sentence stems to facilitate structured discussions and collaborative writing, helping students articulate their thoughts and improve their language proficiency. The "Program and Implementation Guide" provides teachers with guidance to support students in learning cognates. Additionally, it includes strategies for using cognates, criteria for selecting cognates, and activities that support EBs.
- Lessons include tips for supporting EBs. The "Program and Implementation Guide" suggests teachers make cross-linguistic comparisons that highlight cognates and discuss similarities and differences between English and students' home languages "to enhance understanding and support language transfer."
- The materials emphasize the critical nature of close reading for developing readers and include various strategies for building vocabulary, comprehension, background knowledge, and language proficiency. The materials in the green sidebar of "Unit 3, Lesson 2" provide writing support for EBs. Teachers are provided with strategies to help beginner, intermediate, and advanced/advanced high students exchange information and ideas to improve comprehension.

**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	<a href="#">Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.</a>	4/4
4.1b	<a href="#">Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.</a>	2/2
4.1c	<a href="#">Materials include practice of phonics skills both in isolation and through decodable texts.</a>	2/2
4.1d	<a href="#">Materials include opportunities for cumulative review of previously taught skills.</a>	1/1

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

Evidence includes, but is not limited to:

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

- The lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year, aligned with the ELAR TEKS. Sequenced instruction of foundational skills, like the activities provided in the "Foundational Skills, Unit 9, Lesson 13" component, begin with simple recognition and decoding tasks and advance to more comprehensive activities like writing sentences and engaging in collaborative discussions about the words and their uses.
- Materials include systematic and sequenced instruction of foundational skills. In the "Program and Implementation Guide", the "Foundational Literacy" and the "Science of Teaching Reading," the material explains how foundational skills are taught and built upon each other. This section explains how students start at the most basic level of phonemic and phonics awareness and how, over the course of the units, their learning grows in complexity.

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

- The lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year, aligned with the ELAR TEKS. Sequenced instruction of foundational skills, like the activities provided in the "Foundational Skills, Unit 9, Lesson 13" component, begin with

simple recognition and decoding tasks and advance to more comprehensive activities like writing sentences and engaging in collaborative discussions about the words and their uses.

- Materials include systematic and sequenced instruction of foundational skills. In the "Program and Implementation Guide", the "Foundational Literacy" and the "Science of Teaching Reading," the material explains how foundational skills are taught and built upon each other. This section explains how students start at the most basic level of phonemic and phonics awareness and how, over the course of the units, their learning grows in complexity.

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

- The lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year, aligned with the ELAR TEKS. Sequenced instruction of foundational skills, like the activities provided in the "Foundational Skills, Unit 9, Lesson 13" component, begin with simple recognition and decoding tasks and advance to more comprehensive activities like writing sentences and engaging in collaborative discussions about the words and their uses.
- Materials include systematic and sequenced instruction of foundational skills. In the "Program and Implementation Guide", the "Foundational Literacy" and the "Science of Teaching Reading," the material explains how foundational skills are taught and built upon each other. This section explains how students start at the most basic level of phonemic and phonics awareness and how, over the course of the units, their learning grows in complexity.

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

- The lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year, aligned with the ELAR TEKS. Sequenced instruction of foundational skills, like the activities provided in the "Foundational Skills, Unit 9, Lesson 13" component, begin with simple recognition and decoding tasks and advance to more comprehensive activities like writing sentences and engaging in collaborative discussions about the words and their uses.
- Materials include systematic and sequenced instruction of foundational skills. In the "Program and Implementation Guide", the "Foundational Literacy" and the "Science of Teaching Reading," the material explains how foundational skills are taught and built upon each other. This section explains how students start at the most basic level of phonemic and phonics awareness and how, over the course of the units, their learning grows in complexity.

## Phonics Rule Compliance

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

**The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and 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 daily phonics lessons include explicit teacher modeling before students practice the phonics skill on their own. The resources include direct and explicit instruction with step-by-step guides for teachers to implement independent reading. The materials incorporate direct and explicit instruction with teacher modeling. For example, the teacher introduces the vowel team /oo/ by saying, "Prompt students to recall and discuss the spelling rules learned in the previous lesson. Tell students that you will continue practicing with vowel teams today. Tell students that today's lesson will focus on the oo vowel team. Explain to students that the oo vowel team usually represents two sounds: /oo/ (long) and /oo/ (short)." The teacher models and directs students to find the /oo/ sound on their "Individual Code Chart." The materials in "Foundational Skills, Unit 3, Lesson 5" include clear instructions that provide teachers with the wording they need to deliver direct, explicit instruction to students. For example, the teacher begins with explicit instruction and models the r-controlled syllables, then students actively engage in the activity, and at the end, they complete an independent task.
- 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. In "Foundational Skills, Unit 5, Lesson 10," the teacher models adding the suffix -ive to the base word "reflect." The teacher demonstrates how to decode the word, add the suffix, and write the new word "reflective" in cursive. This modeling includes proper letter formation and reinforces the correct spelling and usage of the word. The materials in "Foundational Skills, Unit 3, Lesson 5" provide clear directions that give teachers the language they need to deliver direct, explicit instruction to students. For example, the teacher starts with explicit instruction on suffixes, then students collaborate with another student, then they create their sentences.

- The lessons include specific terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. The unit lessons are composed of two distinct parts, and they are divided into smaller chunks with the teacher's explicit directions in italicized print.

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

- Each daily phonics lesson includes specific terms, phrasing, and statements that teachers can use during core instruction to guide students' practice and application of new phonics skills. The guide instructs teachers on how to model tasks and gradually release responsibility to the students, ensuring that students receive the necessary support while practicing new skills.
- The materials include formatted (bolded, italicized, underlined) text to distinguish between scripting for teachers and potential student responses during daily phonics instruction. The lessons contain support notes in the margin to explicitly assist the teacher with giving feedback to the students about the lesson. In "Unit 5, Lesson 5," the materials assist teachers with potential student responses. The materials differentiate teacher language from student responses by italicizing the student responses.
- Every lesson provides suggestions for specific feedback. The lessons contain check-for-understanding questions that are completed with think-pair-share so that teachers have the opportunity to provide corrective or affirming feedback. The materials emphasize the importance of providing immediate and corrective feedback to students. Specific strategies are outlined for teachers to use during lessons, including monitoring student work, asking guiding questions, and providing specific feedback to correct misunderstandings and reinforce correct responses. The materials in "Unit 5, Lesson 9, Wrap-Up" suggest a way for teachers to deliver immediate and corrective feedback. For example, the lesson states, "Provide immediate and corrective feedback such as, 'Focus on maintaining your letters uniform size and proportion.'"

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

- The lessons include daily options for small-group or partner work, such as discussion questions, partner reading, and word sorts that build students' understanding of explicitly taught phonics skills. The lessons contain turn-and-talk and think-pair-share activities, as well as independent practice at the end of each lesson. The materials provide comprehensive opportunities for students to practice through collaborative learning. For example, students collaborate as they turn-and-talk to partners to discuss if the /er/ words were sorted in the correct column.
- The lesson plans provide daily detailed guidance for students and teachers on how students can use magnetic letters, letter tiles, word cards, and other manipulatives for independent practice on new phonics skills. The "Foundational Skills, Unit 1, Lesson 10," component

includes an activity to think-pair-share with a partner and then do an individual "Same-Sound Sort" activity.

- The lesson plans specify which page in the student workbook, or which activity in the digital student materials, can be used for independent practice each day. The lessons contain exit passes that prove the learning from the lesson is grasped both collaboratively and independently.
- The lesson plans include specific daily guidance for independently identifying words that contain the newly taught phonics pattern in a reading passage. During the practice with reading and dictation, teachers direct students to independently read the remaining words, underline the letters that form the /er/ sound, and then do the same with the two sentences.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include intentional practice and a review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. Class practice and take-home practice are included in the activity book for practice activities.
- The materials include a dictation routine that prompts teachers to begin with "flashback words" that use patterns previously studied before dictating words based on the new pattern. The materials in "Unit 4, Lesson 1" allow students to practice dictation. The lessons include a dictation routine with previously taught spelling patterns. The lesson begins with a review of phonics rules, and students dictate words and sentences.
- The materials include regular review lessons without explicitly teaching new skills but ample review of previously taught skills and practice opportunities. The materials strategically utilize activities, games, and protocols from previous units to allow students to practice new skills using familiar routines. For example, the following activities introduced in previous units include Speak and Spell, Pattern Wrap-Up, Reading, and Dictation. Student performance assessment and additional support are included throughout all the lessons. The activities included in "Unit 4 Pausing Point" allow for a review and practice of previously taught phonics skills. Students get seven opportunities to practice previously taught phonics skills.
- The lessons use consistent routines to introduce and review phonics skills that include different modalities. Foundational skills lessons include a systematic introduction and review of high-frequency words and tricky words, ensuring students practice these words regularly to build fluency and decoding skills. This is evident in various lessons where students engage in activities that focus on reading and writing high-frequency and tricky words in context.

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

- The practice opportunities in the materials include only phonics skills that have been explicitly taught. The "Program and Implementation Guide" mentions that the program does not require students to read words beyond the letter-sound correspondences they have learned, ensuring all words are decodable based on the taught phonics skills. Unit 2 demonstrates that the practice opportunities are confined to phonics skills explicitly taught. For example, the teacher introduces the /er/ sound, and students complete an activity page that involves reading and spelling words containing /er/. "Unit 3, Lesson 1" includes practice opportunities for explicitly taught phonics skills. Students will highlight the code using Activity 1.1 on digraphs.
- Students apply the focus skill for the lesson, or skills from previous lessons, in the materials during guided practice. In "Unit 1, Lesson 2, Foundational Skills," the teacher begins by reviewing the letter-sound correspondences for sounds such as /wh/, etc., and students repeat the sounds, then execute "Practice" with "Speak and Spell."
- Students apply the focus skill for the lesson, or skills from previous lessons, in the materials during independent practice. In "Unit 3, Lesson 3," students bring previously taught phonics skills to "Activity 3.1: Speak and Spell" independently.

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

- The decodable texts only include taught phonics skills and irregular high-frequency words. "Foundational Skills, Unit 6, Introduction" specifically mentions the focus on decodable texts, ensuring that appropriate text matches the students' phonics level and includes words previously taught to decode.
- The materials give specific guidance on which decodable texts should be used for cumulative practice after lessons. In the "Program and Implementation Guide," the materials give specific guidance on decodable texts and how they should be used for cumulative practice after lessons. In "Unit 6 Skills Reader," "To the Stars: Lily Explores Space," the materials provide the students with a reader that only includes taught phonics skills and irregular high-frequency words.
- The decodable texts incorporate cumulative practice by increasing in complexity. They only include taught phonics skills. The Student Readers are built around practicing cumulative decoding skills. The teacher manual describes recommendations for using the student readers by stating: "The Student Readers represent grade-level text with embedded supports to help students recognize patterns taught."

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

- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. In "Unit 4, Lesson 1," after learning the phonics skill, students read Chapter 1 of the "Student Reader." Using the connected text allows students to practice decoding in context.

- 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, in "Foundational Skills, Unit 2, Lesson 10," students practice with suffixes -ed and -ing using "Read and Talk With Animals."
- After explicit instruction on a sound-spelling pattern, students practice encoding words that include that sound-spelling pattern in isolation and through connected text. The materials also include structured opportunities for students to practice phonics skills in isolation and connected text. For example, the "Program and Implementation Guide" mentions that foundational skills lessons include segments that introduce, model, guide practice, and provide opportunities for practice through decodable text.



## Phonics Rule Compliance

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

**The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress-monitoring tools that 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 demonstrate the use of various assessment tools, including formative and summative assessments. These tools track student progress over time, providing detailed information on student growth and helping teachers adjust instruction. In the "Program and Implementation Guide," materials explain the types of assessments provided. The materials include formative assessments in a variety of formats to measure student learning and determine the next steps for instruction. Mid-unit assessments assess student mastery of literacy skills, knowledge, and vocabulary covered in the first half of the unit. They include analysis and observation records with additional support to inform small-group instruction and ensure consistent administration.
- The materials include informal assessments that give teachers feedback on student learning at the moment to support teachers with modifying instructional approaches. The materials include check-for-understanding tasks throughout all lessons.

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

- The materials include guidance to help the teacher efficiently administer the assessment. "Unit 5, Lesson 1" materials provide teachers with guidance to help the teacher efficiently administer the assessment, providing precise teacher language to administer the assessment.
- The assessment directions specify when to move to the next task and when to discontinue the assessment. The guide offers clear directions on when to move to the next task or discontinue the assessment. For example, the directions state that if a student cannot respond orally to

any of the practice items in a part of the phonemic awareness assessment, the teacher should discontinue the assessment.

- The materials include detailed information that supports the teacher's understanding of the assessment tools provided in the materials and the scoring procedures. The "Assessment Guide" provides detailed information to help teachers efficiently administer the assessments. For example, during fluency assessments, teachers note any words the student misread and record the amount of time taken to read the passage. This information is used to calculate Words Correct Per Minute scores.

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

- The materials include progress-monitoring tools that routinely and systematically assess students' acquisition of grade-level skills, including phonics skills. These tools track student progress over time, providing detailed information on student growth and helping teachers adjust instruction.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. In the "Unit 9 Introduction," titled "Formative Assessments and Additional Support," the teacher is provided with recommended embedded systematic observations of students' everyday activities by using formative assessments throughout the unit. The materials make clear that "formative assessments are marked for monitoring individual student performance and progress in key skills."
- The progress-monitoring tools reflect multiple, accurate methods for assessing students. Evidence-based assessments that align with the TEKS help the teacher ensure students make adequate progress throughout the year. Unit-based assignments include rubrics indicating progress-monitoring results, which teachers use to guide instructional decisions and provide additional support where needed.

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**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: BOY, MOY, and EOY. Materials also embed assessment opportunities throughout the lessons to ensure adequate student progress with the instruction provided. They also explain the "Assessment-Instructional Cycle," which includes progress-monitoring tools systematically used throughout the school year to measure students' acquisition of grade-level phonics skills.
- The materials include progress-monitoring assessments to assess students, if needed, on a weekly or biweekly basis. The guide includes recommendations for formally assessing students at least three times in a school year: BOY, MOY, and EOY. Additionally, assessment opportunities embedded throughout the lessons determine adequate progress with the instruction provided.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include data-management tools (digital and hard copy) to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. The "Program and Implementation Guide" provides evidence of data-management tools for tracking individual student progress to make appropriate instructional decisions and accelerate instruction. In "Unit 2," the materials provide teachers with a list of records that can be kept to track students' progress. These records allow teachers to monitor students' progress and make instructional decisions based on data collected.
- The information gathered from the assessment tools helps teachers when planning differentiated instruction. "Unit 3, Lesson 3, Differentiated Instruction: Additional Support" provides information gathered that helps teachers when planning differentiated instruction.
- The materials include assessment tools that yield data teachers can easily analyze and interpret. The guide emphasizes regular one-on-one conferencing with students to discuss their reading progress, set new goals, and celebrate achievements. This regular interaction provides teachers with up-to-date information on student progress, allowing for timely adjustments to instruction.

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

- The materials include data-management tools (digital and hard copy) to enable teachers to document whole-class data regarding progress on taught phonological awareness and phonics skills. The assessment reports support teachers in tracking whole-class progress and identifying areas that need additional focus. For example, the reports categorize students by skill mastery and suggest instructional groupings, including reteaching and extension. In "Unit 2, Lesson 14," the materials provide an anecdotal reading record tool for teachers. The materials provide teachers with guidance on how to use the data from the provided tool.
- The materials include an electronic data-management system that produces charts, line graphs, histograms, and circle graphs with student assessment results organized by TEKS and specific skills and knowledge. Data results for teacher and administrator reports rely on the platform used by the district or school to administer the QTI Assessments. Teachers can print the guides or view them online to see the assessment passages, items, and answer keys.
- The materials provide guidance and tools to support teachers in responding to whole-class data to inform instruction. In "Unit 2, Lesson 2, Advance Preparation," teachers use guidance on the tools available to track and record student progress in this unit.

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**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 students' age and skill development. Materials include specific guidance on determining the frequency of progress-monitoring based on students' strengths and needs. For example, the guide provides suggestions for how often to progress and monitor different groups of students or individuals. The guide states progress-monitoring shows a student's current performance levels in a specific area, allowing teachers to adjust the frequency of monitoring according to the student's needs.
- The progress-monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. In the "Program and Implementation Guide," the materials provide teachers with ways they can encourage students' progress.

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

- In the materials, the teacher guidance documents explain how the data from a progress-monitoring assessment can be used to plan small-group instruction to address gaps in learning or provide enrichment. In "Unit 3," in the section titled "Grade 3 Foundational Skills Record," the materials explain how the data from a progress-monitoring assessment can be used to plan small-group instruction.
- The supplemental teacher guidance documents support teachers in developing action plans to document teacher-provided supports designed to accelerate learning and academic

growth. The "Pacing, Scope, and Sequence Guide" offers guidance for accelerated learning. For example, it states: "Throughout the units, teachers will have the opportunity to use "Pausing Point" days to extend or accelerate learning as needed."

- The teacher guides include tables that specify which activities to assign students when they have difficulty on progress-monitoring assessments versus when they 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.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include step-by-step lesson plans that guide teachers through oral language activities. These plans should include scripted instructions or prompts to ensure explicit instruction. The materials include step-by-step lesson plans that guide teachers through oral language activities, including explicit (direct) instructional guidance through modeling, guided practice, coaching, feedback, and independent practice. For example, they include various instructional strategies such as explanation, modeling, guided practice, opportunities to practice new learning, and immediate corrective feedback.
- The materials include oral language and oracy practice through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). In "Unit 1, Introduction, Student Collaboration: Strategies, Structures, and Routines," the material provides various instructional guidance and strategies for teachers to develop oracy in students. In "Unit 2, Lesson 3," the materials provide an opportunity to discuss the reader. Students will speak coherently about the reader, *A Talk with Animals*.

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

- The materials include step-by-step lesson plans that guide teachers through oral language activities. These plans should include scripted instructions or prompts to ensure explicit instruction. The materials include step-by-step lesson plans that guide teachers through oral

language activities, including explicit (direct) instructional guidance through modeling, guided practice, coaching, feedback, and independent practice. For example, they include various instructional strategies such as explanation, modeling, guided practice, opportunities to practice new learning, and immediate corrective feedback.

- The materials include oral language and oracy practice through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). In "Unit 1, Introduction, Student Collaboration: Strategies, Structures, and Routines," the material provides various instructional guidance and strategies for teachers to develop oracy in students. In "Unit 2, Lesson 3," the materials provide an opportunity to discuss the reader. Students will speak coherently about the reader, *A Talk with Animals*.

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

- The materials include a discussion guide for each read-aloud that includes frameworks for structured academic and social conversations. The guide contains discussion questions, conversation starters, and guidelines for effective discussions. During a guided reading session, students ask questions about the text they are reading. The teacher models how to ask questions that clarify understanding and deepen comprehension, such as "Why do you think the character acted this way?" or "What might happen next in the story?"
- The materials include authentic opportunities for students to share information and ideas with their peers. In "Unit 1, Lesson 11," the materials provide students with the opportunity to turn to their partner as you ask comprehension questions about the reader.
- The materials promote active listening during lessons, as well as opportunities to build student oracy by responding to text and asking questions with peers during direct instruction. Materials include opportunities for students to listen actively, ask questions, and engage in discussion to understand and share information. For example, during the discussion of the text, students are encouraged to ask questions about the story elements and characters. In "Unit 9, Lesson 1," the materials provide students the opportunities to build oracy by responding to text and asking questions to their peers during the whole group lesson.

## Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
5.C.2a	<a href="#">Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)</a>	4/4
5.C.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A &amp; 2.A.2)(T)</a>	2/2
5.C.2c	<a href="#">Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A &amp; 2.A.3)(S)</a>	24/24

**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)

- The materials include a "Scope and Sequence" that shows a progression that starts with letters most useful in decoding. The guide mentions that the lessons build on what has been learned in grades K–2 by following a planned sequence from simpler to more complex letter-sound correspondences and spelling patterns. For example, grade 3 materials include decoding multisyllabic words. Once students have mastered these simpler concepts, more complex skills like decoding words using syllable division patterns can be introduced. In "Unit 1, Appendix," the materials provide a chart titled "Basic and Advanced Code: Consonants and Vowels."
- The materials introduce letters that look similar and separate the visually similar letters in the instructional sequence to avoid confusion. In "Unit 1, The Basic and Advanced Code" offers teachers guidance on systematic and explicit instruction of phonics.
- The material provides specific language the teacher can use in each lesson to teach letter names and sounds. The material provides specific language the teacher can use in each lesson to teach decoding and encoding. For example, the teacher is directed to model for students how to chunk each word into syllables to say and spell the word.



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

- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. When students encounter tricky words that do not follow regular spelling rules, the teacher is prompted to discuss both the regular and irregular parts of the word. For example, teachers are instructed to highlight these tricky parts, helping students understand and remember them. In "Unit 1, Lesson 6, Introduce Common Trigraph DGE and Digraph GE > /J/," the materials guide teachers to explicitly teach phonemes and words.
- The teacher guide includes ideas and support for the teacher about providing explanatory feedback instead of correct/incorrect feedback. The guide mentions that grade 2 materials include sound walls and syllable-division charts that provide immediate feedback to the student, helping them understand and correct their mistakes in real-time. "Unit 3, Lesson 3," the materials provide a script for teachers to use as guidance to teach the split digraph and clarify any misconceptions.
- The teacher guide includes a section with information on common decoding mistakes and suggestions for how to teach proactively. For example, in "Foundational Skills Unit 1, Lesson 14, Introduce VCCCV Syllable Division And Accent Shifts," teachers explicitly answer questions about vowel sounds, digraphs, trigraphs, and consonant blend, and then the teacher puts errors into the "Placement Assessment Analysis of Reading Errors" chart in "Teacher Resources."

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

(S)

- The materials include a variety of activities such as Elkonin boxes, rhyming activities, and sorting activities for the application of letter-sound correspondence to decode one-syllable and multisyllable words in isolation. Sentences in each lesson incorporate the sounds introduced and previously learned, helping students practice decoding within the context of connected text. For example, the "Teacher Guide" includes decodable sentences in each lesson to practice the sounds learned, reinforcing the student's decoding skills in a meaningful context. In "Unit 5, Lesson 4," the materials provide a Reader for students to apply their learning from the phonics they have learned.
- The materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multisyllable words in decodable connected text. Students read multisyllabic words with a focus on identifying closed and open syllables. For example, the teacher explains how to chunk words into syllables and then corrects students by showing how to properly divide the words, emphasizing the difference between open and closed syllables. "Unit 3, Lesson 2" materials provide decodable sentences to practice phonics skills.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, the "Program and Implementation Guide" includes a detailed scope and sequence for phonics and spelling instruction across the year, ensuring a systematic introduction of sound-spelling patterns outlined in the grade 3 TEKS.
- The lesson objectives are aligned to the grade level TEKS "Sound-Spelling Patterns." "Foundational Skills, Unit 8, Lesson 11" objectives are aligned with the grade-level TEKS sound-spelling patterns. For example, lesson 11 aligns with TEKS 3.2.A.v by focusing on decoding words using knowledge of prefixes and how they change base words. The materials are aligned to the grade 3 TEKS for sound-spelling patterns; students learn how to decode and spell words with a variance of vowels, trigraphs, and blends as indicated in the "introduction/welcome" in "Unit 1."
- The materials include a vertical alignment that outlines the progression of "Sound-Spelling Patterns" skills, as well as concepts, including lesson objectives. The progression is presented week by week throughout the school year, providing an overview of the skills and concepts in

accordance with the ELAR TEKS. The materials include a pacing scope and sequence in the program overview that describes the grade level TEKS, which specify the sound-spelling patterns and the week during which these skills will be taught throughout the course. In "Unit 1, Lesson 7," the students participate in phonics tic tac toe activity to practice their ability to spell words with consonant digraphs ph and gh that make the /f/ sound. Later in the year, in "Unit 9, Lesson 9," students decode and encode multisyllabic words with multiple sound-spelling patterns.

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

- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. These routines are consistent for each grade level and are aligned with the ELAR TEKS. Aligned grade 3 routines are in the materials and provide guidance for the teacher's actions. Teachers actions are included in the introduction section at the beginning of each unit. The "Program and Implementation Guide" includes detailed instructions for teachers to follow during phonics lessons. These instructions cover how to introduce new sound-spelling patterns, connect them to previously learned concepts, and provide practice through structured routines.
- The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. Specific and precise terms, phrasing, and statements are included in the units for teachers to utilize during core instruction. The "Foundational Skills, Unit 1, Lesson 3" lesson script directs the teacher to say, "Segment each sound in the word thank, th/a/nk, and ask students to find the consonant digraphs in this word in the Individual Code Spelling chart." In "Unit 7, Lesson 1, Identify and Color Code Spelling," the materials provide specific terms for teachers to use, such as: "Model for students how to divide the word into syllables, and circle the spelling for the /aw/ sound with a marker: the aw in crawl/ing."
- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. In "Unit 7, Lesson 1, Digital Component 1.1," the materials include important points to emphasize for teachers to use during instruction. For example, the materials provide teachers with important points to emphasize about grade-level sound-spelling patterns, such as: "Explain that the /aw/ sound is usually spelled aw when it shows up at the end of a word or syllable. Point to the aw at the end of paw and at the end of the first syllable in drawing. Explain that the /aw/ sound can also be spelled aw when it is followed by the letters n or l. Point to the aw in scrawny."
- The materials provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. The "Foundational Skills, Unit 8, Lesson 6" guides the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, "Foundational Skills, Unit 8, Lesson 6" provides teacher guidance to introduce, practice, and provide feedback on the /oo/ vowel team.
- The materials include traditional and digital multimodalities to help teachers provide explicit instruction on ELAR sound-spelling patterns following a scope and sequence program by grade level. For example, in "Foundational Skills, Unit 2, Lesson 1," the teacher gives explicit

teaching in the "Review "VC/V and Introduce the V/CV Syllable Pattern" lesson. The teacher also tells students to label each word as the teacher displays the pattern in "Digital Component 1.1," and students practice it digitally.

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

- The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. Throughout "Unit 2," the lessons repeatedly return to the "V/CV Syllable Division Pattern," ensuring students learn and regularly practice and reinforce this skill. In "Unit 8, Lesson 1," the material provides students with an activity to practice writing and spelling homophones using activity page 1.1. The materials include decodable word lists, sentences, and books that can be used to build fluency as students' knowledge of sound-spelling patterns progresses. An example of sentences is in "Foundational Skills, Unit 1, Lesson 5, Introduce Context," students do an "Activity 5.1" using context clues.
- The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. The use of varied activities, such as syllable clapping, word segmentation, decoding exercises, and interactive games like "Two-Syllable Baseball," provides a comprehensive approach to mastering this sound-spelling pattern through cumulative review.
- The materials include various multimodal activities and resources for guided and independent cumulative review during the school year. The materials include guidance for student practice by including a "Consonant Code Flip Book, Individual Code Chart, Digital Components, and Activity Pages." In "Unit 8, Lesson 1, Identify and Explain Homophone Meanings," the materials provide the opportunity for students to engage in multimodal activities such as print or digital resources to determine the meaning, syllabication, and pronunciation of homophone words. In "Foundational Skills, Unit 2, Lesson 5," the students work on "Digital Component 5.1," using context clues to determine word meanings.

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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. The materials provide a variety of activities and resources to decode and encode words in isolation. For example, students practice spelling multisyllabic words with the vowel teams ee and ea. They listen to the teacher dictate words, repeat the words, and then write them down. In "Unit 6, Lesson 1," the materials provide a traditional reading activity for students to decode words in isolation. For example, the materials state: "Preview the following vocabulary words that students will encounter in this section of the Reader. Have students

work with a partner to decode the words in isolation first and go over the correct pronunciation of each word."

- The materials provide a variety of activities and resources to decode and encode words in decodable connected text. The materials provide a variety of activities and resources to decode and encode words in decodable connected text. For example, Students read a decodable text, "Frankie Figures It Out," which includes words with the target vowel teams ee and ea. The units provide different activities to support students in encoding words, including "Sound-Spelling Patterns," in the decodable connected text that builds on previous instruction. "Roll, flip, read, write cards" are incorporated into the lessons to connect all the skills together. In "Unit 6, Student Reader," To The Stars: Lily Explores Space, students practice decoding words using spelling patterns they learned when reading connected text.
- The materials provide traditional and digital multimodal activities for students to decode and encode words both in isolation and context. The materials provide a variety of activities to support students in encoding words that include sound-spelling patterns in word lists. The lessons build to practice with reading and dictation. In "Foundational Skills, Unit 1, Lesson 3, Decodable Words and Sentences," the teacher asks students to use the list of words to play "Speak and Spell."
- The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. For example, in "Foundational Skills, Unit 2, Lesson 2, Review the V/CV Syllable Pattern," the teacher asks students to refer to a previous lesson about a pattern and previous syllable division rules.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern being taught. The units include a systematic approach for introducing and practicing regular and high-frequency words. The "Program and Implementation Guide" provides guidance for daily lesson units that are structured to include the following in a structured way: phonics, high-frequency words, decoding and encoding, and morphology, all grounded in decodable readers. The "Program and Implementation Guide" details the introduction of regular high-frequency words in alignment with phonics instruction. For instance, after teaching specific phonics patterns, the teacher introduces corresponding high-frequency words to reinforce those patterns.
- The materials organize the introduction of regular and irregular high-frequency words in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. The "Program and Implementation Guide" provides explicit instruction on the irregular patterns of high-frequency words, highlighting parts of the words that do not follow typical phonetic rules. In "Unit 1, High-Frequency Words," the materials organize the introduction of regular and

irregular high-frequency words in smaller batches of words. The materials provide guidance for teachers on where students will encounter high-frequency words taught in the unit.

- 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 "Unit 9, Tricky Words & High-Frequency Words," the materials provide guidance on when high-frequency will be introduced and the reason for organizing them in this way. For example, the materials state: "The selection of these words was based on their prevalence within the unit Reader, and instruction is integrated into lessons at points where students will naturally encounter these words within the assigned sections of the Readers. The materials include a structured approach for teaching high-frequency words, starting with the introduction of 8–12 keywords at the beginning of each unit, selected for their relevance and frequency in the unit's text. Words are introduced using phonetic sounding and Spelling Cards for decoding."

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

- The materials provide teachers with important points to emphasize when introducing regular and irregular words to students, including decoding the decodable parts of words and memorizing the irregular parts of words. The "Program and Implementation Guide" suggests using decodable texts that incorporate both regular and irregular high-frequency words, ensuring students practice these words in context. "Foundational Skills, Unit 1, Appendix A" provides teachers with important points to emphasize when introducing regular and irregular words to students, including decoding the decodable parts of words and memorizing the irregular parts of words. For example, the text states, "By drawing attention to the regular and irregular parts of the word, students learn that Tricky Words are only partial exceptions to the normal rules of reading and writing." In "Unit 6, Lesson 1," the materials provide guidance for teachers to provide direct instruction to decode high-frequency words such as high.
- 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. Overviews for teachers are included in "Foundational Skills, Unit 3, Introduction and Overview" to provide background knowledge of decoding and encoding regular and irregular high-frequency words.
- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. Sample scripts and defined strategies for direct instruction of reading and spelling high-frequency words are included in the materials. In "Unit 1, Lesson 4, Campfire Tales," the materials provide guidance for teachers to provide direct instruction on how to decode high-frequency words. For example: "Display this lesson's high-frequency words: tree and story. Focus on the word tree. Circle the letters 'tr.' Remind them that both 't' and 'r' make their own sounds, but when next to each other, they form the consonant blend tr, which has its own unique sound. Have students make the /tr/ sound with you three times in unison as you hold up your fingers to count. Underline the vowel team ee. Remind students that this vowel team is a spelling for the long /ee/ sound."

**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. In "Unit 1, Activity Book," material provides an activity "Read, Spell, Write for students to practice decoding and encoding high-frequency words. Unit 2, Activity Book, Activity Page 6.2," students decode and encode high-frequency words by completing an exit ticket. In "Foundational Skills, Unit 2, Lesson 2, Review The V/CV Syllable Pattern," the teacher writes words on the board, invites students to the board, points to the pattern and discusses, asks students to spell and stomp their feet, then she repeats with other words.
- 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 so that students independently practice spiraled skills that have been previously mastered. For example, in grade 3, "Unit 2, Lesson 2," in the "Read A Talk With Animals" section, the teacher explains to students that they will examine two new high-frequency words, then the teacher displays the words, the teacher tells students to focus on the word eyes and points out plural and singular, then the teacher says eyes is irregular and explains why before guiding students in practicing decoding and encoding the word through guided practice.
- The "Program and Implementation Guide" includes information about cumulative review activities where students can practice and reinforce both regular and irregular high-frequency words they have previously learned. For example, in Pausing Point 1, students engage in activities that require them to use and spell high-frequency words. The "Foundational Skills" lessons include cumulative review sections where students revisit previously learned high-frequency words. For example, after introducing a new set of words, the teacher guides students through a review of all the words learned so far, ensuring retention and fluency.

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

- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. The lessons in "Foundational Skills, Unit 5" include active learning strategies such as turn and talk and hands-on activities to assist students in summarizing the main points of the learning. The lessons in "Foundational Skills, Unit 5" have a variance of materials and activities to support core phonics instruction and provide students with opportunities to practice individually. Formative assessments are included throughout the units to ensure students are practicing individually.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. In "Unit 5," the material provides a resource for Tricky word list. Students read each word from the list from top to bottom. "Foundational Skills, Unit 4, Lesson 14" includes decodable texts where high-frequency words are embedded within sentences, allowing students to practice reading these words in context.



- The fluency assessment involves students individually taking a running record of their oral reading. This assessment focuses on high-frequency words as students read a given text to measure their fluency.

## Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)</a>	2/2
5.E.3b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)</a>	8/8
5.E.3c	<a href="#">Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 &amp; 2.A.3)(S)</a>	12/12
5.E.3d	<a href="#">Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A &amp; 2.A.3)(S)</a>	16/16

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

Evidence includes, but is not limited to:

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

- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. The materials in "Foundational Skills, Unit 1" provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, students learn to decode words by first labeling the vowels and consonants and then dividing the word into syllables based on the pattern. "Foundational Skills, Unit 1" includes a systematic sequence of grade-level TEKS, beginning the unit with a placement assessment to ensure students review but truly have retained the grade 2 TEKS. By the end of unit 1 in lesson 16, the students are reading and spelling words that follow a VCCV, VCV, and VCCCV syllable division pattern.
- The lesson objectives progress from less to more complex skills. The lesson objectives progress from less to more complex skills. For example, in "Foundational Skills, Unit 6,"

students start with the concept of dividing two-syllable words, especially focusing on closed syllables and later lessons introduce more challenging multisyllabic words and emphasize the use of known syllable types to decode words.

- The sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. The "Course Level Materials, Decodable Passages Supplement" includes decodable reading passages to support reading instruction. The texts provide ongoing practice opportunities in isolation and in connected, controlled text that follows the instructional focus that aligns to grade-level TEKS. In "Unit 3, Appendix B, Grade 3 Scope and Sequence," the materials provide a sequence of how syllable divisions/types will be taught. In "Unit 1, Consonant Spellings," the materials provide information on the skills that will be taught within the unit.

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**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 provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles. "Foundational Skills, Unit 1, Lesson 12" materials provide teachers with points to emphasize decoding and encoding words by applying knowledge of syllable division principles. For example, the text states: "Remind students that words can be broken into parts called syllables. Have students turn to a partner and share a multisyllabic word and how its syllables are divided." Materials in "Unit 1, Lesson 4" include guidance for teachers with important points to emphasize about decoding syllables in words. For example: "Reinforce that the spelling 'k' comes after a long vowel sound, and the spelling ck comes after a short vowel sound. Explain that the 'k' and ck rules apply to all syllables in a word, not just when it is the final syllable. Underline the word *soak* in *soaking* and the word *lock* in *locker* to reinforce this point."
- The materials include specific and precise terms, phrasing, and statements that teachers should use during core instruction. "Foundational Skills, Unit 1, Lesson 12" materials include specific phrasing and statements for teacher use during core instruction. For example: "Let's look at some words with 'ow' and decide which sound it makes. I'll write the word 'snow' on the board. When I say 'snow,' I hear the /oe/ sound at the end. Now, I'll write 'cow'. When I say 'cow,' I hear the /ou/ sound at the end". "Unit 3, Lesson 1" provides guidance for teachers to deliver direct instruction by providing specific words and phrases. For example, "Remind students the vowel sound in *rate* is /ae/. Explain that even though the 'a' and the 'e' in *rate* are separated, they work together to stand for the /ae/ sound. This kind of spelling is called a split digraph. Point out the VCe syllable pattern by circling the consonants 'r' and 't,' drawing a horseshoe shape around the vowels 'a' and 'e' to visually show their connection. Point to the consonant 't' as the consonant within this pattern."

**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 to develop, practice, and reinforce skills to decode and encode multisyllabic words. "Foundational Skills, Unit 4, Activity Book" materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, "Activity Page 18.1" provides a cumulative review of decoding and encoding multisyllabic words with various syllable types and division patterns. In the "Foundational Skills, Unit 1, Reader, Decodable Texts," students highlight and decode multisyllabic words with a specific syllable pattern. Students are taught to segment these words using the code knowledge they have learned to read challenging, unfamiliar words and utilize the glossary for non-decodable words.
- The materials include a variety of resources to develop, practice, and reinforce skills to decode and encode multisyllabic words. "Foundational Skills, Unit 4, Activity Book" materials include a variety of resources to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in the grade 3 activity book, students complete "Identify the Code," where they practice identifying and encoding words with specific sounds.
- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. In "Unit 1, Lesson 3," the materials include a multimodal activity for the teacher to model during direct instruction and then use independently by students. The teacher model clapping syllable divisions provides direct instruction on syllables. This is a strategy students will be able to use independently. "Foundational Skills, Unit 3, Activity Book, Activity 3.1" is a practice activity that the teacher is instructed to display in digital format. The activity is a speaking and spelling practice for students to listen to the words as the teacher says, students clap the syllables and then write the syllables in a chart.

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

- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in isolation. For example, in "Foundational Skills, Unit 2, Lesson 9," students identify the open syllables and separate the syllables with slashes from a list of multisyllabic words. The activities build on students' understanding of simple syllable division patterns taught in earlier grades.
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in connected text. For example, "Foundational Skills, Unit 2, Activity Book, Activity Page 8.2" has students practice decoding multisyllabic words within sentences. The "Foundational Skills, Unit 3, Lesson 2, Additional Support" materials provide a variety of activities and resources for decoding and encoding multisyllabic words in connected text. In these lessons, students read decodable words and then read decodable sentences to

practice. The "Unit 1, Lesson 4" materials provide students with the opportunity to identify one-syllable words based on the division syllable principle within the unit reader.

- 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. Teachers have resources in "Foundational Skills, Unit 2, Appendix A" to internalize the basic code spellings with student digital components to facilitate student practice.

## Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	<a href="#">Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)</a>	1/1
5.E.4b	<a href="#">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)</a>	4/4
5.E.4c	<a href="#">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 &amp; 2.A.3)(S)</a>	6/6
5.E.4d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

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

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence document that identifies grade-level morphemes. The "Foundational Skills, Unit 5, Introduction" includes morphology lessons on suffixes such as –ous, –ly, –ive, –y, and –en. In "Foundational Skills, Unit 1," the materials include guidance on when specific affixes will be taught in each unit. The Pacing Scope and Sequence materials include a scope and sequence document that identifies grade-level morphemes. For example, the materials include the TEKS 3.2.B.vi in the scope and sequence in "Unit 2, Lessons 11-13," and "Unit 3, Lessons 8 - 15."
- The materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. The text states: "In Unit 5, students build on this concept by examining how a consonant suffix, especially when attached to a base word that ends in silent e, changes the spelling of the base word." "Foundational Skills, Unit 2, Content of Lessons" materials organize the introduction of grade 3 level morphemes in

smaller batches of words that follow a common phonic or spelling pattern. The suffixes -ed and -in are introduced and practiced in "Unit 3, Lessons 11-13."

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**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 professional resources (e.g., one-pagers, videos, sections in a handbook or guide, etc.) to enhance teachers' knowledge of morphological study and its importance for students in grade 3. For example, it states "Remind students that words with more than one syllable can have different parts of a word. The word can have prefixes, base words, and suffixes."
- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. In "Foundational Skills, Unit 2, lesson 12", the primary focus has a clear objective for the affixes -ing and -ed. The teacher guide includes teacher tips or explanations of the morphological objective of the lesson. For example, "Foundational Skill Unit 5, Lessons 5-13" provides a 15-20 introduction or review of a specific suffix. In "Unit 1, Lesson 9, More Help With Trigraphs," materials provide teachers with specific phrases to provide direct instruction. For example, teachers explain the meaning of the prefix tri- and provide further instruction. The material states: "Break down the word trigraph into two parts: tri- and graph. Explain that tri- is prefix that we use when talking about three of something. Provide examples of other words with tri-, such as triangle, tricycle, and trilogy. Explain that graph means written down. Provide examples of other words with graphs, such as biography, autograph, and calligraphy. A trigraph is a single sound that we depict using three letters. They can be made up of three consonants, a combination of both vowels and consonants or, in some cases, three vowels."
- In grade 3, the materials suggest that teachers use a morphological analysis technique such as word trees, matrices, or grids. The materials provide word lists so that teachers can use the technique with different morphemes as they are introduced systematically. The materials provide word lists so that teachers can use different techniques with different morphemes as they are introduced systematically. "Appendix C" has a list of root words and affixes with additional techniques for the teacher to utilize. In "Unit 5, Lesson 5," the materials provide guidance for teachers to deliver specific words and phrases to teach the suffix -y. For example, the materials direct teachers to say: "Explain to the class that they will be learning about affixes over the next few lessons. Direct students to turn and talk: What is an affix? (A group of letters that can be added to the beginning or the end of a word to make a new word.) Remind students that these small word parts change the meaning of a word. When an affix is added to the beginning of a word, it's called a prefix, and when an affix is added to the end of a word, it's called a suffix. The focus of this lesson is on the meaning and use of the suffix -y."

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

- The materials include practice activities in paper or digital workbooks to build on the taught morphological skill and spiral previously learned morphological skills. The materials include practice activities to build on the taught morphological skill and spiral previously learned morphological skills. For example, there are 10 different "Activity Pages" in "Foundational Skills, Unit 5" for students to practice suffixes through cumulative review. The "Unit 2 Pausing Point" guide will assist the teacher with a variety of resources for students.
- Students use an instructional routine/technique for morphological analysis, such as word trees, matrices, or grids. The materials provide word lists so that students can use the technique with different morphemes as they are introduced systematically. Students engage in various activities to build understanding. The materials include a variety of activities for students to practice grade-level morphological skills through cumulative review. Each unit is designed to introduce the morphological skills first, and then a subsequent lesson will have a spiraled review of the previously taught skill.
- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught and spiral previously learned morphological skills. The materials include practice activities to build on the taught morphological skill and spiral previously learned morphological skills. For example, "Foundational Skills, Unit 4, Activity Book, Activity Page 10.4" asks students the meaning of the prefix sub, which is a previously taught prefix. Unit 4 provides various activity pages for students to practice, develop, and reinforce affixes. The "Unit 4, Activity Book, Activity Page 9.2" provides students with a practice opportunity for students to encode words ending in -ist in a crossword puzzle.

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**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 instructional routines, such as dictation, that emphasize encoding and decoding. The "Teacher Guide Introduction" includes information on a variety of activities for students to decode and encode words with morphemes in isolation and in connected text. For example, the text states: "Building upon the affix work from previous units, students will decode and encode words with -ful and -less suffixes while identifying how meanings change when these suffixes are applied to base words. As the unit ends, students will continue working with suffixes as they revisit a previously learned spelling rule."
- The materials include a student practice book (paper and 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. The "Foundational Skills, Unit 6, Activity Book" materials include student "Activity Pages" 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 complete "Activity Page 9.2" by reading the sentence, changing the suffix of the underlined word, and making a new sentence. The "Unit 5, Activity Page 5.1" provides a "Complete the Story" activity with word lists focused on the suffix -y. Students have to



complete a story using a given list of base words that need to be changed by adding a -y. In "Unit 4, Activity Page 10.2," the materials provide a take-home activity for students to practice decoding and reading words with prefixes and suffixes in isolation.

- The lesson plans and text annotations prompt the teacher and students to discuss morphemes as they read authentic text. Students are taught to segment words using the code knowledge they have learned to read challenging, unfamiliar words. The "Readers" are designed for students to grapple with complex text, including many new content-specific vocabulary words. They learn to use a glossary, as needed, to better understand the text.

## Foundational Skills

5.F.1	Vocabulary Development	11/11
5.F.1a	<a href="#">Materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade level TEKS. (S)</a>	3/3
5.F.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (M)</a>	4/4
5.F.1c	<a href="#">Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations.</a>	4/4

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

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 include visual aids such as pictures, diagrams, or graphs that depict the meaning of words. The materials include images that provide context clues and help students associate the visual representation with the word's meaning. For example, "Image Card C.U1.L1.6," a riverbank, provides a visual understanding of the setting described in the story, helping students visualize where the events are taking place. In "Unit 3, Lesson 8," the materials include a context clues anchor chart for students to write the meaning of unknown words.
- The materials include texts specifically chosen to expose students to new vocabulary in context. Each time students encounter a new section of text in the Reader, the lesson includes new vocabulary words and phrases to accompany the section of text. These texts might include explanations, definitions, or examples of how the words are used in sentences or paragraphs. For example, the glossary includes definitions and examples for numerous vocabulary words used throughout the unit, providing students with a context for understanding these words.
- The materials include instructional guidance that assists students in using context clues within sentences or passages to decipher the meaning of unfamiliar words. The materials include instructional guidance that assists students in using context clues within sentences or passages to decipher the meaning of unfamiliar words. For example, the lesson guides students in understanding the word reproached by using context clues. It provides a sentence example and explains the meaning within the context of the story. In "Unit 2, Lesson 8," the materials provide guidance that assists students in using context clues within sentences or

passages to decipher the meaning of unfamiliar words. For example, the material states: "Tell students that today we will learn how to use context clues and make predictions so that we can figure out the meaning of unknown words."

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

- The materials include teachers' guidance on how to provide an overview of each type of resource (print and digital) and an explanation of the purpose and benefits of using picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. For example, the "Knowledge Unit 10, Lesson 11, Unit Introduction" suggests using digital resources such as Digital Components and Digital Projections to provide additional support for vocabulary development, which can be downloaded, printed, or projected during lessons.
- The materials include guidance on how to teach students about print dictionaries and glossaries. For example, the text emphasizes the use of visual aids to enhance vocabulary learning, which aligns with the purpose and benefits of picture dictionaries. In "Foundational Skills, Unit 1, Unit and Lesson Features," the materials include teachers' guidance on how to provide an overview of vocabulary instruction using a dictionary and glossary.
- The materials include guidance on how to teach students about online resources, such as eBooks and online dictionaries. In "Unit 5, Lesson 2, Wrap Up," the materials provide a scripted lesson for teachers to model how to use a glossary and dictionary, stating: "Read the directions, and model using the Glossary in the Reader and a dictionary to discover the pronunciation and definition of words in bold or unfamiliar words in the text."

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

- The materials include activities and tasks for students to determine the meaning of words. In "Unit 1, Lesson 2, Speaking and Listening," the materials include activities and tasks for students to determine the meaning of words. For example, the lesson directs students to use the unit dictionary to write definitions and sentences. In "Unit 6, Lesson 13, Read-Aloud: Nicolaus Copernicus," the materials include a task for students to determine the meaning of the word diurnal. For example, the materials state: "Have students check their glossary to find out what the word diurnal means."
- The materials include activities and tasks for students to determine the pronunciation of words. For example, in "Knowledge, Unit 9," students use print dictionaries or copies of simulated dictionary pages to practice looking up words and determining their meanings, pronunciations, and syllabication.
- The materials include activities and tasks for students to determine the syllabication of words. For example, "Knowledge, Unit 9, Activity Pages" provides students with practice of word meanings, pronunciation, and syllabication of specific words.

## Foundational Skills

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

- The materials include structured outlines for educators to follow, including objectives, activities, and assessment strategies tailored to develop fluent reading skills. "Foundational Skills, Unit 2, Lesson 1, Review VC/C and Introduce The V/CV Syllable Pattern" guides teachers to prompt students to turn to a partner and identify vowels in each word, and the teacher invites the student to the board to point to a letter, and then the teacher gives feedback.
- The materials include demonstrations and examples of fluent reading by teachers or audio recordings to showcase proper intonation, pacing, and expression. For example, in "Foundational Skills, Unit 6, Lesson 11," the teacher is guided to model fluent reading with appropriate intonation and expression. Then, students engage in partner reading routines, where they take turns reading paragraphs and provide feedback to each other about their reading fluency. In "Unit 1, Lesson 4," the materials include guidance for teachers to model fluent reading by having them read the first few sentences in the lesson's reader.
- 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, in "Foundational Skills, Unit 4 Lesson 4," the tasks allow students to practice fluent

reading independently with teacher feedback, which could include praise, corrective guidance, or specific suggestions for improvement. In the introduction of "Foundational Skills, Unit 1," teachers are given explicit instructions on how to use the fluency supplement to assist students with fluency. In "Unit 1, Lesson 9, Partner Read Campfire Tales," the materials include partner reading exercises. After the student's partner reads, they will give their partner feedback using digital component 9.2.

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

- The materials include 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. In grades K–3, the "Student Readers" provide decodable texts that are explicitly connected to the phonics scope and sequence. These texts allow students to practice the code and word patterns they have learned, supporting the development of reading fluency through repeated practice with familiar phonics patterns. In "Unit 3, Lesson 2," the materials provide a list of decodable words that follow the VCe pattern.
- The materials include short, structured phrases or sentences comprised of words that adhere to the phonetic rules and patterns being taught. The materials include short, structured phrases or sentences comprised of words that adhere to the phonetic rules and patterns being taught. The reader in each unit utilizes spelling, grammar, phonetics, tricky words, and vocabulary to assist students with decoding words, phrases, and sentences. In "Unit 4, Lesson 2," the materials provide decodable sentences comprised of words that adhere to the phonetic rules and patterns of ai and ay.
- The materials include longer passages composed of words that follow the phonetic principles being taught at a particular level. These texts gradually increase in complexity and length, providing students with opportunities to practice reading fluency and comprehension within a controlled context. The materials include longer passages composed of words that follow the phonetic principles being taught in grade 3. The "Student Reader" contains a carefully planned progression of decodable texts. As the students move through the program, they learn new spellings, and the "code load" in the decodable Readers increases gradually. The Program and Implementation Guide mentions activities specifically designed to improve reading fluency, such as reading aloud, partner reading, and fluency drills using decodable texts. For example, students engage in repeated reading of decodable texts to build fluency, with teachers providing feedback and support to ensure accurate and expressive reading.
- The materials include examples or demonstrations within the material to showcase proper decoding strategies, pronunciation, and fluency. Modeling includes teachers, audio recordings, or multimedia resources demonstrating effective reading techniques. "Foundational Skills, Unit 2, Lesson 1, Wrap-Up Activity 1.2" instructs students to read the sentences and identify V/CV open syllable words and then write a sentence describing how Annie feels.

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

- Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently). "Foundational Skills, Unit 6" contains exercises and tasks that provide structured opportunities for individual practice, allowing students to develop their word reading fluency through focused and repetitive activities. For example, in "Foundational Skills, Unit 6, Lesson 6," students practice dividing three-syllable words through dictation exercises, which helps improve their fluency and understanding of syllabication. In "Unit 3, Lesson 14," fluency assessment, the materials include a task for students to read a text independently.
- The materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., in groups). The "Foundational Skills, Unit 2, Lesson 2, Read 'A Talk With Animals'" materials prompt students to "Turn And Talk" in partners.
- Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., in guided activities). The materials include guided activities led by the teacher in small groups, allowing for personalized instruction and support. The teacher guide provides guidance to assess fluency individually with each student and take a running record of the student's oral reading of a text. The materials include practice activities and tasks to develop reading fluency. For example, "Foundational Skills, Unit 6, Lesson 14, Fluency Assessment" materials include opportunities for students to practice accuracy and prosody. Students engage in partner reading activities while the teacher conducts one-on-one fluency assessments. The partners help each other by providing feedback on reading fluency, accuracy, and prosody. In "Unit 3, Lesson 9," the materials include guided activities led by the teacher in small groups. The groups will chorally read individual paragraphs with guidance from the teacher on pacing and expression.

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

- The materials include exercises and tasks specifically designed to enhance fluency, including timed readings, choral readings, reader's theater, and echo reading. An extensive listing of additional activities to teach and practice the Foundational Skills, Unit 2 skills can be found in the "Pausing Point" section included at the end of each lesson. In "Unit 1, Lesson 6, Reading Campfire Tales," the materials include an exercise for students to coral read. For example, the materials state, "Reread the passage a second time, and have all students read aloud in unison as you read it."
- The materials include texts with varied punctuation, dialogue, and formatting to encourage proper intonation, expression, and pacing while reading to support the development of prosody. The materials in "Foundational Skills, Unit 2, Reader" include texts with varied punctuation, dialogue, and formatting to encourage proper prosody and pacing while reading. Each unit contains a reader with multiple selections with varied punctuation, dialogue, and formatting. In "Unit 2, Lesson 10," the materials include short, structured phrases for students to practice fluency. The students have the opportunity to read a paragraph four times, focusing on rate, accuracy, prosody, and expression.

- 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 "Foundational Skills, Unit 8, Lesson 3," students answer literal, inferential, and evaluative questions about specific details in the text after repeated readings.
- The materials include opportunities for repeated reading of the same or similar text to enhance accuracy, fluency, and comprehension. For example, in "Foundational Skills, Unit 8, Lesson 7," students participate in a choral reading of *The Other Side of the World*. This repeated reading helps students practice reading fluency with the support of their peers and teachers.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include explicit and systematic instruction on the teaching of handwriting that includes teacher modeling and practice opportunities with affirming and corrective feedback. The "Knowledge Unit 1, Lesson 11" materials include the integration of handwriting with ongoing classroom learning. For example, during spelling and writing tasks, the text states, "remind students to use their best cursive handwriting." In "Unit 6, Lesson 3," the materials provide direct instruction on cursive letter formation and provide the opportunity for teacher feedback. For example, the materials state: "Circulate and monitor to check for correct letter formation in cursive. Provide corrective feedback on grammar structure and cursive formation. Offer feedback such as "Focus" on connecting your letters smoothly. Work on making the transition from o to w more fluid and check the spacing between your words. Make sure there's enough room between each word to maintain readability."
- The materials include the integration of handwriting instruction with ongoing classroom learning to connect handwriting practice with other subject areas or topics being covered in the materials. Teachers are prompted to remind students of the cursive writing expectation and provide corrective feedback throughout each unit in grade 3. The materials include explicit instruction on the teaching of handwriting skills connected to current student learning, when possible. In "Unit 6, Activity Page 5.2," the materials include the integration of handwriting instruction with subject area topics. The students respond to the text *To the Stars: Lily Explores Space* using neat cursive.



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

- The materials include developmentally appropriate activity pages with guidelines and examples for students to trace or imitate letters, words, and sentences, focusing on proper letter formation and spacing. For example, in the "Program and Implementation Guide," students utilize visual aids, such as posters showing the correct formation of letters or digital components that model cursive writing. The "Unit 8 Activity Book" provides several pages for students to practice cursive handwriting.
- The materials include consistent and frequent practice sessions embedded into daily routines or lessons, providing ample opportunities for students to authentically develop and reinforce handwriting skills. For example, the "Program and Implementation Guide" states: "The unit lessons integrate handwriting instruction with daily writing activities. For example, in foundational skills lessons, students practice writing letters, words, and sentences that are connected to their phonics and reading instruction." In "Unit 6, Lesson 5, Wrap Up," the materials provide ample opportunities for students to authentically develop and reinforce handwriting skills. There are also opportunities in lessons throughout the unit.
- The materials include the incorporation of tactile, kinesthetic, and visual activities to engage multiple senses in learning handwriting. The "Foundational Skills, Unit 1" materials include the incorporation of tactile, kinesthetic, and visual activities to engage multiple senses in learning handwriting. In the "Pausing Points" in the teacher guide, students gain more practice with cursive writing with the additional pausing point activity pages. In "Unit 6, Lesson 7," the materials include the incorporation of kinesthetic options by guiding students to use their fingers to practice writing the word quadruple in the air. The materials state: "Write the word quadruple on the board in cursive, modeling proper letter formation. Invite students to write the words in cursive in the air with their index finger."

## Knowledge Coherence

6.A.1	Connected Knowledge-Building Units and Lessons	12/12
6.A.1a	<a href="#">Units are designed to build knowledge based in the fields of science, history, literature, and the arts.</a>	4/4
6.A.1b	<a href="#">Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.</a>	2/2
6.A.1c	<a href="#">Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.</a>	1/1
6.A.1d	<a href="#">Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.</a>	1/1
6.A.1e	<a href="#">Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.</a>	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 are designed around units, themes, and inquiry-based projects that integrate different content areas, such as science and history. For example, the "Program and Implementation Guide" emphasizes the integration of various content areas within the Reading Language Arts program. It highlights that units are designed to build knowledge coherence with a focus on literature, history, science, and the arts. In the Program and Implementation Guide, the materials combine diverse content knowledge in history, math, science, literature, and the arts with systematic, research-based foundational skills instruction. The guide states, "These Knowledge units build knowledge coherence with a focus on literature, history, science, and the arts."
- The materials combine diverse content knowledge in history, math, science, literature, and the arts with systematic, research-based foundational skills instruction. Students gain background, conceptual, and academic knowledge through lessons that incorporate culture, history, and literature. The "Program and Implementation Guide" states, "Throughout the instructional program and within each lesson, students are continually building background, conceptual, and academic knowledge integrated within culture-, history-, and literature-rich content."

- The materials systematically build topics throughout and over the years so that each year, students broaden and deepen their knowledge of the world. The RLA K-5 grade 3 units include the following themes: Classic Tales, Animal Classifications, The Human Body, Ancient Rome, Exploring Light and Sound, Astronomy, Native American Cultures, Early Explorations of North America, and Colonial America.
- Within each unit, the materials provide multiple genres of resources connected to the unit theme so that students can research, build, and deepen their knowledge base in the fields of science, history, literature, and the arts. For example, "Knowledge Units 1, 3, and 9" include a poem, an informational piece, a fiction selection, and a science or social studies selection. This variety helps students engage with the material in different ways and reinforces their learning across different content areas.

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

- The materials intentionally design units through a multi-year learning sequence to make connections and build knowledge of topics, year by year. The "Pacing" and "Scope and Sequence" materials provide a scope and sequence to demonstrate knowledge-building within grade levels. For example, "Unit 2" covers "Scales, Feathers, and Fur: Animal Classification," followed by "Unit 3," "The Human Body: Systems and Senses," systematically building students' understanding of science topics within the grade. Additionally, each lesson includes "Core Connections" designed to revisit prior knowledge from previous units and introduce new knowledge needed for upcoming lessons, systematically building background knowledge year by year.
- The materials systematically build topics throughout and over the years so that each year, students broaden and deepen their knowledge of the world. The materials are aligned to the TEKS; the TEKS are approved, created, and designed in a systematic way by TEA. At the end of each unit, there are TEKS alignment correlation teacher's guides. Unit 1, Introduction, Prior Knowledge, outlines the learning that students experienced in prior grade levels as well as what they will learn within the unit. In the "Program and Implementation Guide," the materials systematically build topics throughout and over the years to deepen their knowledge of the world. For example, the material provides teacher guidance on how the program is organized and sequenced. It states, "To support academically and culturally competent literacy, [the material] continually engages students with rich content knowledge. The RLA units across grades K–5 allow students to make authentic, real-life, and academically relevant connections to the TEKS standards. Throughout the instructional program and within each lesson, students are continually building background, conceptual, and academic knowledge integrated within culture-, history-, and literature-rich content."

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

- The materials provide texts that deepen students' knowledge incrementally on a given topic, spending several weeks (3 to 8 weeks) on that topic. Units are designed to cover specific

periods with suggested instructional days allocated for each unit, allowing for extended time on connected knowledge-building topics. For example, students spend approximately 16-20 instructional days on each unit, depending on the specific pacing needs of the class. The detailed breakdown for each unit helps teachers plan and allocate time effectively to cover the topics thoroughly. "Unit 2, Scales, Feathers, and Fur: Animal Classification" is expected to last for at least 15 days, about three weeks, to help build and connect students' knowledge.

- The materials provide texts to support building and leveraging knowledge across content areas. In Unit 5, Flash, Bang, Boom! Exploring Light and Sound students spend at least 16 days building knowledge on the science behind light and sound.
- The materials provide a rich array of informational text. At least 50% of the texts are informational and connected to social studies and science TEKS. Eight of the ten RLA grade 3 thematic units are informational texts about science and social studies.

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

- The lessons connect to the concept or theme of the anchor text, allowing it to serve as the foundation of the unit. These texts are rich in content and serve as reference points for related discussions and activities." Knowledge, Unit 1, Lessons 1-4" focus on "Classic Tales: The Wind in the Willows," and each lesson's structure reinforces understanding of narrative elements, character analysis, and thematic exploration. The lessons connect to the concept or theme of the anchor text, allowing it to serve as the foundation of the unit. For example, in Unit 5, the students read "What Is Light?," "Refraction and Lenses," and "The Human Voice" as well as a biography.
- The text sets are appropriately scaffolded with a gradual progression of complexity and depth to support student comprehension and engagement with background knowledge. The "K-3 Foundational Skills" lessons are systematically sequenced so that the material progresses gradually from less complex to more complex. In "Foundational Skills, Unit 1, Lesson 4, Reading," the teacher introduces the story with a "Whole Group" activity by having students read "Chapter 1" of "Campfire Tales." Students speak coherently about a topic after reading with appropriate eye contact, volume, and speaking rate.
- The materials include guidance on how each text connects to the broader themes or concepts being learned. The lessons follow a planned sequence from simpler to more complex letter-sound correspondences and spelling patterns, as opposed to teaching phonics rules and patterns incidentally as they arise in the text. In the "Program and Implementation Guide," the materials guide the teachers on how each text/lesson connects to the broader themes or concepts being learned. A "Core Connections" section is at the beginning of each unit. Students frequently refer to the Themes Chart created in earlier lessons. For instance, during "Knowledge, Unit 1, Lesson 7," students review the themes of hospitality and friendship/loyalty. They provide examples from the current and previous read-alouds to demonstrate how characters exhibit these themes.

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

- The vocabulary words listed in the materials are tailored to the topic and aligned to the TEKS in the content, including relevant terms associated with the subject matter. Students are given multiple opportunities to use newly acquired vocabulary in speaking and writing tasks. Students are given multiple opportunities to use newly acquired vocabulary in speaking and writing tasks. The vocabulary words listed in the materials are tailored to the topic aligned to the TEKS in the grade 3 content, including relevant terms associated with the subject matter. For example, in the grade 3 "Colonial America" thematic unit, a word list contains all of the core vocabulary words in Colonial America in the forms in which they appear in the Read-Alouds or, in some instances, in the "Introducing the Read-Aloud" section at the beginning of the lesson with academic vocabulary included. The materials provide the opportunity for students to learn vocabulary that connects to the knowledge-building topic of the lessons. For example, in "Unit 6, Lesson 1, Vocabulary," it states to the teachers, "The following are core vocabulary words used in this lesson" and then proceeds to introduce vocabulary.
- The discussion and writing activities are directly related to the topic. The tasks could involve opinion pieces, analytical essays, summaries, or creative writing assignments that encourage students to engage deeply with the content. For example, in "Knowledge, Unit 10, Lesson 11," students draft an opinion paragraph. The process is structured and related directly to the text being studied. In "Unit 9," students learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. In "Unit 6, Introduction, Writing," the material provides guidance to teachers on all the types of writing the students will compose. The writing will be based on the knowledge that students learn. For example, it states: "Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for the Astronomy: Our Solar System and Beyond unit is a multi-day informative writing."

## Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials use consistent language across the grade levels for supporting knowledge building and it is aligned with the TEKS. For example, a grade 2 lesson on theme is focused on identifying the lesson or important message. In grade 3, the same definition is used to discuss themes in a text about hope and creativity.
- The units begin with a chart or list of connected topics and skills that were taught in previous grades (i.e., vertical alignment), which will support students' understanding of the new unit. In "Foundational Skills, Unit 1, Lesson 3-5," there are reviews of digraphs and trigraphs from grade 2. In "Unit 2, Prior Knowledge," the materials provide the background knowledge that students should have. For example, previous units provide background knowledge on "Farms: From the Ground Up (grade K), Animals and Habitats: The World We Share (grade 1), Cycles of Nature: Clouds to Raindrops (grade 2), and Insects: All Around (grade 2)." In "Unit 2, Skills," the materials inform the teacher of the learning that students had in grade 1 on Rattenborough, which will support students' understanding of the new unit.
- Each grade level teaches text structures such as cause-and-effect or sequential order in similar ways but with grade-appropriate texts. The grade 2 and grade 3 lessons explain how text structure contributes to the author's purpose and is grounded in close reading and analysis of the text features.

**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. The questions or

activities specifically make connections to topics covered in earlier units within that grade level. For example, the "Core Connections" at the beginning of the lesson has students identify objects in our solar system and name all the objects they know about in the solar system while the teacher writes their responses on a whiteboard or chart paper. "Knowledge, Unit 9, Why Colonial America Is Important," explicitly states how the present unit connects to previously taught units of study and what it will connect to in future units. For example, "This unit builds upon what students have learned about Native Americans who were the first to inhabit North America and the Europeans who later explored and settled there."

- The lessons provide teachers with options for supplying background knowledge by making connections to lessons or texts in earlier units. The teacher guide provides each lesson with a preparation section with a universal access guide for teachers to ensure all students have a similar schema for learning.
- The unit overview explicitly states how the present unit connects to previously taught units of study and what it will connect to in future units. The teacher guide provides each lesson with core connections that connect the current lesson to current and future lessons/skills. For example, students who have used the program in Kindergarten and grade 1 will be familiar with some fairy tales and the elements of the fairy tale genre from the Kings and Queens unit (grade K) and the Fairy Tales unit (grade 1). In "Knowledge, Unit 8," the students learn "Early Explorations of North America." The material refers to previous learning in "Unit 7," which was about Native Americans. For example, the materials tell us: "Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent."

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

- The materials provide videos and illustrations to support student's development of the background knowledge needed to engage with a text. The materials include illustrations, such as the digital flip book and image cards, that build background knowledge before reading the main selection of the lesson. For example, "Knowledge, Unit 6, Image U6.L1.2: View of Earth" helps students visualize Earth from space and understand its place in the universe. In "Unit 3, Lesson 3," the material provides photographs of the skeletal system to support students' development of the background knowledge needed to engage with a text.
- Each lesson/unit starts with background information about the main topic for the teacher's benefit. Each unit has a section explaining the importance of the unit and also what students previously learned, and how it connects. The teacher guide provides each lesson with an "Advanced Preparation" section with a "Universal Access Guide" for teachers to ensure all teachers have a similar schema for teaching the lessons.
- The materials include illustrations, maps, diagrams, etc., that build background knowledge before reading the main selection of the lesson/unit. Each unit has image cards as a supplement to the thematic topics that students are reading about to further their learning.
- The materials provide opportunities for students to reflect on their learning by writing a response. For example, in "Knowledge, Unit 6 Activity Pages," students plan their writing about

the future of space travel using a graphic organizer, which helps them organize their thoughts and build background knowledge.



## Knowledge Coherence

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

**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.**

- The materials include questions and tasks that integrate knowledge and ideas around recurring topics and themes within a single text and from multiple texts. The "Teacher Guide's Introduction" states objectives for each unit and connects them to previous thematic units.
- The questions and tasks are arranged so ideas develop from one lesson to another to encourage student discourse on repeated big ideas, topics, and themes. For example, "Knowledge, Unit 9, Lessons 1, 5, 10, and 14" collectively build a comprehensive understanding of colonial America by exploring different facets of life, economy, and society while reinforcing vocabulary and concepts across multiple lessons.
- The materials give a variety of ways to respond to questions about big ideas, topics, and themes: listening, speaking, reading, writing, and thinking. A variety of activities are included that connect the topics with charts, organizational maps, questions, essays, writing portfolios, and projects in the teacher guide and activity books. For example, "Knowledge, Unit 9" includes activities that involve student responses from listening and speaking, reading and writing, and thinking and discussing

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

- The questions and tasks throughout the unit and across units integrate grade-level reading, writing, speaking, listening, and language TEKS to synthesize subject matter concepts, such as

science and social studies. For example, similar to "Knowledge, Unit 8," "Knowledge, Unit 9" also integrates reading and writing tasks. Students write responses to literary or informational texts, using text evidence to support their responses. This requires synthesizing information from the texts and articulating their understanding in written form.

- The materials include tasks that explicitly ask students to connect ideas, compare and contrast information, or apply concepts from one text/unit to another. In "Knowledge, Unit 2," students learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations.
- The material provides students with opportunities to synthesize information from a text; they are able to apply the knowledge gained from it to their lives and the world around them. The support and challenge questions and reflections in the margin of every unit help to ensure students are synthesizing information from the text at a comprehension skill level and academic knowledge level. For example, activities in "Knowledge, Unit 8, Lesson 4" involve generating questions before, during, and after reading, making connections to personal experiences, and evaluating details to determine key ideas.

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**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. For example, students compose a short informational writing piece about one specific vertebrate. This task involves organizing and communicating characteristics and classification information learned from multiple texts read during the unit. "Knowledge, Unit 2" has a formal writing piece for the "Animal Classification" unit; it is a short, informational writing piece that focuses on organizing and communicating characteristics and classification of one specific vertebrate.
- The materials include projects that encourage students to make connections between the unit topic and content standards (i.e., science and social studies standards) through culminating tasks, such as research projects, debates, or discussions. For example, students compare and contrast two texts about mammals using a graphic organizer. This task requires students to identify similarities and differences between the texts and synthesize information from both to create new understanding. In "Knowledge, Unit 2," students engage in structured inquiry discussions and exercises. During these activities, students respond based on their observations and thinking. By asking questions such as "How do you know?" and "Why do you think so?" The teacher will guide students in making reasonable statements based on what students already know and the evidence they can observe.

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**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 new understanding. For example, in the family letter accompanying the take-home activity in "Knowledge, Unit 2, Lesson 14," there is an explanation of the focus of the lesson on the human voice. It encourages family members to discuss the new

vocabulary and information in the passage, reinforcing learning through discussion and practice at home.

- The materials provide projects or culminating tasks that require or prompt students to extend the topic beyond the classroom (i.e., to the school community, to their neighborhood, to the world). For example, in "Knowledge, Unit 2, Lesson 12," students engage in cooperative learning interactions and share information, which fosters the application of their knowledge in social contexts and helps them apply what they've learned in class to their own lives and the world around them.
- The materials provide an extended library of books that allow students to continue learning and exploring the unit topic beyond the classroom. The universal access points in the units require the teacher or librarian to vet and provide additional books and articles for students to connect topics to their learning beyond the classroom.

## Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials include a year-long plan for building tier 2 and tier 3 academic vocabulary, as well as a variety of ways to apply words within appropriate grade-level contexts. The "Program and Implementation Guide" provides a comprehensive framework for building both tier 2 and tier 3 academic vocabulary, ensuring students can apply these words within appropriate grade-level contexts. For example, tier 2 vocabulary instruction is integrated into lessons to build students' understanding of word parts, meaning, and academic and social language.
- The materials include a variety of opportunities for the application of vocabulary acquisition. In the introduction of each unit, there is a list of both academic and contextual vocabulary words that are repeated throughout the entire unit.
- The materials align vocabulary with grade-level academic content to ensure contextual relevance and provide explicit teaching techniques to guide teachers. Each unit includes a note to the teacher in the "Advance Teacher Preparation" area with a variety of research-based strategies for students to connect to the academic and contextual vocabulary. The "Program and Implementation Guide" emphasizes vocabulary development across all grade levels, incorporating vocabulary instruction into "Foundational Skills" and integrated lessons. For example, the materials include a variety of content-specific vocabulary words within the context of the knowledge units, which span literature, history, science, and the arts. In "Knowledge, Unit 3, Lesson 3," students look at an image U3.L3.7 that shows real x-rays of the

human skeleton; then, in the section "Discussing The Read-Aloud," students learn vocabulary such as *tibia*, *femur*, and *fibular*.

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

- The materials include scaffolds and supports for teachers to differentiate vocabulary development for below-, on- and above-level learners. For example, in "Knowledge, Unit 8, Lesson 8," the lesson plan outlines specific scaffolding strategies such as using graphic organizers, providing visual aids, and incorporating cooperative learning interactions to support vocabulary development across different levels of learners.
- The materials include opportunities for students to practice vocabulary development in context by scaffolding simpler tasks and gradually moving to more complex ones. Thus, allowing a deeper understanding of key academic vocabulary. Each lesson in the unit begins with definitions of the core vocabulary and, by the end of the unit, requires the students to apply the vocabulary in sentences and in their writing.
- The materials include authentic tasks that could involve hands-on and active learning experiences, which can increase student engagement and internalization of vocabulary. For example, in "Knowledge, Unit 6, Lesson 2," by discussing and applying vocabulary words related to character traits, students internalize new words in a meaningful context by listening, discussing, drawing, writing, and sharing new words in a meaningful context. In "Knowledge, Unit 7, Lesson 1," a chart for students to differentiate between tier 2 and tier 3 vocabulary and multiple meanings of words is used to scaffold the known and unknown vocabulary words.

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

- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, in "Knowledge, Unit 7," students participate in creating a visual dictionary. This involves drawing pictures that represent vocabulary words and writing sentences that use those words correctly, promoting both understanding and retention of new vocabulary.
- The materials gradually increase the rigor/complexity of the vocabulary, allowing students to build existing knowledge and deepen understanding. The vocabulary in "Knowledge, Unit 7, Lesson 1" includes less complex terms than those in "Unit 7, Lesson 12." For example, a lesson 1 word is *prey*, and a lesson 12 vocabulary term includes *pemmican*.
- The materials provide a variety of ways in which students engage in academic vocabulary. For example, students could create their vocabulary list or glossary based on their specific needs, create personalized flashcards or word mapping, or use new vocabulary in their writing assignments. Students can create flashcards, write sentences using the words, work in pairs with the words, and use graphic organizers to make sense of the vocabulary. For example, in "Knowledge, Unit 7, Lesson 13," students engage in word sorts where they categorize vocabulary words based on different criteria (e.g., suffixes, synonyms, antonyms, parts of speech).

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

- The materials provide explicit nonverbal teaching techniques and effective use of visual design to enhance tier 2 and tier 3 vocabulary acquisition. For example, in "Knowledge, Unit 3, Lesson 3," an activity uses visual aids to help students understand the human body's systems and senses. The lesson includes graphic organizers and visual representations to help students map out and internalize the vocabulary related to the human body's systems. For instance, the lesson plan encourages the usage of charts and diagrams to illustrate how different body systems interact, providing a visual context to the vocabulary words being learned.
- The materials include visual design (print or digital) that is not distracting and supports engaging thoughtfully with the subject. The digital components are not overstimulating with too many bright or multi-colors.
- The materials provide images and visualization that clearly communicate information, and students regularly examine illustrations to determine how to create meaning or clarify parts of a text. The "Flip Book" contains sequentially ordered images that accompany the teacher guide for each unit. For example, in "Knowledge, Unit 3, Lesson 10," students complete a brief image review focusing on images that discuss the parts of the eye. Then, students label the parts of the human eye on an activity page. This exercise involves examining illustrations to understand the parts of the eye and using the visual information to complete a labeling task.

## Knowledge Coherence

6.B.1	Recursive Inquiry Process	7/7
6.B.1a	<a href="#">Materials support instruction for students to ask and generate questions for inquiry. (S)</a>	2/2
6.B.1b	<a href="#">Materials support instruction for students to generate and follow a research plan. (S)</a>	2/2
6.B.1c	<p><a href="#">2-3</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Materials require students to gather relevant information from a variety of sources. (S)</a></li> <li>• <a href="#">Materials provide guidance for students on differentiating between primary and secondary sources. (S)</a></li> <li>• <a href="#">Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)</a></li> </ul>	3/3

**The materials support instruction for students to ask and generate questions for inquiry. Materials support instruction for students to generate and follow a research plan. Materials require students to gather relevant information from a variety of sources. Materials provide guidance for students on differentiating between primary and secondary sources. Materials include activities and tasks which require students to differentiate between primary and secondary sources.**

Evidence includes, but is not limited to:

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

- The materials include information and resources encouraging students to ask open-ended, clarifying, probing, and reflective questions to engage in inquiry processes. In "Knowledge, Unit 2, Lesson 7," the instructions specify that students will "ask and answer questions to demonstrate understanding of tree frogs, referring explicitly to the text" and contain structured activities to support this. For instance, they use a Venn diagram to compare and contrast different types of frogs, guided by questions about their similarities and differences. In "Knowledge, Unit 5, Lesson 13," a graphic organizer for planning a research paper is included.
- The materials strategically integrate probing, clarifying, and other types of questions aligned with the context and lesson objectives, allowing students to understand and explore ideas. "Knowledge, Unit 5, Lesson 1" includes a "before reading" activity where students think, draw, and share about the question "What is Light?"
- The materials provide teacher resources to help students develop and refine low and high-level questioning skills for fiction and non-fiction texts while connecting new content with prior knowledge. For example, in "Knowledge, Unit 2, Lesson 7, Frog Scavenger Hunt," teachers review the initial questions from students and discuss which questions were answered and what new questions arose.

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

- The materials provide examples and explanations for teachers to constantly model how to develop research processes, including initial, intermediary, and final steps across all grade levels. In "Knowledge, Unit 5, Lesson 13," a graphic organizer that corresponds to student "Activity 13.1" is included to assist students in the research plan process.
- The materials offer age-appropriate activities and resources for students to create and demonstrate proficiency in elaborating research plans with adult guidance. In "Knowledge, Unit 5, Lesson 9," a question wall activity is included in the teacher guide with explicit instructions for the teacher to use this activity to engage students in asking and answering questions that pertain to the reading.
- The materials contain age-appropriate research instruments to aid teachers and students in generating and following a research plan. For example, "Knowledge, Unit 6" provides students with a "Reading/Writing Choice Board" where they select activities to complete their research and writing. During this activity, the teacher scaffolds the research process, ensuring students understand each stage. Additionally, in "Knowledge, Unit 9, Lesson 8," students use research tools provided (graphic organizers and charts) to gather information about the life cycle of frogs. Then, students follow a structured research plan that includes generating questions, identifying relevant sources, gathering information, and summarizing findings.

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

- The materials provide the necessary resources for students to gather and review information from various sources. For example, "Knowledge, Unit 3, Lesson 3" guides students through the process of identifying and utilizing different resources, such as books, articles, and reliable websites, to gather comprehensive information on their chosen topic.
- The materials provide guidance and inquiry activities for students to practice and master lesson objectives across grade levels. Additionally, students apply research skills to distinguish primary from secondary sources. For example, in "Knowledge, Unit 10, Lesson 6," students identify primary sources for key information and secondary sources to confirm and expand on their findings. In "Knowledge, Unit 5, Lesson 13," the teacher references "Activity 13.1," which will assist students in listing their resources.
- The materials provide explicit guidance for teachers on how to gather relevant sources for students, as well as how to support them as they gather relevant information. In "Knowledge, Unit 5, Lesson 1," the students complete a before and after reading activity that assists the students with finding sources for answering the two questions of "What is Light?" and "What is Sound?".



## Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials provide a variety of texts in TEKS-aligned genres for each grade level. The "Program and Implementation Guide" states that the instructional materials explicitly address the multigenre strand of TEKS through an array of texts, including literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. The inclusion of text types serves as anchors for various strands such as 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 include units, lessons, and stories in the following genres: folktales, fables, fairy tales, legends, myths, poems, drama, informational texts, and argumentative texts.
- The materials provide print and digital resources for various texts and genres. Each unit includes a Teacher Guide, Activity Book, Reader, Essential Questions and Prompts, Digital Components: visuals (Projections), Flip Book, and Image Cards. The program resources materials state that there is a digital component with fluency texts as well as the texts in the student readers.

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

- The core texts and the series of texts connected to them in materials include a text complexity analysis provided by the publisher. This analysis is research-based and can include quantitative measures. The "Program and Implementation Guide" states, "The Reading Language Arts texts 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 in subsequent years."
- The read-aloud and shared reading texts used as core texts are at or above the complexity of the grade level. The "Program and Implementation Guide" states, "Students engage with the content of the Readers daily, with a new focus on extracting meaning from texts and using the text to aid in speaking, listening, and writing. Each Student Reader represents complex grade-level texts for equitable engagement of all learners and allows teachers to provide instructional scaffolding based on students' needs." The program resources state that the texts 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 in subsequent years."

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

- The materials include grade-level texts that are previously published literary or informational texts, or the texts created specifically for the program are of publishable quality. The texts are aligned with the TEKS, and they include essential questions and prompts to help students reflect on their learning. Texts are well-crafted and are of publishable quality as the "Program and Implementation Guide" states the materials use diverse text types and interactive Read-Alouds to increase engagement, encourage curiosity and critical thinking, inspire writing through text-based responses, and build an appreciation for reading by developing background knowledge and fluency. In the program resources, the materials provide guidance on the different texts that are included. It states the licensed texts are included in the materials.
- The language of grade-level informational texts in the materials reflects the rich vocabulary and language appropriate to the discipline it represents. Unit 6 is thematically centered on astronomy and includes vocabulary such as observatory, Ursa Major, and geocentric.
- The grade-level literary texts in the materials provide rich characterizations (v. one-dimensional characters). In "Unit 1, Lesson 1," students analyze the characters of the Water Rat and the Mole in "The Wind in the Willows" story.

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

- The grade-level texts in the materials promote students' comprehension across multiple content areas. The thematic units include science, history, social studies, literature, and the

arts. "Units 2, 3, and 6" are titled "Scales, Feathers, and Fur," "The Human Body," and "Astronomy" and provide scientific knowledge through traditional texts.

- The materials include traditional texts such as folktales, fables, and fairy tales, as mentioned in the TEKS. These texts include "The Hungry Troll" in Unit 1, Lesson 4; "Aladdin and the Wonderful Lamp" in "Unit 1, Lesson 8"; and "Alice's Adventures in Wonderland" in "Unit 1, Lesson 14."
- The materials include contemporary texts. "Drum Dream Girl: How One Girl's Courage Changed Music" is a contemporary trade book that is included in "Unit 10, Lesson 7."
- The materials include classical children's literature. "Unit 3" includes classic tales such as "The Wind in the Willows."
- The materials include diverse texts that represent regional, economic, social, and ethnic differences through subject matter or characters. "Units 4, 7, and 10" focus on "Ancient Rome," "Native American Regions and Cultures," and "All That Jazz" and integrate cultural studies with traditional texts.

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**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. "Unit 10" includes interactive activities such as listening to musical compositions and watching music-related clips, which help immerse students in the content.
- The materials include grade-level texts appropriate for different racial, cultural, ethnic, ability, and gender groups. "Units 3 and 7" include thematic units on the human body and Native American Culture. "Unit 10" presents a variety of texts highlighting famous writers and musicians from different cultures and backgrounds. "Units 1, 6, and 10" include themes from a variety of students' interests, from the classic "The Wind in the Willows" to the solar system to jazz music.
- The grade-level materials include authentic informational and literary texts that connect real-world concepts to students' personal and cultural experiences. "Unit 10, Lesson 10" materials include various activities that encourage students to make personal connections with the material. For instance, students are asked to reflect on their experiences with music and how it has impacted their lives.

## Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials include questions for both student-read and teacher-read texts that activate background knowledge, encourage students to interact with the text, and build knowledge of the topic. In "Unit 4, Lesson 1," after reading the text "Rome, Then and Now," students answer questions and complete a vocabulary activity that helps reinforce their understanding of the material.
- The materials' read-aloud and shared reading texts include oral and written text-based comprehension questions. Each unit provides comprehension questions to check for understanding. For example, "Unit 4, Lesson 5" provides evaluative, inferential, and literal questions. After each read-aloud, there are literal, inferential, and evaluative discussion questions that pertain to the selection, like in "Unit 1, Lesson 1."
- The student texts in materials include questions that require students to apply their understanding of the text through listening, speaking, and writing or drawing. In "Unit 1, Lesson 2", there is a writing portion of the lesson where students rewrite a scene from the "Rat's perspective."

**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 read-aloud and shared reading texts include a discussion guide that contains open-ended questions or discussion prompts that encourage students to think critically about the text, analyze its content, form opinions, and justify their responses with text evidence. After each read-aloud, there are literal, inferential, and evaluative discussion questions that pertain to the selection. In "Unit 6, Lesson 15, The Space Shuttle," students engage in a speaking and listening activity where they work collaboratively to make connections between sentences in the text about the space shuttle and explain their ideas and reasoning. This pattern, where students discuss, share, and justify their understanding orally, proves consistent across multiple lessons in the materials. The read-aloud texts include a discussion guide that contains open-ended questions/prompts. For example, in the "Unit 2, Lesson 1" extension activity, the materials state: "You may wish to use the following questions to guide the discussion: How are the systems alike? "
- Student texts in materials integrate listening, speaking, and writing activities by allowing students to transfer their thoughts from oral discussions to written justifications and vice versa. In "Unit 2, Lesson 4," after students read about cold-blooded and warm-blooded animals, they write a response in their field journal about if they could choose to be cold-blooded for one day, would they try it? They are prompted to provide three reasons to support their choice. This activity prompts students to describe insects and their habitats, encouraging them to think critically about their observations and experiences. In the "Unit 2, Activity Book," students write what they remember from the read-aloud on Rattenborough.

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

- The teacher guide in the grade 3 materials contains varied activities (such as role-playing and debates) to promote engagement and understanding of specific elements of the text (e.g., author's purpose, figurative language, word use, etc.). "Unit 7, Lesson 1," explicitly teaches students to recognize and analyze text structure by focusing on cause and effect within the historical context of Native American migrations. In "Unit 7, Lesson 1," students engage in an artifact hunt where they explore stations set up with items representing different Native American tribes.
- Independent reading texts in materials contain scaffolds to promote discussion among partners and small groups, such as graphic organizers, vocabulary lists, or concept maps to aid students in organizing their thoughts. The "Unit 2, Flip Book, U2.L2.4," has a colorful graphic organizer about living things that accompanies the read-aloud. "Unit 4, Pausing Point 1," the material "Famous Quotes from Ancient Rome," includes an opportunity for students to discuss literal and figurative language. For example, it states: "You may wish to have students work independently, in groups, or with a partner to discuss, explain, research, and/or illustrate these sayings and phrases and their literal and figurative meanings."

**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 teacher guide has tips for shared reading lessons that include modeling and guiding students to engage in comprehension strategies such as visualizing, questioning, making inferences, summarizing, or synthesizing information. In "Unit 8, Lesson 12," the teacher introduces the reading using detailed instructions, engaging students with a partner reading activity, and using specific sentence frames for making predictions.
- The materials include interaction opportunities for students to engage in book talks with peers, focused on reading skills such as making and confirming predictions or using text features to activate and build background knowledge. For example, after reading "The Fur Trade" and "Samuel de Champlain," in "Unit 8, Lesson 12," students complete an "Activity Page," which includes true/false statements based on the text. Then, students create their own true or false statements and trade with a partner to answer each other's questions.
- The student edition includes opportunities for students to stop and jot (annotate through drawing and writing) as they read, asking questions and sharing wonderings. In "Unit 7, Lesson 1," the materials ask students to make predictions about the reading based on text features and structures.

## Text Quality and Complexity

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

**The materials include teacher guidance and 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 and how to scaffold students' access to the grade-level texts. The activities help students draw on their existing knowledge and experiences by reflecting, making connections, comparing, and contrasting.
- The materials include teacher support to ensure all students can access grade-level texts. "Unit 2" provides teachers with linguistic accommodations in "Lessons 1, 2, and 4," visual and contextual support in "Lessons 1, 3, 6, and 11," and differentiated sentence frames in "Lessons 7 and 14."
- The materials cover each grade level's objectives, integrating text complexity that allows students to apply scaffolding strategies to ensure that students develop foundational knowledge to master literacy skills such as phonological awareness, vocabulary, syntax, semantics, and pragmatics. In "Unit 7, Lesson 10," a grammar review on singular possessive nouns is included. In "Unit 9, Lesson 11," the materials provide support for students by giving sentence frames that can be used.
- The materials provide different levels of questioning and opportunities for partner sharing, direct teachers back to the portion of the text where students are struggling, or provide strategies for chunking the text into sections, etc. In "Unit 9, Lesson 3," the materials provide the opportunity to ask and answer questions based on the topic. For example, the primary reading focus for "Lesson 3" states: "Primary Focus: Students will ask and answer questions, orally or in writing, to monitor their understanding of Jamestown."
- The embedded scaffolds help ensure that all students have access to the same level of rigor. The "Unit 2" materials include explicit instructions on how to scaffold the lesson for Emerging Bilingual students.

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

- The materials include print and digital resources and guidance for planning and delivering enrichment instruction to support and challenge students' literacy development. The "Program and Implementation Guide" provides information on print resources, like Teacher Guides and Student Readers, in addition to digital components like PDF charts, timelines, lists, and Digital Projections. Each unit provides remediation and enrichment opportunities through culminating activities and pausing points, which encourage student choice and allow for deeper exploration of topics. For example, "RLA Unit 6, Pausing Point" includes student choice activities like "Greetings from Planet \_\_\_\_" and "Act It Out!" where they apply what they have learned in the unit.
- The materials include suggestions for literature circles or small groups in which students read independently or with partners and discuss the texts they read in their groups. In "Unit 2, Lesson 11, Wrap-Up," the materials provide small group activities for students.
- The materials suggest opportunities for close reading, which includes annotating or highlighting texts, defining unknown words, and determining the author's purpose for writing the text in the style and format in which it was written. In "Unit 7, Lesson 6," students closely read "Alameda, the Basket Weaver."
- The materials provide opportunities for students who demonstrate proficiency with a text to engage in additional analysis of grade-level texts, such as optionally paired passages and writing prompts in which students use evidence from the text to support a position or options for illustrating the text. In "Unit 8, Lesson 1," the materials provide a challenge for students. For example, the challenge activity states: "Have students add details to the sentence: Following Columbus's voyage in 1492, many European explorers made trips west using Toscanelli's map as a guide in search of spices and treasure".
- The materials include explicit guidance at the lesson and unit levels that provides different instructional strategies and resources that target diverse students' needs to promote listening, speaking, reading, and writing. In "Unit 8, Lesson 1," the students have the opportunity to read a text in small groups and complete "Activity 1.2."



## Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials include videos of experts or whitepapers discussing the quantitative and qualitative measures used to analyze and evaluate the text complexity of selected texts. The materials provide teacher guidance and information about text complexity and how it applies to anchor texts used for interactive read-alouds. For example, the program and implementation guide state that, "instructional Reading Language Arts units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program."
- The unit overviews include the rationale for the read-aloud and shared reading core text, along with the quantitative and qualitative analysis. The "Program and Implementation Guide" emphasizes the use of complex texts to build background knowledge and support comprehension skill development. It explains that texts are chosen for their complexity and educational value, aiming to expose students to a wide range of vocabulary and content knowledge. For example, the teacher guide for each unit provides information on the rationale of the unit and the texts included. The introduction sections for the units outline why the topics are important and provide background information that explains the educational purpose of each text. In the "Program and Implementation Guide," the materials provide guidance to teachers on text complexity and content. For example, it states: "Finally, content has been chosen based on the complexity and imagery of the written language to ensure an appropriate grade-level match for students."

**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 information about the quantitative and qualitative features of the core texts. The "Program and Implementation Guide" confirms that the core texts are chosen based

on their level of complexity suitable for the grade and their educational purpose, including their quantitative analysis and relationship to student tasks. For example, the strategically structured Read-Aloud texts, such as "Classifying Living Things" and "Daily Roman Life," ensure students listen to and engage with interactive texts that build knowledge around content. "Unit 4, Skills, Reading the Materials," provides information about the qualitative features of the core texts. For example, the Reader provides information on what students will read, such as "Stories of Ancient Rome, consists largely of nonfiction selections describing the historical events and culture of the ancient Roman civilization and one fictional retelling of an ancient Roman myth. Students will read about the founding of Rome as well as about several mythical Roman gods and goddesses".

- The materials include information about the level of text complexity needed for each student task. The "Program and Implementation Guide" explains the strategic use of "Read-Aloud Texts," interactively designed to build knowledge around content and enhance listening comprehension. "Unit 2, Skills, Reading the Materials," provides information about the qualitative features of the core texts. For example, the Reader provides information on what students will read, such as, "This Reader consists of selections that explain how scientists classify animals. Students will learn about the characteristics of living things and how scientists classify living things using these characteristics."

## Text Quality and Complexity

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

**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.**

- The materials for read-aloud and shared reading texts include a variety of structures from multiple genres. For example, the "Program and Implementation Guide" explicitly addresses the multigenre strand of TEKS through an array of texts, including literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. The variety supports the application of the TEKS strands of listening, speaking, writing, reading, and thinking, allowing students to engage with different text types for multiple purposes. In "Unit 4," students learn about Ancient Rome through reading fiction and nonfiction texts. The materials state: "The Reader for Unit 4, Stories of Ancient Rome," consists largely of nonfiction selections describing the historical events and culture of the ancient Roman civilization and one fictional retelling of an ancient Roman myth."
- The texts designated for read-aloud and shared reading are at or above grade-level complexity and include suggestions for instruction that support all learners' literacy development. Each grade 3 lesson includes specific support recommendations for "Universal Access, EB students, and Support and Challenge" for all learners. The sidebars help teachers differentiate their students based on their individual needs throughout the lessons.
- The materials include texts that are relatable and engaging for the age group. Students read texts such as classic tales and animal classification, exploring light and sound and Native Americans. For example, the read-alouds and discussions connect the human body systems to familiar activities and sensations, such as feeling one's heartbeat or understanding how muscles help in everyday movements like running or smiling. "Unit 1" contains reading selections from *The Wind in the Willows*.

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

- The materials include texts designated for independent reading with varying quantitative measures, such as Lexile or ATOS levels. The "Program and Implementation Guide" gives guidance on the type of texts that are included in the materials. For example, it states: "The Reading Language Arts texts 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 in subsequent years." Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 6–10 of this unit so they can be placed in the appropriate level of materials that meet their individual instructional needs.
- The materials include texts designated for independent reading that have varying qualitative features. The "Program and Implementation Guide" states, "In [the] instructional Reading Language Arts units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program." In "Unit 1, Lesson 12," students review "kn," "wr," "wh," and "qu" to assist with decoding the text in "The Return of Toad, Part I."
- The materials include texts designated for independent reading with varying complexity to support readers at, above, and below grade level. Texts designated for independent reading represent grade-level texts with embedded supports to help students recognize patterns taught. For example, bolded words in the readers help students identify familiar word patterns they have learned, and underlined text indicates parts of a word that might be tricky and do not apply to a code/pattern they have learned. The decodable passage for "Unit 1, Lesson 1, Summary of 'The River Bank, Part I,'" can be found in the "Teacher Resources" section. Decoding skills taught in "Lesson 1" are used during small-group instruction, partner work, or independent reading. In the "Program and Implementation Guide," the materials state the opportunity for readers to read grade-level appropriate text. For example, it states: "Each Student Reader represents complex grade-level texts for equitable engagement of all learners and allows teachers to provide instructional scaffolding based on students' needs."

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

- The materials include supports that increase focus and engagement during independent reading for sustained periods of time. The "Program and Implementation Guide" mentions that each Student Reader is designed with embedded supports, such as bolded and underlined text, to help students recognize and decode words. These supports maintain student engagement and focus during independent reading by providing the necessary scaffolding to comprehend complex texts. "Unit 1, Lesson 12," includes a decodable passage for "Summary of 'The River Bank, Part I,'" in the Teacher Resources section. The passage is used to practice decoding skills taught in "Unit 1, Lesson 1" during small-group instruction, partner work, or

independent reading. In the "Independent Reading Guide," the materials include supports that increase focus and engagement during independent reading for sustained periods of time. For example: "Step Three: Equip Students to Engage, Interact, Make Good Choices, and Be Accountable" gives teachers guidance on how to engage students in independent reading time.

- The materials include accountability for reading goals, such as independent reading logs, independent reading strategy or skill logs, or independent reading summaries and analyses. In addition to the assessment resources provided within the instructional materials, teachers support students in tracking their data using progress-monitoring tools. Students can set individualized goals for growth and monitor their progress across various assessment forms. In "Unit 1, Lesson 10," students write a summary of what has happened so far in the story.

## Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials include tasks that require students to support their claims using evidence from the text. For example, in "Lesson 12: Beyond Sight and Sound," students "ask and answer questions to demonstrate understanding of 'Beyond Sight and Sound,' referring explicitly to the text as the basis for the answers." This task requires students to use evidence from the text to show they comprehend what they have read.
- Materials include text-dependent questions requiring students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, in "Unit 3," students answer evaluative and literal questions that require them to refer directly to the text to answer questions.
- Materials include text-dependent questions requiring students to use evidence from the text to demonstrate comprehension and support claims. For example, Unit 3 requires students to "use text evidence to support an appropriate response," where students find answers to discussion questions throughout the reading, specifically prompting them to refer back to the text to support their answers.
- The materials include tasks that require students to support their claims using evidence from the text. In "Unit 6, Lesson 2," the teacher guidance asks students to use evidence from the text to support the answer to the question, "Why does part of the moon have a shadow on it?"

- The materials ask students to use information directly from texts to justify their responses to questions. In "Unit 6, Lesson 1," the teacher guidance asks students to use evidence from the text to support the answer to the question, "How does Earth's tilt produce seasons?"
- For example, in the "Grade 3 Foundational Skills Unit 2 Lesson 13 Reading" section, after reading "A Talk With Animals," the prompt says, "Have students discuss what they have read so far with a partner and use sentence stem "I remember reading about ..." and Inferential question, "Why does Annie decide to play a game with Nolan after she arrives home?" This question requires students to search in the text for specific evidence.
- For example, in the "Grade 3 Foundational Skills Unit 2 Lesson 12 Reading" section, after reading "A Talk With Animals," the prompt says, "How do Lenny's words about traveling and hunting alone change Annie's feelings about her brother?" This question requires students to search in the text for specific evidence. Then, they do Activity 12.2 in pairs to determine key events to include in the retelling. So, they have to search for specific evidence before being able to retell.

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

- Questions require students to use text evidence when evaluating the language of high-quality texts. For example, in "Lesson 1, Rome, Then and Now," students identify key information about the ancient Roman civilization and organize their ideas in a graphic organizer. This requires them to refer to the text to find specific details and evidence to support their understanding.
- Questions require students to use text evidence when evaluating the key ideas of high-quality texts. For example, for example, in "Lesson 7, The Battle After the War," students explain why the War of 1812 is often called America's second war for independence. This requires them to evaluate the details read to determine key ideas and use supporting evidence from the text.
- Questions require students to use text evidence when evaluating the details of high-quality texts. For example, in "Lesson 6, Julius Caesar: Great Fighter, Great Writer," students identify key points about Julius Caesar and compare key points from two texts on Julius Caesar using a graphic organizer.
- The questions require students to use text evidence when evaluating the structure of high-quality texts. In "Unit 7, Lesson 1," students identify the cause-and-effect relationship in the paragraph.
- The questions require students to use text evidence when evaluating the craft of high-quality texts. In "Unit 7, Lesson 1," students are asked, "Did the people of Asia plan to migrate to the continent of North America? Why did they most likely migrate across Beringia, according to scientists?"
- Questions and tasks require students to use text evidence when evaluating the structure of high-quality texts. For example, in the "Program and Implementation Guide" and "Program Structure and Resources," the sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and can rely on prior knowledge. For example, in "Grade 3 Unit 2 Teacher's Guide (not Foundational Skills) Lesson

4," in the "Primary Focus" section, the teacher reviews the prior skill of root words and then adds a different type of word part called prefix.

- Questions and tasks require students to use text evidence when evaluating the craft of high-quality texts. For example, the author has the skill to write the text (craft) in the nonfiction in "Grade 3 Unit 6 (not Foundational Skills) Student Reader" and "What's in Our Universe?"
- Questions and tasks require students to use text evidence when evaluating the structure of high-quality texts. For example, in the "Program and Implementation Guide" in "Program Structure and Resources," the sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades, and they can rely on prior knowledge. For example, in "Grade 3 Foundational Skills Unit 5 Teacher's Guide Lesson 8 under Foundational Skills in Introduction," the teacher reminds students about previous lessons where -Y and -OUS were taught, and then the teacher adds on another suffix -LY.

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**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 contain questions and tasks designed to require students to support their claims in a variety of ways. For example, Lesson 7 includes questions that require students to draw evidence from the text to support their responses. It provides sentence stems to help students frame their answers using textual evidence like: "The formation of a rainbow through glass or prism is similar to one formed using water because...", "I can conclude that...", "On page, \_\_\_\_\_, the text states that \_\_\_\_\_, which shows the reader that Marcus and Cory feel \_\_\_\_\_ about light and color."
- The materials provide tasks that ask students to discuss key ideas derived from the evidence they have found. For example, in "Lesson 11," students discuss key ideas derived from evidence they have found in the text. They share their responses with partners, using sentence stems to guide their discussions, such as: "What details from the text support the idea that the game booth was an enjoyable place to be?"
- The materials contain questions and tasks that require the students to support their claims and justify their thinking through paraphrasing and summarizing what they have read. In "Unit 7, Lesson 12," students summarize the plot of "Legend of the Prairie Fire."
- The materials contain questions and tasks that require the students to support their claims and justify their thinking by comparing sources. In "Unit 7, Lesson 7," students identify and compare internal and external traits in characters from the Native American Stories Reader.
- The materials contain questions and tasks that require the students to support their claims and justify their thinking by comparing sources.
- For example, grade 3 students discuss how authors use print and graphic features to communicate meaning based on evidence from two texts on the same topic. Another example is in the "Grade 3 Unit 2 Teacher's Guide (not Foundational Skills) Lesson 6 Speaking and Listening" section, and students look for clue words used to sequence the stages of metamorphosis in the text "Amphibians: From Land To Water."
- The materials contain questions and tasks that require the students to support their claims and justify their thinking by comparing sources.



- For example, in "Grade 3 Unit 2 teacher's guide (not Foundational Skills) Lesson 7 Primary Focus," students compare and contrast two texts about frogs while using and looking for core vocabulary.

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

- The guide emphasizes the importance of scaffolding instruction to move students from basic comprehension to more complex analytical and evaluative thinking. "Unit 6" provides questions that have students recall facts, understand, explain, analyze, evaluate, and synthesize information. For example, a question from "Lesson 6" asks, "What is the key idea of the text? List three details from the text that support the key idea." This question requires students to understand the main idea and identify supporting details.
- The materials provide tasks at different levels of cognitive complexity to help students develop their language skills. For example, in "Unit 6," students complete activity pages, sequence, analyze relationships, connect concepts, and make judgments.
- The materials provide questions and tasks at different levels of cognitive complexity to help students develop their reading and writing skills. In "Unit 6, Lesson 3," students reread the paragraphs to find the key ideas and connect those key ideas to write a summary statement.
- The materials provide questions and tasks at different levels of cognitive complexity to help students develop their reading skills. The "Unit 6 Activity Book 1.3" has multiple choice questions that require a page number for evidence to prove the answers and includes a short-constructed response question.
- Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in the "Grade 3 Unit 2 Teacher's Guide (not Foundational Skills) Lesson 7 Writing" section, students do Activity 7.3 and respond to the prompt. They are supported and asked to use complete thoughts and answer legibly in cursive.
- Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in "Grade 3 Unit 2 Teacher's Guide (not Foundational Skills) Lesson 9 Writing" section students do Activity 3.2 and respond to the prompt about reptiles. They use words from the spelling list and practice using -ed and -ing.

## Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials provide explicit, modeled instruction on how to identify relevant text evidence, analyze its significance, and incorporate it effectively into claims and responses. In "Unit 7, Lesson 13," students compare and contrast Native American groups by using information learned throughout the unit. The guide provides the following detailed instructions: "Demonstrate how to use specific sentences and paragraphs from the text to support claims. For example, show students how to identify and underline key details that describe the lifestyle and cultural practices of each group."
- The materials include structured prompts and examples that demonstrate effective writing styles using textual evidence. In "Unit 7, Lesson 4," teachers demonstrate or model how to find evidence in the text by pointing out specific sentences that indicate Bright Feather's feelings, such as descriptions of her actions and dialogue. In "Unit 10, Lesson 3, Discussing Jazz Music," students answer questions using text evidence.
- The materials include guided practice activities in which students can work through examples with the support of the teacher. In "Unit 2, Lesson 4," students write a reflection on how scientists identify cold-blooded and warm-blooded animals. In "Unit 6, Pausing Point 2," the materials state: "Compare what people on Earth experience to what the astronauts experience. Make sure to include evidence from the text in your answer. Answers may vary, but students should draw on the text for their responses. For example, they may note that on the Moon, it is dark all day, while on Earth there is daylight."

**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 suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. In "Unit 2, Lesson 1," the materials state: "As students are viewing, prompt discussion by asking: What is the animal doing? How would you describe the animal?" In "Unit 6, Lesson 12," the materials state: "Bring the class back together. Have a member from each group present their top five ideas from their discussion. Allow five minutes for each group, including additional follow-up questions or clarifications. Use their ideas as a check for understanding to help inform your instruction".
- The materials include teacher guidance to support students through structured discussions that guide students in organizing their thoughts and responses. "Unit 2, Lesson 2" includes activity pages where students complete a collective activity to discuss their observations. In "Unit 8, Lesson 9," the guidelines for peer conferencing and editing include whispering to partners, giving compliments, and providing specific advice. This helps students organize their feedback and responses during peer discussions.
- The materials include guidance for explicit modeling by the teacher on how to use academic vocabulary and appropriate syntax in discussions. In "Unit 2, Lesson 1," students watch the webcams from the Smithsonian National Zoological Park website and have specific questions that prompt the students to engage in discussions about animal research, habitats, and animal descriptions. During read-aloud sessions in "Unit 8, Lesson 2," teachers model appropriate rate, accuracy, and prosody, demonstrating how to read with expression and clarity to help students understand the correct use of academic language and syntax in spoken form.

## Evidence-Based Tasks and Responses

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

**The materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose argumentative 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. In "Unit 2, Lesson 13," the students read about vertebrates and then write an informational paragraph on the information learned. In "Unit 2," students write an informational piece on animal characteristics and classification, clearly stating ideas, facts, and details after reading an informational text about animals. In "Unit 7, Lesson 3," students use "Summer Stars" to analyze the structural elements of poetry in preparation for writing a poem in a later lesson in the unit. "Unit 9, Lessons 2, 5, 9, 11, and 17" includes narrative writing lessons that guide students to plan, draft, revise, and publish narrative texts. This includes developing characters, settings, problems, and plots reinforcing the organization and structure of written communication.
- The mentor texts included in the materials are clearly identified, as well as their intended purpose, audience, and craft. Teachers and students receive guidance as to how the organization of the texts can serve as a model for their own writing. Therefore, students can use them as models for their writing. In "Unit 7, Lesson 3," the mentor text is "Akando and

Aponi, the Gatherers", and students explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. "Unit 9, Lessons 2, 8, 9, and 17" contain activities where students complete a narrative prewriting organizer, write a conclusion to a literary narrative, and complete a revision checklist. These lessons and activities provide students with models and structure guidance.

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

- The materials provide mentor text to reinforce the understanding of organization and structure in written communication. In "Unit 2, Lesson 13," the students read about vertebrates and then write an informational paragraph on the information learned. In "Unit 2," students write an informational piece on animal characteristics and classification, clearly stating ideas, facts, and details after reading an informational text about animals. In "Unit 7, Lesson 3," students use "Summer Stars" to analyze the structural elements of poetry in preparation for writing a poem in a later lesson in the unit. "Unit 9, Lessons 2, 5, 9, 11, and 17" includes narrative writing lessons that guide students to plan, draft, revise, and publish narrative texts. This includes developing characters, settings, problems, and plots reinforcing the organization and structure of written communication.
- The mentor texts included in the materials are clearly identified, as well as their intended purpose, audience, and craft. Teachers and students receive guidance as to how the organization of the texts can serve as a model for their own writing. Therefore, students can use them as models for their writing. In "Unit 7, Lesson 3," the mentor text is "Akando and Aponi, the Gatherers", and students explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. "Unit 9, Lessons 2, 8, 9, and 17" contain activities where students complete a narrative prewriting organizer, write a conclusion to a literary narrative, and complete a revision checklist. These lessons and activities provide students with models and structure guidance.

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

- The materials provide mentor text to reinforce the understanding of organization and structure in written communication. In "Unit 2, Lesson 13," the students read about vertebrates and then write an informational paragraph on the information learned. In "Unit 2," students write an informational piece on animal characteristics and classification, clearly stating ideas, facts, and details after reading an informational text about animals. In "Unit 7, Lesson 3," students use "Summer Stars" to analyze the structural elements of poetry in preparation for writing a poem in a later lesson in the unit. "Unit 9, Lessons 2, 5, 9, 11, and 17" includes narrative writing lessons that guide students to plan, draft, revise, and publish narrative texts. This includes developing characters, settings, problems, and plots reinforcing the organization and structure of written communication.
- The mentor texts included in the materials are clearly identified, as well as their intended purpose, audience, and craft. Teachers and students receive guidance as to how the

organization of the texts can serve as a model for their own writing. Therefore, students can use them as models for their writing. In "Unit 7, Lesson 3," the mentor text is "Akando and Aponi, the Gatherers", and students explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. "Unit 9, Lessons 2, 8, 9, and 17" contain activities where students complete a narrative prewriting organizer, write a conclusion to a literary narrative, and complete a revision checklist. These lessons and activities provide students with models and structure guidance.

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

- The materials provide mentor text to reinforce the understanding of organization and structure in written communication. In "Unit 2, Lesson 13," the students read about vertebrates and then write an informational paragraph on the information learned. In "Unit 2," students write an informational piece on animal characteristics and classification, clearly stating ideas, facts, and details after reading an informational text about animals. In "Unit 7, Lesson 3," students use "Summer Stars" to analyze the structural elements of poetry in preparation for writing a poem in a later lesson in the unit. "Unit 9, Lessons 2, 5, 9, 11, and 17" includes narrative writing lessons that guide students to plan, draft, revise, and publish narrative texts. This includes developing characters, settings, problems, and plots reinforcing the organization and structure of written communication.
- The mentor texts included in the materials are clearly identified, as well as their intended purpose, audience, and craft. Teachers and students receive guidance as to how the organization of the texts can serve as a model for their own writing. Therefore, students can use them as models for their writing. In "Unit 7, Lesson 3," the mentor text is "Akando and Aponi, the Gatherers", and students explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. "Unit 9, Lessons 2, 8, 9, and 17" contain activities where students complete a narrative prewriting organizer, write a conclusion to a literary narrative, and complete a revision checklist. These lessons and activities provide students with models and structure guidance.

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

- The materials provide mentor text to reinforce the understanding of organization and structure in written communication. In "Unit 2, Lesson 13," the students read about vertebrates and then write an informational paragraph on the information learned. In "Unit 2," students write an informational piece on animal characteristics and classification, clearly stating ideas, facts, and details after reading an informational text about animals. In "Unit 7, Lesson 3," students use "Summer Stars" to analyze the structural elements of poetry in preparation for writing a poem in a later lesson in the unit. "Unit 9, Lessons 2, 5, 9, 11, and 17" includes narrative writing lessons that guide students to plan, draft, revise, and publish narrative texts. This includes developing characters, settings, problems, and plots reinforcing the organization and structure of written communication.

- The mentor texts included in the materials are clearly identified, as well as their intended purpose, audience, and craft. Teachers and students receive guidance as to how the organization of the texts can serve as a model for their own writing. Therefore, students can use them as models for their writing. In "Unit 7, Lesson 3," the mentor text is "Akando and Aponi, the Gatherers", and students explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. "Unit 9, Lessons 2, 8, 9, and 17" contain activities where students complete a narrative prewriting organizer, write a conclusion to a literary narrative, and complete a revision checklist. These lessons and activities provide students with models and structure guidance.

## Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials clearly define, explain, and illustrate the writing process for students to compose text. "Unit 5, Lessons 13" and "Lesson 14" include steps for planning a research paper, such as identifying the topic, gathering information, listening or reading and taking notes, and organizing notes. In "Unit 5, Lesson 15," students complete drafts of their newspaper articles and revise them based on feedback and criteria on a checklist. These lessons guide students through the drafting process, helping them develop their writing skills in a structured and coherent manner, including organizing with purposeful structure and developing engaging ideas with relevant details. The use of charts, checklists, and activity pages reinforces these steps, ensuring students follow an age-appropriate progression in writing conventions.
- The materials include authentic topics, visual support, and graphics to guide students' coherent use of the writing process to compose text. "Unit 7, Lesson 7" contains a "Quick Write Activity" where students use a Venn diagram, they created earlier to write a paragraph describing the similarities and differences between the Hopi and Ancestral Pueblo tribes. This structured writing activity guides students in organizing their thoughts and developing a coherent draft. A revision checklist is included in the "Unit 2, Lesson 14" writing lesson to assist students with revising their writing.
- The materials provide a range of resources such as mentor texts and webs to aid in organizing oral ideas, freewriting, and mapping or outlining to facilitate writing. In "Unit 1, Lesson 13, Writing an Opinion," students begin the publishing process and create a presentation of the final copy, together with illustrations or other graphic aids, to display for others.



- 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. "Unit 1, Lesson 11, Writing an Opinion," students share by reading their completed paragraphs to the class. They work on the draft together and then publish their final copy after they revise and edit the draft. Students partner with one another to provide revision suggestions in "Unit 4, Lesson 10."

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

- The materials provide direct and explicit guidance for teachers to model planning for writing. "Unit 7" materials include instructions for planning a first draft by selecting a genre for a particular topic, purpose, and audience using strategies such as brainstorming, freewriting, and mapping. In "Unit 9, Lesson 5," the teacher models how to draft fictional stories by adding characters.
- The materials include mentor texts for teachers' use during writing lessons or materials that tell teachers how to create a mentor text to use during the lesson. In "Unit 1," "Aladdin and the Wonderful Lamp" and "Alice's Adventures in Wonderland" are included as mentor texts.
- The materials provide clear and systematic lessons on the writing process using the "Gradual Release of Responsibility Model." In "Unit 3, Lesson 1, Lesson at a Glance," explicit instructions are included in the materials to teach a whole group lesson on writing topics and concluding sentences, an independent/partner practice, and then the lesson ends with partner practice.
- The materials include resources to help teachers and students talk and ask questions about a specific text or story, enabling students to improve their coherent writing skills and proper use of conventions. In "Unit 1, Lesson 11," the teacher shows a previous brainstorming list and tells students to use the words and phrases from the brainstorming list. In "Unit 1, Lesson 13," the teacher models using an editing checklist.

## Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The teacher materials include comprehensive support, including lesson plans that use direct, explicit instruction, models and exemplars, and protocols to support student sentence-level writing. In "Unit 3, Lesson 1," the teachers provide instruction on topic/concluding sentences, and then students are asked to write complete topic and concluding sentences. The teacher guides students to respond to a writing prompt and include a topic sentence and a concluding sentence. In "Unit 3, Lesson 9," the teacher guides students to write a paragraph that has a group of sentences about one subject, which is the topic, and usually the first sentence is the topic sentence. It gives a clue of what the paragraph will be about, and then the teacher guides students to add a concluding sentence that restates the topic.
- The materials provide teachers with opportunities to focus on sentence structure. "Unit 2, Lesson 14" includes a writing section in which students revise sentences in informational writing. In "Unit 6, Lesson 18," students use the revision checklist to ensure they have a good variety of sentence structures and to combine sentences for better flow. Students then revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas.
- The materials provide teachers with opportunities to focus on syntax. The activity in "Unit 6, Lesson 5" activity involves making more interesting sentences with adjectives, adverbs, and the conjunction "so," which helps students understand and practice the correct use of syntax in various sentence structures. In "Unit 10, Lesson 4," students review simple and compound sentences and edit their introductory paragraphs for correct sentence structure and variation.

- The materials provide teachers with opportunities to focus on vocabulary at the sentence level. In "Unit 6, Lesson 1," students preview core vocabulary words like *atmosphere*, *axis*, *eclipse*, *hemisphere*, and *universe*. Students then use these words in sentences and other writing exercises.

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

- The materials include guidance for teachers to provide systematic, direct, and explicit instruction starting at the sentence level in units at the beginning of the year according to grade-level TEKS. Then, the units begin to include longer compositions. "Unit 8, Lesson 9" includes specific advice for writing complete sentences, such as ensuring the use of strong adjectives and the correct capitalization of the word "I."
- The materials provide direct and explicit instruction on writing paragraphs and multi-paragraph compositions. In "Unit 3, Lesson 10," the teacher reminds students that a paragraph is a collection of sentences on one topic, so the topic tells the key idea. "Unit 8, Lesson 5" provides structured support for writing two to three sentences, including one introductory sentence and additional sentences with details about the digestive system. In "Unit 8, Lesson 9," students begin to compose opinion writing. In the writing section of "Unit 10, Lesson 4," students write an introductory paragraph for an informative text about Billie Holiday.
- The materials provide direct and explicit instruction of sentence level and composition writing as a whole group and small group lessons, where teachers model an explicit skill that students can practice. In "Unit 6, Lesson 5," explicit instructions are provided via a graphic organizer for the planning portion of an informational narrative. In "Unit 7, Lesson 7," the materials include guidance for teachers to provide systematic instruction in writing building to compositions. The students start by writing sentences in a Venn diagram created earlier to write a paragraph in this lesson.

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

- The materials provide direct and authentic examples of sentence-level writing that increase complexity for teachers and students to discuss and analyze in whole or small group settings. In "Unit 8, Lesson 7," students practice making sentences more interesting by adding adjectives and adverbs. In "Unit 8, Lesson 11," students edit their writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses.
- The materials provide systematic anchor charts, checklists, and protocols for revising and editing that prompt students to engage with sentence structure that increases in complexity during the writing process. In "Unit 1, Lesson 13," in the publishing phase of the writing process, students utilize activity 13.5 and discuss the writing rubric. In "Unit 5, Lesson 16," the

materials provide an editing checklist for students to use. In "Unit 6, Lesson 18," students begin to revise a three-sentence paragraph using a revision checklist.

- 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. The lessons in "Unit 1" follow the writing TEKS and chunks the learning for each step in the writing process for a teacher-guided opinion paragraph.

## Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials include whole group and small group lessons on sentence structure/sentence types in which the teacher demonstrates how to edit sentences, followed by student editing of their own writing pieces. In "Unit 3, Lesson 6," students are asked to write the singular and plural forms of nouns. It states: "Tell students that for this week's assessment, they will be responsible for writing the singular and plural forms of the nouns."
- The materials include opportunities for practice and application of the conventions of academic language, including the increasing complexity of simple, compound, and complex sentences. "Unit 2, Lesson 6" has a grammar lesson about compound sentences. Students read, discuss, write about, and learn about the skeletal, muscular, and nervous systems of the human body in "Unit 3." "Foundational Skills Unit 6, Lesson 4, Activity 4.1" requires students to write compound sentences using specific words and contractions. "Foundational Skills Unit 6, Activity 13.1" involves dictation and writing practice, where students write dictated words and use them in sentences (traditional). Also, digital infographics are used to teach about nebulae and black holes, integrating technology with language practice.

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

- The materials include student workbooks in which students write grammatically correct sentences aligned with grade-level TEKS. The program materials include "Activity Books" for students to practice and apply newly instructed skills while strengthening those that require additional time to master. The "Program and Implementation Guide" states: "The activities are designed to support students' mastery of the primary objective for each lesson, providing formative opportunities to gauge students' progress toward learning outcomes."
- The materials include frequent opportunities for reading responses that require students to write correct sentences and short paragraphs in English. In "Unit 3, Lesson 2," the teacher guidance is to guide or rephrase the students' responses to make complete sentences is included. In "Unit 6, Lesson 4," the materials guide "Remind students to use complete sentences, appropriate capitalization, and punctuation, and to check their spelling, with a glossary or dictionary if necessary."
- The materials include structured writing opportunities for the composition of paragraphs. In "Unit 1, Lesson 10," students complete a graphic organizer to prepare for writing an opinion paragraph and are reminded to use the writing process steps: plan, draft, edit, revise, and publish. "Unit 3, Lesson 2" includes a lesson on sequencing sentences in a paragraph. In "Unit 5, Lesson 14," students use a planning template to brainstorm ideas for a new persuasive argument, use these ideas to write a draft of a persuasive letter, and use an editing checklist to review the draft.

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

- The materials include systematic opportunities for in-context application of writing conventions, including grammar, punctuation, and usage. In "Unit 4, Lesson 6," students review their extended constructed responses for conventions and spelling. "Foundational Skills, Unit 8, Lessons 1, 2, and 3" cover the identification, usage, and spelling of homophones, ensuring students can apply these conventions both in context and out of context. In "Unit 9, Lesson 9," the teacher guides students to revise their sentences to include comparative or superlative adjectives as students revise and edit their narrative writing.
- The materials include explicit and systematic opportunities for out-of-context application of conventions, including punctuation and capitalization, through traditional and digital resources. "Unit 2, Lesson 6" includes an explicit lesson on the conjunction so and how to use it correctly in a compound sentence. "Foundational Skills, Unit 4, Lessons 1 and 9" provide dictation activities that require students to write down words and sentences as they hear them, focusing on spelling, punctuation, and grammar accuracy without relying on a reading context. In "Unit 10, Lesson 1," the teacher guides students to check over their writing and ensure that they include question marks on all their questions and check for correct capitalization and subject/verb agreement.