Publisher Name	Program Name
Texas Education Agency, Open Education Resources	*Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1*

Subject	Grade Level
English Language Arts and Reading	4

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**
English Language Proficiency Standards (ELPS) Coverage: **100%**
Quality Review Overall Score: **378 / 382**

Quality Review Summary

Rubric Section	Quality Rating
1. **Intentional Instructional Design**	**53 / 53**
2. **Progress Monitoring**	**28 / 28**
3. **Supports for All Learners**	**32 / 32**
4. **Foundational Skills**	**106 / 109**
5. **Knowledge Coherence**	**52 / 52**
6. **Text Quality and Complexity**	**33 / 34**
7. **Evidence-Based Tasks and Responses**	**74 / 74**

Strengths

- 1.1 Course-Level Design: Materials include a scope and sequence with pacing guides, rationale for unit order, lesson internalization templates, and resources for administrators and coaches to support implementation.
- 1.2 Unit-Level Design: Materials include comprehensive unit overviews with background content knowledge and academic vocabulary, along with bilingual family supports to help track student progress.

- 1.3 Lesson-Level Design: Materials include detailed lesson plans with objectives, tasks, assessments, timing, necessary materials, and guidance for extended practice to meet content and language standards.
- 2.1 Instructional Assessments: Materials include a variety of instructional assessments (diagnostic, formative, and summative) with clear purposes, teacher guidance for consistent administration, and alignment to TEKS and varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance for interpreting

student performance, responding to trends, and tools for students to track their own progress and growth.

- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction, pre-teaching supports for unfamiliar vocabulary, and enrichment activities for students at different proficiency levels.

- 3.2 Instructional Methods: Materials provide prompts, guidance for explicit teaching, recommendations for lesson delivery, and support for various instructional approaches and practice structures.

- 3.3 Support for Emergent Bilingual Students: Materials include guidance on linguistic accommodations, bilingual/ESL program implementation, support for emergent bilingual students, and resources for dual language immersion programs.

- 4.A.1 Oral Language Development: Materials include guidance for supporting opinion expression and presentations, following and giving oral instructions, and engaging in active listening, questioning, and discussion.

- 4.B.3 Decoding and Encoding Multisyllabic Words: Materials include a systematic sequence for introducing syllable types and division principles, guidance for explicit instruction, and varied activities for students to practice decoding and encoding multisyllabic words both in isolation and connected text.

- 4.B.4 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes, guidance for explicit instruction on using morphemes for decoding and comprehension, and various activities for students to practice and reinforce morphological skills both in isolation and connected text.

- 4.C.1 Vocabulary Development: Materials include guidance for explicit instruction on using print and digital resources like dictionaries and glossaries, provide resources for students to determine vocabulary meaning and pronunciation, and support the use of context to understand unfamiliar words.

- 4.D.1 Reading Fluency: Materials include a variety of grade-level texts to support fluent reading, practice activities for word reading fluency in different settings, tools and strategies for teachers to support self-sustained reading, and texts of varying complexity for developing accuracy, fluency, and comprehension.

- 5.A.1 Connected Knowledge-Building Units and Lessons: Materials include units that build knowledge across subjects with a clear scope and sequence, extended focus on related topics, and lessons connected by anchoring texts, integrating grammar, vocabulary, and writing activities.

- 5.A.2 Context and Student Background Knowledge: Materials activate background knowledge by connecting to prior grade content, across units within a grade, and by providing relevant context to enhance student engagement with the text.

- 5.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Materials include questions and tasks that engage students with big ideas and themes, prompt synthesis across texts

- and lessons, require demonstrations of unit knowledge through text connections, and offer opportunities to apply understanding beyond the classroom.
- 5.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials provide a year-long scope and sequence for tier 2 and 3 vocabulary development, include differentiated practice with appropriate supports, engage students in purposeful use of academic vocabulary, and incorporate nonverbal teaching techniques like images and visualization.
- 5.B.1 Recursive Inquiry Process: Materials provide opportunities for critical inquiry, including generating questions, planning, gathering and synthesizing information, differentiate between primary and secondary sources, and understand paraphrasing versus plagiarism.
- 6.2 Interaction with Grade-Level Text: Materials ensure each lesson includes opportunities for students to interact with, critically respond to, discuss, and engage in various reading skills with grade-level texts.
- 6.3 Supporting Access to Grade-Level Text: Materials provide teacher guidance and supports with scaffolds for accessing grade-level texts and offer opportunities for proficient students to engage in deeper analysis.
- 6.4 Analysis of Text Complexity: Materials include analysis and rationale for each core text's educational purpose and complexity, ensuring they align with grade-level expectations and student tasks.
- 6.5 Self-Sustained Independent Reading: Materials provide explicit guidance for

- monitoring comprehension and accountability during independent reading, offer texts of varying complexity for practice, and include a plan for students to self-select and read high-quality texts independently with set goals.
- 7.A.1 Use of Text Evidence: Materials include text-dependent questions and tasks requiring students to use evidence from texts to demonstrate comprehension, evaluate language and structure, and support claims through various strategies, with tasks designed at multiple cognitive levels.
- 7.A.2 Teacher Guidance for the Use of Text Evidence: Materials provide guidance for teachers on modeling the use of text evidence for claims and responses, and on structuring opportunities for evidence-based discussions using academic vocabulary and syntax.
- 7.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials provide mentor texts for various text types, and opportunities for students to compose literary, informational, argumentative, and correspondence texts with genre-specific characteristics and craft.
- 7.B.2 Writing Process: Materials support students through the writing process with guidance on planning, drafting, revising, editing, and publishing, including explicit instruction and teacher support for each stage.
- 7.B.3 Explicit (Direct) and Systematic Writing Instruction: Materials include guidance for teachers on explicit instruction in sentence-level writing, focusing on structure, syntax, and

vocabulary, and provide systematic opportunities for students to build sentence-level skills into full compositions.

- 7.B.4 Grade-Level Standard English Conventions: Materials include opportunities for practicing academic language conventions, including sentence structure and grammar, both in and out of context, with a focus on correct capitalization, punctuation, and usage according to grade-level TEKS.

sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.

- 4.E.1 Handwriting Development: Materials do not include explicit instruction on the teaching of handwriting skills appropriate for each grade level and connected to current student learning.
- 6.1 High-Quality Grade-Level Texts: Materials do not use core texts that have been evaluated using research-based measures of text complexity.

Challenges

- 4.B.1 Sound-Spelling Patterns (4-5): Materials do not include systematic

Summary

Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1 is part of the K–5 Reading Language Arts program. The grade 4 program contains an in-depth, integrated, and accessible approach to English Language Arts. Teachers and students are supported with high-quality texts that address comprehension, fluency, decoding, encoding, and vocabulary acquisition. The materials include teacher guidance, multiple genres, student activity books, and essential questions. Additionally, the program includes family support resources such as family support letters in English and Spanish that align with each lesson and unit objective.

Campus and district instructional leaders should consider the following:
- Core texts are varied in topics and purposes and will appeal to young readers. Core text genres include literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. The core texts anchor reading response, comprehension, author's purpose, and inquiry.
- The materials are intentionally designed to build a deep understanding of content knowledge in history, math, science, literature, and the arts through an integrated approach. The materials intentionally design units through a multi-year learning sequence to make connections and build knowledge of topics.
- The materials include mentor texts that serve as models for students to compose various types of writing according to the grade 4 TEKS. The mentor texts reinforce the understanding of the organization and structure of a high-quality text.
- The program includes print and digital components to support students in determining the meaning, syllabication, pronunciation, word origin, and part of speech of vocabulary. The materials also support students in using context to determine the meaning of unknown words or new vocabulary words through guided instruction and context clues.

Intentional Instructional Design

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

The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing (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 and explain how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The *Program and Implementation Guide* for grade 4 provides a detailed pacing guide with 10 units spanning 170 days of instruction. The pacing guide includes units for administering beginning, middle, and end-of-the-year benchmark assessments and an anticipated number of days to cover each unit. For example, the guide recommends administering the beginning-of-the-year benchmark in "Unit 1", the middle-of-the-year benchmark in "Unit 5", and the end-of-the-year benchmark in "Unit 10." The pacing guide suggests each unit extend across anywhere from 14–16 instructional days, with the final day of each unit reserved for assessment and pausing point extension activities.
- The year-long *Pacing and Scope and Sequence Guide* located within the "Course Level Materials" section includes a chart outlining a progression throughout the year, including unit titles, TEKS, and ELPS. For example, the scope and sequence begins the year with "Unit 1: Personal Narratives", lasting 19 days, and specifies the TEKS and ELPS covered in that unit. The chart also provides details on when the teacher will cover TEKS, ELPS, and concepts taught throughout the year, organized by units.

- Materials include a scope and sequence that outlines the knowledge taught in the course. The *Program Implementation Guide* explains concepts and knowledge within and across grade levels and identifies how the background, conceptual, and academic knowledge are 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, and 210).

- The materials contain a year-long pacing guide that outlines units taught over the course of a year, the lessons within each unit, and the recommended amount of days for each unit. The guide demonstrates how units can be implemented across approximately 160–170 days, with guidance for how to extend instruction to cover 180 and 210-day school years. While the provided *Pacing and Scope and Sequence* supports a 170, 180, and 210-day calendar, the scope and sequence is designed on a 170-day calendar and informs teachers, coaches, and district instructional staff which units to assign the additional calendar days. The material explains, "The Pacing and Scope and Sequence Guides demonstrate how units can be implemented across an instructional year of approximately 160–170 days, with guidance for how to extend instruction to cover 180 and 210-day school years."
- Embedded in the scope and sequence PDF are color-coded bands that indicate additional days that can be used for various instructional calendars. For example, time spent on each unit can be adjusted based on needs or the school calendar.

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

- The materials include a *Program and Implementation Guide* that explains the sequence of units. In the "Approach to Instruction" section, the text states, "The Knowledge Sequence of units in grades 4 and 5 is designed to build a robust knowledge base that students can draw upon as they encounter new complex texts, content, and material." The guide states, "In grades 4 and 5, students will continue to build their knowledge coherence across academic content while exploring cross-curricular connections of history, science, and literary themes."
- The *Program and Implementation Guide* states, "In grades 4 and 5, the Reading Language Arts units are taught as an integrated instructional block. Integration of foundational skills and knowledge coherence in grades 4 and 5 ensures students become competent in all communication modes, including reading, writing, listening, and speaking." The guide references sample "Contents" charts included in each unit to provide an overall sequence of how concepts are presented throughout a unit. For example, the *Program and Implementation Guide* states, "Knowledge coherence and foundational skills are integrated, and each unit is organized around anchor texts. In grades 4–5, Read-Alouds become less prominent, as independent reading, speaking, and listening are integrated into other segments for demonstration of reading comprehension."

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

- The materials provide a *Teacher Lesson Internalization Protocol* as a reference tool designed to support teachers as they understand and internalize their lessons. This protocol guides teachers through the process of comprehending what students will learn in a specific lesson by breaking down the lesson's purpose, objectives, pacing, preparation, and organization of resources. The material states, "The Lesson Internalization Protocol is the process by which teachers understand what students will learn in a specific lesson and how they will be assessed and make decisions about how to teach the lesson and support all students to be successful."

- The materials provide a *Teacher Unit Internalization Protocol* as a reference tool designed to support teachers as they understand and internalize each unit prior to teaching. This protocol guides teachers through the process of comprehending what students will learn within an upcoming unit by understanding the big picture, knowing their destination, examining how lessons build upon each other, and organizing resources. The material states, "By starting with unit internalization, teachers see how each lesson fits into the big picture prior to using the Lesson Internalization Protocol."

- Materials include a *Teacher Unit Internalization Protocol,* which states 4 steps that ensure the teacher understands the content and progression of learning throughout the lesson. The steps include: "1. Understand the lesson and purpose objectives, 2. Understand the sequence and pacing of activities, 3. Prepare to teach each activity with an activity deep dive, 4. Organize your resources." Materials include a *Lesson Internalization Coach Guide* which directs coaches to guide teachers to discuss the essential knowledge of skills of the lesson and where they are assessed.

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

- Materials include the "Observation Tool," which is a resource for coaches and/or administrators to document specific look-fors while observing teachers' instruction and implementation. The *Program and Implementation Guide* states that this tool is not evaluative but rather a support to collect observable data. The material states, "The Observation Tool is a resource for coaches to document specific look-fors while observing teachers' instruction and implementation of high-quality instructional materials (HQIM). This is not an evaluation tool."

- The materials provide a *Unit Internalization Coach Guide* as a professional development resource to support teachers and coaches engage in a process for understanding the unit prior to teaching. This step-by-step tool has been provided to help instructional coaches, when working with teachers to break down each unit, understand the learning sequence, and identify how each lesson fits into the overall structure of the unit. The program materials include a detailed, four-step internalization protocol for coaches to follow with their teacher teams. This protocol guides coaches through each of the four steps that teachers will follow.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The materials provide an introduction to each unit, offering an overview of the importance of background content knowledge. This introduction includes necessary background information, instructional content, and the rationale behind the unit. For example, in grade 4, "Unit 6", the unit introduction states, "Students will focus on character development, setting, and plot, as well as literary devices while reading an abridged version of Robert Louis Stevenson's popular adventure story." "Academic Vocabulary" is utilized within this lesson. In an additional example, in grade 4 RLA, "Unit 5", there is a section called "Why the American Revolution is Important." The section includes a note that states, "The Big Idea of this unit is that disagreements about principles of government led colonists to North America to seek independence from Great Britain."

- The materials provide a complete unit overview that outlines the learning objectives across content areas, including reading and writing. The unit introduction helps teachers understand how the texts connect to the cross-curricular nature of the unit. For example, in grade 4, "Unit 6", the unit introduction highlights this connection by stating, "The texts that students will be reading and discussing in this unit also provide opportunities for students to build content knowledge and draw conclusions to the social studies subject area."

- Teacher guidance materials in the introduction of each unit *Teacher's Guide* provide background content knowledge in a "Why this unit is important" section. For example, in grade 4, "Unit 9", the *Teacher's Guide* provides background: "Energy is not only required for life, but it also touches every moment of our daily lives. In this unit, students explore the many ways that human ingenuity has transformed energy into the productivity at the center of our modern civilization."

- Materials include "Core Vocabulary" at the lesson level overview in the *Teacher's Guide* for each unit and lesson. "Core Vocabulary" sections provide terms with definitions and a "Vocabulary" chart specific to the reading of the lesson. The chart tiers vocabulary words, tier

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3 for unit-specific words, and tier 2 for general academic words. For example, in grade 4, "Unit 9, Lesson 7", the chart includes the tier 3 words: impermeable, fractured, fermentation, and biogas.

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

- The materials include family-home connection letters in both Spanish and English, which are provided in each unit. The letter in "Unit 1" includes a description of what students will learn and some conversation starters that can be used at home, such as "How would you define character traits?"
- Another example parent letter for "Unit 1" includes "Conversation Starters" to encourage family-home connections with the content being learned. The letter provides content and follow-up questions to further support learning at home. The conversation starters begin with, "Ask your student questions about the unit to promote discussion and continue learning."
- These letters inform families about classroom learning experiences, genre being covered, and important content information. For example, in grade 4, "Unit 2", "Eureka! The Art of Invention!", the parent letter states, "Students will engage in collaborative discussions and will share ideas with their classmates. They will work in teams to participate in activities and challenges that will be guided by both the teacher and inventor-judges, such as Thomas Edison and George Washington." Another parent letter example, in "Unit 3", "Contemporary Fiction," provides parents with an understanding of what their students will learn by stating, "They will engage in lessons that teach them to take what they have learned and apply that understanding to their writing."
- In grade 4, "Unit 10", "Novel Study", the parent letter provides parents with Conversation Starters consisting of questions parents can ask their students to promote discussions. The questions include, "Why does the author write about bravery?"

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The materials include comprehensive, structured, detailed lesson plans that include objectives. For example, in grade 4, "Unit 3: The Contemporary Fiction: Letters From Heaven", the reading objective is "Students will make inferences based on the text and personal experience to visualize and annotate details of characterization." One question in the lesson that aligns to this objective is, "What example(s) of characterization have you encountered in a text that you have read?"
- The materials include comprehensive, structured, detailed lesson plans that include questions, tasks, and materials. For example, in grade 4, "Unit 3", instructional assessments include checks for understanding embedded in each lesson, such as, "Have students look at their lists of words and phrases that describe Celeste. Ask them to choose a word or phrase that describes Celeste." This also aligns with the content objective stated at the beginning of the lesson. These checks for understanding are written throughout the lessons.
- Different portions of the lesson are designed to meet content and language objectives in activities geared toward listening, speaking, reading, and writing. In grade 4, "Unit 2, Lesson 1", *Teacher's Guide*, the lesson plan begins with learning objectives that connect to the listening,

speaking, reading, and writing content and language standards. The materials include a Lesson at a Glance for each lesson in the unit.

- The materials include an extensive list of resources needed to support systematic and explicit teaching of content. An introduction is provided for each unit, outlining the overall progression of lessons and content taught throughout the unit. Individual lesson plans begin with an overview of the "Primary Focus of the Lesson," which highlights the learning objectives across instructional contexts. Within the "Primary Focus of Lesson," TEKS-aligned objective statements guide teachers on the learning outcomes for the lesson. For example, in grade 4, "Unit 4, Lesson 5", the primary focus is "Reading-Students will answer literal and inferential questions about medieval towns, referencing their reader. TEKS 4.1A; TEKS 4.6F; TEKS 4,7F." Following these focus statements, formative assessments for the unit are listed, along with a "Lesson at a Glance" chart to support the instructional design of the lesson.

- The materials include comprehensive and structured lesson plans to support the instructional design and delivery of the content. Each lesson plan incorporates questions and tasks that align with the content and language standards. For example, "Lesson 1" states, "Speaking and Listening Students will be able to discuss and practice collaboration, following agreed upon rules and maintaining assigned roles. Reading TEKS 4.1.A; TEKS 4.1.D Students will integrate ideas from two texts and speak knowledgeably on the best practices of collaboration. TEKS 4.6.G; TEKS 4.6.H Writing Students will write clearly about their own collaboration experience, supporting their opinions with facts and details. Formative Assessment TEKS 4.12.D; TEKS 4.2.C." The next section of the lesson plan details what formative assessments will be seen in the lesson: "Activity Page 1.2 Activity Page 1.4 Collaboration Building Challenge Observe small group conversations and ensure that all students are contributing and maintaining agreed-upon roles. TEKS 4.1.A; TEKS 4.1.D Letter to Jacques Review students' writing, checking for coherence and use of details and facts to support each response. TEKS 4.12.D'", which includes both formal and informal assessment opportunities. In addition to formative assessments, each unit has an assessment at the end of the unit. In another example, in grade 4, "Unit 4, Lesson 6", formative assessments, questions, and activities are included to support the overall learning of the objective. The lesson states, "Students will refer to examples from the text of medieval towns changing the way of life in the Middle Ages." Examples of questions and tasks within this lesson include, "Why did the author include this image of a charter?" and "Collect or survey Activity Page 6.1 to ensure that each student has at least two accurate details written down in each column."

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

- The Materials include a "Lesson at a Glance" chart that outlines the suggested time of each component within the lesson. This chart specifies the lesson component, class format (whole group, small group, or individual), time, and materials needed. For example, in grade 4, "Unit 3, Lesson 1", the "Lesson at a Glance" chart explains that the lesson includes reading for 70 minutes and writing for 20 minutes and details the grouping, time, and materials needed. An additional example occurs in grade 4, "Unit 4, Lesson 1." The "Lesson at a Glance" chart indicates Reading will take 45 minutes, broken down into components, such as "Introduce the Reader-5 minutes, Introduce the Chapter-10 minutes, Read Aloud-15 minutes, Discuss the

Chapter-15 minutes, and Word Work-5 minutes." Another example occurs in the grade 4, "Unit 10", "Novel Study." The *Teacher's Guide* for "Lesson 2" breaks down the 90-minute lesson into "Reading (65 min.) Core Connections Whole Group, 10 min. Point of View Whole Group, 10 min. Read Chapters 1 and 2 Whole Group, 35 min. Discuss and Reflect Small Group, 10 min. Writing (25 min.) Making Connections Partners, 15 min. Exit Ticket Independent, 10 min."

- The overall suggested timing for each instructional context is labeled with a stopwatch icon on the right side of the page. As the lesson progresses, each instructional context is further broken down with suggested timing in parentheses next to the subtitle. For example, in grade 4, "Unit 4, Lesson 3", the writing portion has been labeled as needing 45 minutes to complete. Each component of writing is then labeled with suggested times, such as "Topic Sentence (10 min.), Detail, Sentences, and Transition Words (15 min.), Concluding Sentences (10 min.), Lesson Review and Wrap-Up (10 min.)."

- Throughout the *Teacher's Guide* lesson resource, the headings that separate the tasks include the amount of time the teacher should spend on that section. The individual lessons are labeled with a banner at the top that gives the title of the lesson section and the suggested time allotment, such as "I. Close Reading (25 min.)" in grade 4, "Unit 3." The section goes on to instruct the teacher to "Introduce the students to Letters from Heaven by Lydia Gil."

- The lessons provide specific explicit and systematic instructional routines to develop grade-level skills, which include modeling, guided practice, scaffolded application, and formative or summative assessment. For example, in RLA grade 4, "Unit 7, Lesson 4", *Teacher's Guide*, "Speaking and Listening," the teacher explains to students that "sometimes the same sentence can have different tones." After the teacher completes the lesson, students read aloud in pairs, and the teacher circulates and evaluates them using the provided checklist.

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

- The materials include *Teacher's Guides* which contain objectives, lesson format, materials needed, and time pacing for each lesson. The *Program and Implementation Guide* states, "*Teacher's Guide*s include a Lesson at-a-Glance chart for each lesson, which outlines lesson segments, groupings, time, and materials. In addition, *Teacher's Guide*s provide an understanding of overall unit goals and include appendices with additional professional resources and Blackline Masters required for implementation of the instructional materials."

- The materials include a "Lesson at a Glance" chart that outlines each instructional context and lists the materials needed for each lesson. The Materials column in the chart includes resources for both teachers and students. For example, in grade 4, "Unit 4, Lesson 2", the chart outlines materials needed for reading, such as "Answer Key for Activity Page 1.4, Reader, and Activity Pages 1.4, 2.1-2.3." Another example occurs in grade 4, "Unit 9, Lesson 7", *Teacher's Guide,* "Lesson at a Glance": "The materials necessary for the writing portion of the lesson are "KWL chart Activity Pages 3.3, 6.2, 7.1, and 7.2 student research materials."

- The materials include a lesson overview before each section of the lesson that tells the objective, TEKS, and Activity pages that are used by the students. For example, in grade 4, "Unit 3, Lesson 2", "Revising Descriptions (15 min.)" uses "Activity Pages 1.2, 1.3 and 2.1." This

assists teachers in preparing and internalizing the expectations of the lesson before beginning.

- The materials have an *Advance Preparation Guide* that provides teachers with a list of recommendations, materials, tips and notes to prepare for the lessons of each unit. For example, in RLA grade 4, "Unit 10, Lesson 1", "Reading" guides, "Prepare to display Digital Components 1.1, 1.2, 1.3, 1.4, and 1.5. Draw or prepare to project a Know-Wonder, Learn (KWL) chart somewhere easily accessible in the classroom to model formulating questions for students."
- Another example occurs in grade 4, "Unit 9, Lesson 7", *Teacher's Guide*, "Advance Preparation": "Reading • Prepare an enlarged copy of 'What Else?' for display while reading. Writing • Prepare for students to revise their writing plans on Activity Page 6.2. • Prepare research materials. If not still in place from Lesson 6, set up a display of research materials for students to use. There should be resources that address these questions, but can include additional resources for students as well."

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

- The materials provide resources and activities that support the language and content standards within each lesson. The *Program and Implementation Guide* outlines the best ways to support all learners and includes a chart titled "Best Practices and Strategies for Supporting All Learners." This chart details best practices embedded within the lessons and additional strategies for teachers. For example, within the "Gifted/Talented Students" column, the text says, "Enrichment texts are provided in grades 4 and 5 for additional differentiation or extension, Challenge sidebars that provide extension activities to engage and stretch student thinking, and Use of Culminating Activities and Pausing Points within units to provide extension opportunities and encourage student choice." These resources are designed to be flexible, allowing students to complete them at their own pace and independently. Another example is found in RLA grade 4, "Unit 10", "Pausing Point for Differentiation of Instruction," "Enrichment," "Activity pg. 1." Directions state, "Choose a character from Number the Stars. Write a diary or journal entry from the perspective of the character, using first-person point of view."
- The materials offer opportunities for students to review and apply new learning and make connections to concepts and skills learned throughout the lesson. In grade 4, "Unit 4, Lesson 2", there are opportunities for extended practice noted as "Challenge, Take-Home Material, and Support." For example, the "Lesson Wrap-Up" states, "You may allow students to complete the 'Lords' column of the graphic organizer at the beginning of the next writing lesson. Or you may choose to assign the completion of the 'Lords' column of the graphic organizer for homework." The section titled "Take-Home Material" instructs teachers to "Have students take home Activity Page 2.7 to read to a family member and then complete." Homework and classwork extension guidance is found in another example in grade 4, "Unit 6, Lesson 2": "Have students complete Activity Page 2.2 for homework, or, if you feel they need more assistance, complete the activity page as a teacher-guided or partner activity."

- Educational online activities throughout digital learning platforms offer interactive learning activities to extend and enrich the lesson or unit objectives. For example, the RLA grade 4, "Unit 3", *Teacher's Guide*, "Supplemental Resources" state, "Supplementary materials are available on the program's online materials."
- Enrichment opportunities are found in grade 4, "Unit 1", *Teacher's Guide*, "Pausing Point." For example, the *Teacher's Guide* states, "If students have mastered the skills in the Personal Narratives unit, their experience with the concepts may be enriched by the activities on the Pausing Point pages described below. Pausing Point 1 (Activity Page PP.1) The first Pausing Point page contains an excerpt from Stickeen: The Story of a Dog, a personal narrative by naturalist John Muir. You may have students read the narrative individually or in any grouping that is convenient."

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Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- Each teacher edition includes beginning, middle, and end-of-year diagnostic assessments and a detailed description of these assessments. These assessments help determine grade-level mastery of grade-level material. For example, "Unit 1" includes the "Beginning-of-Year Assessment" in order "to help you determine whether students have adequate preparation for grade 4 instruction." The formative assessments included in grade 4, "Unit 8, Lesson 1," ask students to draw a pirate from the 1700s based on the description provided by the teacher and complete a character chart. The summative assessment at the end of each unit addresses the taught TEKS and includes multiple-choice, written, and short-answer questions.
- The *Program and Implementation Guide* provides a chart for teachers detailing the type of assessment, its purpose, additional information, and how to use the data. It also details the variety of instructional assessments embedded in the materials. These assessments include daily formative, mid-unit, and unit assessments and beginning, middle, and end-of-year assessments.
  The questions in the assessments vary in format, such as multiple-choice, short-constructed responses, and extended-constructed responses that include text-dependent and non-text-

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dependent questions. For example, in "Unit 16", "Assessment 16.1, 5." states, "The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?"
The assessments vary in types of tasks, such as decoding, encoding, comprehension, and/or fluency. For example, in grade 4, "Unit 1" features formative tasks such as multiple-choice questions, open-ended questions, exit tickets, and activity pages. Also included within this unit is a Beginning-of-Year Assessment, which includes comprehension questions, word reading, grammar, fluency, and STAAR-aligned item types. In another example, in RLA grade 4, "Unit 16", the spelling assessment includes a dictated sentence, "The colonies worked hard toward independence from the British monarchy."

- At the unit level, the materials include a summative unit assessment that varies in task types and questions throughout the course. For example, the grade 4, "Unit 9, Lesson 14", *Teacher's Guide* outlines the summative presentation of argumentative extended responses where students present research they conducted throughout the unit responding to the prompt, "Texas benefits from a diversified energy industry that harnesses the potential of its variety of natural resources. Argue which of those factors is more important to the diversity of the Texas energy industry: the variety of natural resources Texas has available or innovating to harness the potential of those resources." In grade 4, "Unit 8, Lesson 14", *Teacher's Guide*, the "Unit Assessment" includes a spelling assessment, reading comprehension assessment, and an optional fluency assessment. In the reading comprehension assessment, "Questions have been designed so they do not focus on minor points in the text, but rather require deep analysis. Thus, each item might address multiple standards. In general, the selected-response 327 Lesson 14 Unit Assessment Items address Reading standards and the constructed-response item addresses Writing standards."

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

- Materials include the intended purpose of instructional assessments used throughout. The *Program and Implementation Guide* features a chart for teachers detailing each type of assessment and its intended purpose. For example, "Daily Formative Assessments" are described in the chart, including a purpose statement, "Determines individual student and class mastery of identified TEKS-aligned primary focus objectives."
- The materials include the definition and purpose of other assessments not listed in this guide. For example, in the *Program and Implementation Guide*, QTI Assessment Guidance states, "In grades 3–5, reading comprehension, vocabulary, grammar, and morphology are assessed through independent reading of passages and related questions."
- In each unit's *Teacher Edition*, a section is included at the end of the unit that gives the intended purpose for each type of assessment. For example in RLA grade 4, "Unit 1", the description states that "The primary purpose of the BOY Assessment is to determine students' preparedness for grade 4 instruction."
- The materials include the definition of formative assessments along with their purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. For example, the

Program Implementation Guide includes a "Daily Formative Assessments" section, which states, "Checks for Understanding allows teachers to monitor progress on each primary focus objective and adjust instruction as needed." In another example, "The writing assessment directly aligns with the knowledge-building of the unit. Students learn explicit writing skills across the unit and respond to a writing prompt that aligns to the content/ topic of the unit. Writing rubrics are provided in *Teacher's Guide*s to support teachers in assessing student progress across the writing genre."

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

- Materials include teacher guidance and important information on the accurate administration of assessments. For example, in grade 4, "Unit 1", teachers receive specific information for administering the "Beginning-of-Year Assessment." The guidance provided in the 3rd and 4th bullets includes, "Beginning on Day 2 of the BOY Assessment, all students will work independently on the grammar assessment. In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment."

- Materials include guidance for teachers to ensure consistent administration of formative assessments. The *Teacher's Guide* provides detailed instructions for administering these assessments. For example, in grade 4, "Unit 1, Lesson 10", teachers are instructed to provide three formative assessments on similes and metaphors. The lesson specifies the language to be used to ensure consistent administration and also provides support information such as, "Begin with the second noun (that the thing is being compared to and work backwards. How would they describe it? What parts of that description also apply to the first noun?" In another example, in Grade 4, "Unit 8, Lesson 14", the materials instruct the teacher to "Encourage students to do their best" and "Circle around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers."

- The *Program and Implementation Guide* includes a section titled "QTI Assessment Guidance." This is the digital testing platform that aligns with state testing. Guidance details how to administer and accommodate in the testing platform: 'QTI assessments have an approximate administration time frame of 45–50 minutes or an individual class period. During the test administration, teachers and administrators can expect the following QTI Assessment components by grade band…Grades 3–5 students independently read a passage based on the knowledge in the unit that they are reading for the first time. Students read and answer questions independently. Questions include multiple choice and other STAAR-aligned item types."

- The materials contain a Unit Assessment, which includes teacher guidance to ensure consistent and accurate instruction of assessment procedures. For example, in RLA, "Unit 15", the instructions state, "Make sure each student has a copy of Activity Page 15.2. Tell students they will read two selections, answer questions about each, and respond to a writing prompt."

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

- The materials provide both the TEKS correlation for each assessment item and the answer keys for each assessment. For example, in "Unit 8, Lesson 14" "Unit Assessment Analysis", there is a chart which provides the Item number and type, Correct Answer, and Standards. 3 - Inferential, C, TEKS 4.3.B.

- In the *Teacher's Guide*, the materials clearly indicate how they align with the TEKS for the grade level subject in a manner that is easily identifiable by the teachers. At the beginning of each lesson, there is a "Primary Focus" of the lesson listed, followed by the TEKS taught within that lesson. For example, in "Unit 8, Lesson 3", "Primary Focus of the Lesson: Writing," "Students will write a detailed explanation of a simile. TEKS 4.2.C; TEKS 4.7.C; TEKS 4.10.D; TEKS 4.12.B." Another example occurs in grade 4, "Unit 10, Lesson 2." The formative assessment is an exit ticket that states, "Name two connections to background information you used to deepen your understanding of Number the Stars from other texts, personal experiences, or other societies. TEKS 4.2.C; TEKS 4.6.E ", which aligns to the learning objective, "Students will make connections to personal experiences, ideas in other texts, and society."

- The materials include diagnostic, formative, and summative assessments that are aligned to the TEKS and objectives of the course, unit, or lesson. For example, in grade 4, "Unit 1", a beginning-of-year diagnostic assessment is included to "help you determine whether students have adequate preparation for Grade 4 instruction." Formative assessments are also included in the lesson materials. For example, in "Unit 1, Lesson 2", "Formative Assessments" are correlated to the content and language objective and are present on "Activity pages 2.1, 2.2, and 2.4."

- The materials include a summative unit assessment at the end of units. For example, in grade 4, "Unit 3", the summative assessment address TEKS taught in the Unit such as standards 4.6.F, 4.7.B, and 4.7.D. This assessment includes multipoint and writing questions.

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

- The material contains instructional assessments that include standards-aligned items at varying levels of complexity. The "Unit Assessment" in grade 4, "Unit 4," includes a chart for teachers to use when grading student responses. The chart includes the type of question asked (literal or inferential), the correct answer, and the TEKS for that specific question. The assessment includes TEKS-aligned assessment questions ranging from literal to inferential to evaluative. For example, question 1 is an inferential type of question, and the TEKS that are addressed are 4.6.F, 4.6.G, and 4.7.F.

- *Teacher's Guides* include "Reading Comprehension Item Annotations" and "Correct Answer and Distractor Rationales" for unit assessments administered. The chart addresses levels of complexity by noting questions as literal, inferential, or evaluative. The chart also includes the correct answer and lists the standards that are aligned with the question. For example, the assessment for grade 4, "Unit 8, Lesson 14," has two parts. Part A is inferential and aligns to

standard TEKS 4.6.G and Part B is inferential, with students replying to a short constructed response question.

- The online assessment bank includes technology-enhanced items such as inline choice, hot spot, and multi-select. The *Program and Implementation Guide* lists the types of questions included in the QTI assessments. Questions include multiple choice and other STAAR-aligned item types. A list of the question types includes "Hot Text - The student selects highlighted text in a sentence, paragraph, or selection. Inline Choice: The student selects the correct answer from a drop-down menu."

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials include opportunities for teachers to implement, monitor, and respond to student progress. According to the *Program and Implementation Guide*, "Through the use of formative assessments embedded in the grade K–5 lessons, teachers may adjust instruction as needed to meet the diverse needs of learners." A chart is also included within the guide that outlines the variety of assessments available within the material and also includes the assessment name, purpose, additional information, and how to use the data. For example, daily formative assessments are used to determine individual student mastery of identified TEKS-aligned primary focus objectives.
- The materials contain instructions for teachers about scoring the reading comprehension and writing portion of the assessment. The materials contain instructions for teachers about scoring the "Unit Assessment Reading Comprehension" portion of the test. For example, in grade 4, "Unit 7, Lesson 15", the reading comprehension assessment's correct answers and points for each question are detailed in a chart. For writing, the specific TEKS are noted, and scoring criteria are included in a chart specifying the writing part and the number of points allotted. For example, in grade 4, "Unit 3", "Introduces the topic or text clearly" is worth 2 points.
- The *Teacher's Guide* supports teachers with implementing assessments throughout individual lessons by including frequent opportunities for teachers to implement and respond to student progress. For example, in grade 4, "Unit 2, Lesson 1" provides suggestions for a formative assessment through observations and writing practice. Another example occurs in grade 4, "Unit 8, Lesson 12", which states, "Look at the map on Reader page 74. What do the red lines represent? » mid-ocean ridges or underwater mountain ranges • Students who answer incorrectly should be directed to read or reread the caption that accompanies the map."

Another example occurs in RLA grade 4, "Unit 15, Unit Assessment 15.2." The assessment includes a reading comprehension passage followed by multiple choice questions and a "Short Constructed Response" question, illustrating variance in the types of questions asked.

- Materials provide a "Unit Assessment Analysis" in the *Teacher's Guide* to be used as a post-assessment tool. For example, in grade 4, "Unit 8, Lesson 14", the guide provides "Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales." The chart includes correct answers as well as rubrics for scoring writing.

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

- The materials contain a *Program and Implementation Guide* that guides the use of the many types of assessments. This document includes a table that includes the assessment name, purpose, additional information, and how to use the data. The mid-unit assessments are embedded within some units to support teachers in progress monitoring over the course of the unit and tailoring the remaining instructional time as needed. The *Program and Implementation Guide* states, "These mid-unit assessments are accompanied by instructional materials, teacher implementation, and supports for analyzing student performance." Additional Pausing Point days within the units allow teachers to reteach or provide additional instructional support in small groups or 1:1 following the performance analysis.

- The *Program and Implementation Guide* provides educators with the details of how to use student assessments to adjust instruction as needed to "meet the diverse needs of learners." The different types of assessments, such as daily formative assessments and unit assessments, can all be used to assess students' proficiency in lesson tasks and activities. For example, under "Unit Assessment," the text states, "Unit assessments offer summative assessment of students' comprehension of the Knowledge of units." These assessments include support for the analysis of errors and assessment charts to record student progress.

- Materials include "Mid-Unit Assessments" in some units. These assessments guide teachers in monitoring progress and identifying key areas to focus on during the remaining instructional time. "Mid-Unit Assessments" inform teachers' choice of pausing point activities to best meet student needs and are used to inform small-group instruction. For example, in grade 4, "Unit 5", a "Pausing Point" is scheduled prior to the end of the unit. This additional time has been provided for teachers to administer the "PP.2: End-of-Unit Assessment." During this "Pausing Point" period, suggestions for reinforcing skills, differentiating, and enrichment activities are provided. Another "Pausing Point" occurs in grade 4, "Unit 6, Lesson 2", *Teacher's Guide*, which states, "Have students provide sentences using the word biology on index cards or stick notes. (Answers may vary.) Identify students in need of additional support and re-teach in a small group." Another example occurs in grade 4, "Unit 8", *Teacher's Guide*, which states, "Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day." These directions are followed by guidance for activities aligned for remediation and enrichment prompts that can be used.

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

- Materials include tools for students to track their own progress and growth. Two student tracking charts are provided in the *Program and Implementation Guide*. One chart has students graph their progress on "Unit Assessments" in a bar graph. The other chart has students set a goal for each unit and then reflect on the unit after the assessment. The *Program and Implementation Guide* states, "A student progress record form may be used to track how individual students are progressing over time. Students can set individualized goals for growth and monitor their progress across various assessment forms." A sample assessment form has been included in the *Program and Implementation Guide*.

- An "Independent Reading Guide" is included within the materials. This guide provides a student-friendly way for readers to track and monitor their growth through SMART goals. Using the "SMART Goals and Goal Guide", students can set their own goals in reading and consistently track their growth and progress, using "strategic reflection to develop students' awareness of how they read and how they can improve upon their reading experiences."

- The materials contain a "Unit Assessment," which includes teacher guidance to ensure consistent and accurate instruction of assessment procedures. For example, in RLA "Unit 15", the instructions state, "Make sure each student has a copy of Activity Page 15.2. Tell students they will read two selections, answer questions about each, and respond to a writing prompt."

- Materials provide an "Independent Reading Guide" as a means for students to track their progress and growth for independent reading. For example, a SMART goal-setting page is included that instructs students to "Use the following guide to help you set a goal and plan how you will reach it."

- Materials state in the "Other Assessments and Tools" section of the *Program and Implementation Guide*, "it is also recommended to support students in tracking their own data using progress monitoring tools. A student progress record form may be used to track how individual students are progressing over time. Students can set individualized goals for growth and monitor their progress across various assessment forms. Below are two Student-Tracking examples."

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials include specific recommendations for differentiated instruction and activities for students who have not yet reached proficiency on grade-level content and skills. The *Program and Implementation Guide* includes a "Best Practices for Supporting All Learners" chart. This chart outlines strategies embedded throughout the units. For example, the column titled "Students with Disabilities" includes bullets that state, "Use of scaffolding tools, such as mnemonic strategies, graphic organizers, anticipation guides, and class notes in both print and digital form to enhance student learning." Also included are statements like, "Use of social skill supports (brain breaks, modeling communication, social narratives) and transition focused activities (songs, dances, partnering, movement) to promote student engagement." This chart guides teachers in understanding that differentiated instruction and activities have been included in the materials. The *Program and Implementation Guide* also explains the various sidebars teachers find throughout the lesson: "Each Grade K–5 lesson includes specific support recommendations. These sidebars support teachers in differentiation for their students based on their individual needs throughout the lessons...Embedded differentiation gives teachers in-the-moment opportunities for enrichment and extra support." For example, in grade 4, "Unit 6", the "Support" sidebar in "Lesson 1" states, "A vise is a tool with flat parts that open and close to hold something very firmly." This sidebar provides extra support for struggling students who need a clear definition of a word in context.

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- The materials include recommendations for differentiated instruction and activities for students who have not yet reached proficiency with grade-level content and skills, Universal Access, EB students, Support, and Challenge for all learners. Teachers are given guidance for strategies to support learning within lessons. These support strategies are offered in sidebars titled "Support" throughout each lesson. In grade 4, "Unit 1, Lesson 10", *Teacher's Guide*, the materials provide guidance to differentiate for students who have not yet reached proficiency. For example, "Begin with the second noun (what the thing is being compared to) and work backwards. How would they describe it? What parts of that description also apply to the first noun?" Another example occurs in grade 4, "Unit 5, Lesson 5", "Support" section: "Remind students of the following literary terms used for poetry. A stanza is a group of lines in a poem separated from other stanzas by a space; rhyme is the repetition of ending sounds; an end rhyme is when words at the ends of lines rhyme." Remediation suggestions are also included for further support. For example, in grade 4, "Unit 5, Lesson 5", the "Remediation" section states, "Use time during Pausing Point to return students' cause-and-effect essay drafts, along with the completed Cause-and-Effect Essay Rubric and Editing Checklist."

- The materials provide an explanation of adaptive learning for students who need more practice with foundational skills, including an explanation of the placement test and ongoing assessment and reporting of student progress. For example, in the *Program and Implementation Guide*, "QTI Assessments section," the text states, "Question and Test Interoperability Assessments, or QTI Assessments, are digitally implemented in grades K–5 to measure students' independent application of literacy skills. In grades 3–5, reading comprehension, vocabulary, grammar, and morphology are assessed through independent reading of passages and related questions."

- The materials provide questions to guide students' thinking within the lesson. For example, in grade 4, "Unit 9", *Teacher's Guide*, a teacher-provided question states, "Why is the author discussing bananas in a story about oil?" The materials provide the teacher with sentence stems to aid students in explaining their thinking, which benefits students who have not yet reached proficiency with grade-level content and skills. For example, in grade 4, "Unit 9", *Teacher's Guide*, the directions state, "Invite the students to share a claim, reminding them to use the sentence starters 'I claim that…'"

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

- Material includes embedded support for vocabulary. For example, in grade 4, "Unit 5, Lesson 6", a vocabulary chart has been included to support teachers with academic vocabulary. This chart details words represented within the lesson, including the type of vocabulary words, tier 2, "General Academic Words," and tier 3, "Unit-Specific Words." Teachers are directed in the lesson to "Preview core vocabulary words before reading the chapter." Another example occurs in grade 4, "Unit 6, Lesson 1", "Introduce The Chapter" section. The fifth bullet states, "Preview the core vocabulary words before reading the chapter. Have them find the word on page 22 of the reader. Explain that each vocabulary word is bolded the first time it appears in the chapter." The *Teacher's Guide* goes on to explain that students can use "Activity Page 4.1"

while they work through each word and its meaning. This routine is repeated throughout the units and lessons.

- The lesson plans include frequent structured opportunities for students to talk with partners and groups about the text, using academic language and vocabulary. For example, in grade 4, "Unit 6, Lesson 2", *Teacher's Guide*, "Check for Understanding," the directions state, "Have students do a Turn and Talk to briefly discuss their opinion about whether the doctor should be worried using evidence from the text to support their claim. Then, call on some students to share their opinions aloud with the class."

- Materials include embedded supports for unfamiliar vocabulary and references in text, including figurative language. In grade 4, "Unit 5, Lesson 14", students are asked to "Read independently to gain a deeper understanding of the classic short story, 'The Legend of Sleepy Hollow,' and identify literary devices, such as simile, metaphor, and hyperbole." The left sidebar for "Emergent Bilingual Students" offers additional support for figurative language, such as "Provide 1:1 support or small group guided reading instruction targeting figurative language" and "Provide partner for support identifying and interpreting figurative language." In grade 4, "Unit 6" lesson, "Interpreting Figurative Language," teachers provide instruction about the use of figurative language in *Treasure Island*. At the beginning of the lesson, teachers pre-teach the word and its meaning to students before they are expected to do work with the word. For example, "A simile is a literary device that compares two different things, usually using like or as." Another example occurs in grade 4, "Unit 7, Lesson 1", *Teacher's Guide*, which states, "Let's re-read the last line of this poem. Dazzling days dance into the night. Can days really 'dance?' » No. • Explain to students that this is a type of figurative language called personification. Personification means that a nonhuman thing or idea is represented as having a human quality. Authors use personification to help readers create mental images and connections to their poetry."

- The lesson plans include the regular practice of frontloading three to five vocabulary words before reading in an explicit approach. For example, in grade 4, "Unit 6, Lesson 1", *Teacher's Guide*, "Introduce the Chapter," the directions state, "Begin by telling the students the first vocabulary word they will encounter in this chapter is 'squire.' Have them find the word on page 2 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter. If required, have students refer to the glossary at the back of the Reader, locate 'mutter,' and then have students read the definitions. If required, have students reference Activity Page 1.2 while you read each word and its meaning."

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

- The materials provide additional instruction for differentiation, enrichment, and extension activities for students who have mastered the unit content. Each unit has designated "Pausing Point" days where teachers can incorporate these additional activities as needed. For example, in grade 4, "Unit 5", "Pausing Point," an extension activity, "Extending Knowledge: The Bill of Rights," offers instructional bullet points, suggested reading materials, and teacher reference questions. Another example occurs in grade 4, "Unit 6, Lesson 2." "Challenge" breakouts are included in the sidebars throughout the lesson. The teacher asks the students,

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ready for an extension, the following question, "Imagery is used on page 14 to describe the pirates. Identify the imagery and explain its significance." There is also a sample response provided to give teachers further guidance on what exactly they are looking for in a response from students. This question allows higher-performing students an opportunity for deeper thinking. Teachers use information gathered during previous formative assessments, checks for understanding, and unit assessments to determine who will be ready for these questions. The "Pausing Point" in grade 4, "Unit 8," reserves the final four days of the unit to address the results of the "Unit Assessment." Teachers are tasked with using each student's scores from the assessment to determine the enrichment opportunities that will benefit each student. In "Unit 8", an Enrichment opportunity invites students to describe the life of Percy Lavon Julian, who was a pioneer and set up his own lab. The student "Activity Book" includes pages for students to complete this work. Another example is found in grade 4, "Unit 10", which includes the following character analysis enrichment activity in the "Pausing Point": "Character Analysis • Have students pick a character from Number the Stars and create a character diary or journal. Students will write a journal entry exploring their thoughts, motivations, and changes throughout the story." Additionally, the student "Activity Book" includes materials to help students complete the task.

- The units include teacher guidance on ways to enrich, extend, or differentiate instruction for students who have demonstrated proficiency in grade-level skills through the use of "Challenges." For example, the grade 4, "Unit 2, Lesson 2", *Teacher's Guide*, "Challenge," states, "Ask students to brainstorm additional tasks an inventor might face and to explain which judge would be most helpful in solving that task." Another example occurs in grade 4, "Unit 7", *Teacher's Guide*. The Challenge sidebar states, "Why might the speaker's questions be answered? Answers will vary. One possibility is that the answers aren't fully known; sometimes poems and other works of art ask such big questions."

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials include prompts and guided instructions for teachers to directly and explicitly communicate, explain, and model concepts. Lessons follow a clear sequence with detailed directions for the teacher. For example, in grade 4, "Unit 5, Lesson 4", the directions are present in a bulleted format. One of the directions for review states, "Review Activity Page 3.1, which was completed for homework. You may wish to select different students to read each question and share their response, including the page number where the answer was located." Information is also included for explicit instruction on modeling and explaining new content. It specifies, "Tell students they will read Chapter 3, 'The Fight Begins.' Next, have students turn to the first page and select a student to read the title aloud. Begin by telling students the first vocabulary word they will encounter in this chapter is intolerable." In grade 4, "Unit 10, Lesson 7", students are completing a novel study. The *Teacher's Guide* details questions to ask while reading through the novel and expected student responses: "1. Literal. What was inside Great-Aunt Birte's coffin? (Folded blankets and articles of clothing) 2. Inferential. Why is the clothing shabby and old? (It was probably donated by Danish families that didn't have much to spare.) 3. Evaluative. Was it right for Mama to give a sweater that Kirsti loved to the mother for her baby? (Yes, because the baby didn't have any clothing to keep it warm.)"
- Each unit begins with clear objectives, "Advanced Preparation," and a "Lesson at a Glance" chart. When introducing "Unit 5", teachers are given five bullets of guidance about helping students build their background knowledge about the American Revolution. The *Teacher's Guide* states, "Tell students they will begin a unit called the American Revolution. Tell them

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they may already be familiar with some of the events and this time in history." This guidance links directly back to the concepts that will be taught in this unit, such as, "Students will describe events connecting the French and Indian War to the American Revolution based on specific information found in lesson texts." As the lesson continues, each section begins with a banner that lists the name of the section of the lesson and the time allotted. The bullets that follow give explicit guidance for teachers so they can model and explain the standards to the depth expected. In RLA grade 4, "Unit 6, Lesson 8", students receive a model of how to write a body paragraph of their story: "Tell students that you will model how to use the Shape of a Story to draft the body of a story." After that, there is a sample model that teachers can use to explicitly teach the writing of the body paragraph.

- The materials include examples of sample student responses to prompts. For example, in RLA grade 4, "Unit 9, Lesson 1", *Teacher's Guide*, a suggested question states, "Can you think of other sources of energy that we might learn about? (wind, solar or sun, hydropower or water)." Another example is found in grade 4, "Unit 3, Lesson 1", "Writing," which states, Model an example to show the importance of using thoughtful word choice when writing. ◦ Write 'I cross the street.' on the board. ◦ Ask the students to imagine Celeste crossing the street on her way to meet Doña Esperanza. ◦ Now ask students to listen to the following from Excerpt 1: 'I'm coming,' I say, but I cross the street slowly as if my feet ached. ◦ Ask students which sentence puts a clearer picture in their head. Explain that thoughtful word choice is one way authors include descriptive details about a character."

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

- The materials include guidance for teachers to implement a variety of engaging instructional strategies. For example, in grade 4, "Unit 5, Lesson 1", students are expected to review the events that led up to the American Revolution by performing a vignette or series of short scenes from history. To check for understanding of what was taught in that lesson, the lesson plan gives guidance to teachers to "Assign each corner of the space/classroom a range of understanding from little understanding (corner 1) to secure understanding (corner 4). Ask students to disperse to the corner that reflects how they feel." These types of effective lesson delivery are varied and provide students with different ways to show their learning. Another example is found in RLA grade 4, "Unit 5, Lesson 11." Teachers are instructed to divide the class into two smaller groups for reading: one group for those who need extra scaffolding and support and the other for those who can read and comprehend the material with little support. Students will read in their small groups while the teacher supports students with comprehension questions like, "How quickly did the colonial troops march to Virginia? Support your answer with evidence from the text." At the conclusion of reading, the teacher is directed to "Have students work with a partner to sequence the events of Chapter 6 on Activity Page 11.1. Combine the two small groups for the lesson closure." Another example occurs in grade 4, "Unit 10, Lesson 9", *Teacher's Guide*, instructions for Think-Pair-Share: "Ask partners to share what ideas they have for their project so far. Have partners give each other one positive comment about their ideas and one suggestion they may use to improve their presentation." Another example is found in grade 4, "Unit 7, Lesson 9", *Teacher's Guide,* which

states, "Tell students that they will now work in groups to figure out the meaning of the remaining stanzas. • Assign groups for stanzas 2–13, direct students to Poet's Journal 9.2, review the instructions, and ask students to complete the activity. • As groups work, circulate and check in with students." The lesson concludes with an engaging "Check for Understanding," inviting students to "act out the stanzas." The teacher guidance states, "If students struggle, refer them back to the text for review and support."

- The lesson format includes clear headings and subheadings to support instructional delivery. For example, in grade 4, "Unit 5, Lesson 5", "Writing" is broken down into effective steps such as "Introduce Body Paragraph, Enact Vignette, Complete Graphic Organizer, Respond to Prompt, and Wrap-Up." Each part of the lesson includes student exploration and student application. For example, the materials state, "Explain that after students perform the vignette, they will record key information from the vignette in a graphic organizer and respond to a writing prompt."

- The materials provide guided instructions for tasks that allow active participation. For example, in the ELA grade 4, "Unit 10, Lesson 1", *Teacher's Guide*, "Revisiting the Text," there is a bullet-pointed list of instructions for the teacher to follow: "Ask the students to answer the multiple choice question: What is the central idea of the text? *Refer to the KWL chart you prepared. *Ask students to turn and talk to a neighbor about what they now know about oil. Ask students to share what their neighbor shared. *Ask students to share a question they have about oil after listening to the text. *Record student suggestions, continuing to utilize color-coding." In grade 4, "Unit 5, Lesson 1", students read a text called "Bills To Pay." While reading the text, the lesson plan gives recommendations about questions to ask the class at varying levels, from literal to inferential, such as "What were Great Britain's new responsibilities and financial burdens?" The lesson plan also gives a possible student response to help teachers determine students' level of understanding. This portion of the lesson is varied because students are participating in whole group discussion through the use of pre-planned questions.

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

- The materials support multiple types of practice and include guidance for teachers and recommended structures to support effective instruction. In grade 4, "Unit 5, Lesson 1", teachers are guided to use the "Check For Understanding" to have students Think, Pair, Share: "Based on the information in the text, what factors may have contributed to the breakdown in relations between the British government and the colonists?" Using this type of grouping allows students to share their thoughts with other students and have conversations about whether they agree or disagree with the thoughts of others.

- The materials provide a variety of options for students to practice and apply the concepts learned through the unit. The materials feature an instructional routine with distinct headings or subheadings to support teachers in distinguishing between various groupings (whole group, small group, individual) throughout the unit. Each lesson includes a Lesson at a Glance chart detailing the instructional context, activities, and appropriate groupings for each activity. For

example, in grade 4, "Unit 5, Lesson 6", the "Lesson at a Glance" chart instructs teachers to "Introduce Chapter 4" with the whole group. Another activity, "Morphology: Introduce Prefixes im- and in-," is designated for either a partner setting or a whole group setting. Grade 4, "Unit 4, Lesson 2," provides guidance for whole class, individual, partner, and small group reading. The headings throughout the unit provide teachers with the recommended structures. A heading in the mentioned lesson states, "Whole Group Reading: Chapter 2 (30 min.)."

- The materials offer multiple modes of practice and include clear guidance for teachers on when to use each structure (whole group, small, group, individual) to support student learning, as referenced in the "Lesson at a Glance" chart. For example, in RLA grade 4, "Unit 10, Lesson 1", *Teacher's Guide*, the first bullet point listed under the "Making Connections" heading states, "Have the class divide into small groups of three to five students." Another example is found in grade 4, "Unit 3, Lesson 1", featuring the writing assignment "Creating Detailed Descriptions," labeled as "Independent," and "Partner Feedback," labeled as "Partners."

- The materials provide guided instructions for teachers to teach the routines necessary to achieve effective implementation of different types of practice and design a learning environment that helps students focus on the content to be learned. For example, in RLA grade 4, "Unit 10, Lesson 2", *Teacher's Guide*, "Reading," "Core Connections: Introduce Number the Stars," students are put into pairs to Think, Pair, Share. The directions state, "Direct students to share about the purpose for reading a historical fiction text about an actual event or time period. After discussing, tell students that a fictional text about an actual event can help us to relate to people of that time period and better understand the context of events that took place."

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials offer guidance on providing linguistic accommodations tailored to different levels of language proficiency as defined by the English Language Proficiency Standards (ELPS), supporting students as they progressively use more academic language. The *Program and Implementation Guide* states, "The program's content-based approach provides Emergent Bilingual (EB) students with opportunities to develop background knowledge, conceptual knowledge, academic knowledge, and second-language acquisition skills." The guide also references, "The TEKS domains of listening, speaking, reading, writing, and thinking are embedded within the ELPS to foster the academic success of EB students. The Bluebonnet Learning K–5 Reading Language Arts Program engages EB students in quality content-area instruction and second-language vocabulary application." The program is a "set of Tier 1 materials that include linguistic accommodations for EB students, with instruction that is communicated, sequenced, and scaffolded commensurate with students' English

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Proficiency levels." This section goes on to state that the literacy program addresses appropriate accommodations for EB students through vocabulary cognates.

- The *Program and Implementation Guide*, 'Language and Vocabulary Development, states, 'Within the Bluebonnet Learning K–5 Reading Language Arts Program, there is a continued emphasis on knowledge coherence and vocabulary development. The supports embedded within the lessons allow EB students the opportunity to build connections between content and their home language. The vocabulary sections within the lessons list Spanish cognates that align to the English vocabulary words. Students can build what they know about the content from one language to another.' For example, teacher guidance in grade 4 Unit 10 Lesson 2 states, "EMERGENT BILINGUAL STUDENTS Reading Identifying Characters and scaffolds work by language proficiency level. For example, the directions for Beginning are "Have students work in small groups to identify words in the text that describe the main characters, Annemarie and Ellen." The directions for Intermediate are "Have students work with a partner to identify details in the text that describe each of the main characters, Annemarie and Ellen. Have partners share complete sentences that describe each character." For Advanced/Advanced High, the directions state, "Have students work with a partner and use their Activity Pages 2.2 and 2.3 to ask each other questions about the characters." (ELPS 3.E; ELPS 4. F)

- The materials include dedicated embedded support for English Learners (ELs) and emergent bilinguals (EBs) within individual lessons. These sections provide recommendations tailored to various language proficiency levels, such as Beginning, Intermediate, or Advanced/Advanced High. For example, in grade 4, Unit 4, Lesson 1, a sidebar labeled "Emergent Bilingual Students" offers a suggestion for "Reading for Information: Reading/Viewing Closely." A sample recommendation for students in the Beginning Emergent Bilingual phase is, "Create visual cues for the academic vocabulary words relevant to this chapter and provide them to students who need support (either on index cards, or printed as a new list of words including images)." As proficiency levels increase, the suggested support adjusts to meet student needs. For example, in the *Program and Implementation Guide*, it states the instructional material 'includes linguistic accommodations for EB students, with instruction that is communicated, sequenced. . .and scaffolded commensurate with students' English proficiency levels. In accordance with both TEKS and ELPS, this literacy program addresses appropriate accommodations for EB students through vocabulary cognates, small-group instruction, visual aids, summaries, and other modes of scaffolding. Please see the following table, as well as the sidebar supports embedded in lessons across the program, for more information on how to effectively implement. . .with EB students in state-approved ESL programs. Teachers can consult the sidebars within the units to find additional scaffolds for EB students within the lessons.'

- The sidebars throughout the lessons provide supports for students who are Beginner EBs to Advanced High EBs. These supports are designed to engage students in using increasingly more academic language. In grade 4, Unit 5, Lesson 1, the EB sidebar states, "Provide 1:1 support when student is attempting to place events on the timeline." The Advanced/Advanced High supports state, "Provide support for understanding key words and dates needed to place events on timeline." The sidebar highlights and includes guidance for in-the-moment accommodations for various levels of language proficiency.

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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 guidance to assist teachers in effectively utilizing the resources in a bilingual or English as a Second Language program. The English Language Proficiency Standards (ELPS) have been referenced throughout the resource. The *Program and Implementation Guide* states, "The integration of ELPS makes this instructional program an asset to content-based ESL programs. The TEKS domains of listening, speaking, reading, writing, and thinking are embedded within the ELPS to foster the academic success of EB students." To further support teachers in using the materials, the guide includes a "Best Practices and Strategies for Supporting All Learners" chart. This chart offers practices to support emergent bilingual students within unit lessons and provides additional strategies for reference. In grade 4, Unit 5, Lesson 4, there is a Vocabulary Chart that details the vocabulary words in the lesson and the Spanish cognates for some of the words. For example, in grade 4, Unit 5, Lesson 4, one of the core vocabulary words is *import* and the Spanish cognate is *importar*. This chart provides teachers with ways to bridge the gap between the Spanish and English language and helps EB students find ways to connect to some of the vocabulary words they might already know in their home language. The *Program and Implementation Guide* states, 'In Texas, the EB population covers over 120 different native languages, and over 90 percent of schools serve varying EB student populations. EB students may be at varying levels of proficiency, depending on when they first began to learn English. Therefore, the English Language Proficiency Standards (ELPS) are designed to support the ability of EB students to acquire the English proficiency to be able to participate equally in an English instructional program with no second language acquisition supports across all subject areas.

- The materials offer guidance to help teachers utilize resources in bilingual or English as a Second Language programs. Lessons include embedded sidebar supports with strategies for assisting bilingual students. For example, in grade 4, Unit 5, Lesson 11 a sidebar provides support in "Reading for Information." One recommendation for students in the Advanced/Advanced High Bilingual phase is, "Provide support for answering questions orally or in writing as needed." As proficiency levels increase, the suggested support adjusts to meet student needs.

- The *Program and Implementation Guide* includes a Best Practices and Strategies for Supporting All Learners chart. This chart gives guidance to teachers on how to address Emergent Bilingual students within the lessons and with additional strategies that can be incorporated into lessons. This guidance includes "Tiered support sidebars (three to five levels) for scaffolding instruction within small groups, with partners, or with individuals." The chart includes a variety of state-approved programs with targeted strategies for the use of SLAR and ELAR, Building/Activating Background Knowledge Through Oracy, Building Vocabulary, and Assessment. The chart goes on to explain how the "Use of visuals (photos, graphs) and realia (real-life objects like maps, menus, etc.) connects home language with English. *Teacher's Guide*s provide in-the-moment guidance to teachers through the lesson sequence using "Emergent Bilingual Students" sidebars. The sidebar explicitly states the ELPS addressed with guidance for each proficiency level. For example, Grade 4 Unit 10, Lesson 4 provides the following guidance "Intermediate Have students use a yes/ no survey with follow-

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up questions to ask each other what they think will happen in the novel," and references the following, " ELPS 1.E; ELPS 3.D; ELPS 3.E "

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.

- Lessons include tips for supporting EB students, e.g., cognates, cross-linguistic connections, rephrasing suggestions, checks for understanding, etc. For example, in the *Program and Implementation Guide*, Cognates, there is a table titled, 'Cognate Activities', which lists the steps to a 20 min. plan for Cognates. The list consists of an Introduction, Activity, and Reflection. The activity is chosen from a list in the Implementation Guide. One example is, 'Sort Cognates Activity: Provide students with a variety of cognates and ask them to identify patterns and sort the words into categories. Categories may include words spelled the same in both languages, words with predictable spelling variations, and false cognates.' Lesson Activities embedded within the lessons add variety and enhance students' understanding of unit-specific words. In grade 4, Unit 5, Lesson 1, a vocabulary chart is referenced to support words from the unit text, "Bills to Pay." The chart categorizes words by "vocabulary type," including "Tier 3-Unit Specific Words," and "Tier 2-General Academic Words." It also lists the "Spanish Cognates for Core Vocabulary" for the Tier 3 word, "*militia"* providing Spanish words such as *conflicto, asamblea, petición, oposición*. The Spanish Cognates can help EB students figure out unknown vocabulary words by connecting them to their native language. For example, in grade 4, unit 5, lesson 4, one of the unit-specific words is ambassador and the Spanish cognate for the word is *embajador*. Later in the unit, there is guidance for teachers about when to help students make the connection between these words. Cross-linguistic opportunities are included with specific words identified. For example, grade 4 Unit 10 Lesson 5 includes the cognate "*espec*tro." The Program Implementation Guide supports teachers with cognate activities that, "promote students' understanding and recognition of cognates, enhancing their language proficiency and comprehension." Cognate activities include opportunities for both written and oral discourse. Additionally, vocabulary words provided in the lesson "Vocabulary Chart" increase comprehension as students discuss and define the words prior to experiencing them in the context of the text.
- Lessons include embedded guidance for teachers to support emergent bilingual students in building background knowledge, comprehension skills, and increasing student discourse. In grade 4, Unit 4, Lesson 1, the primary focus is to paraphrase information from a text and then engage in a discussion about the Middle Ages. To assist emergent bilingual students, additional supports are included in the sidebar, titled "Reading for Information." Teachers can provide additional support by following the suggestions provided, such as, "Encourage students to add on to what others in their group have said by asking if they agree with an answer someone else gave. Continue to prompt by asking, "Why?" or "Why not?" Additionally, teachers are prompted to, "Ask the student the question from the Check for Understanding, "Why do we call this time period the Middle Ages?" Provide a sentence stem as support. For example, "We call this time period the Middle Ages because____." These strategies help support background knowledge, student discourse, and increase comprehension.

- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background, and making cross-linguistic connections. Comprehension and vocabulary support is present in the sidebars that are focused on Emergent Bilingual students. Direct guidance is tailored to each proficiency level from beginner to advanced high. In grade 4, unit 5, lesson 6, the sidebar provides guidance for intermediate students by stating "Redirect students to lesson texts for supporting information." These sidebars are numerous throughout the lessons and offer varying types of support from vocabulary to building background knowledge. For example, in RLA grade 4, Unit 9, Lesson 8, in the sidebar provided for Emergent Bilingual Student Strategies, 'Reading: Central Idea, there are strategies provided for Beginning, Intermediate, and Advanced/Advanced High EB students. To support beginning students, it states, 'Discuss the images in the Reader with the students prior to reading.' To support Intermediate Students, it states, 'Preview the text and the vocabulary words in bold. Discuss these words with the students. Encourage each student to use the word in their own sentence.' To support Advanced/Advanced High Students, it states, 'Allow the students to read with a partner and to discuss the evidence. Provide sentence stems for students to discuss, such as 'I think _____ is supporting evidence because ..." or "_____does not support the central idea because..."'. In grade 4 Unit 1 Lesson 1, the teacher builds background knowledge of what a personal narrative is by having students " write a paragraph describing a school memory." The sidebar support for an intermediate EB states, "Provide students with sentence frames for all parts of the paragraph. Suggested frames: • The craziest thing that ever happened to me at school was when; First, ___ Then, ____ Finally ____ I felt ____ when this happened." The sentence frames provide an opportunity for written discourse and students share their stories with peers providing practice with oral discourse. Further in the lesson the *Teacher's Guide*s the students to defining Personal Narratives. The sidebar support for a beginning EB states, "Ask students yes/no and wh- questions (e.g., "Is a personal narrative true?")." The provided support allows the teacher to support the student with understanding the academic vocabulary of the lesson through oral discourse at the student's EB level.

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

- The materials include activities and resources that enable students to transfer academic language learned in one language to another language. For example, the *Program and Implementation Guide* states, "Facilitating students' comprehension of how to identify and utilize cognates serves as a bridge between their two languages." This guide further explains various "Cognate Activities'' that are integrated throughout the units. These activities include, "Cognate Wall Activity," "Compare Cognates Exercise," "Sort Cognates Activity," and "False Cognates Discussion." These activities support metalinguistic transfer from English to the partner language.
- The materials include strategies to support dual language immersion (DLI) programs and provide resources for various dual language approaches. Within the "*Program and Implementation Guide*," a table titled "Emergent Bilingual Student Strategies According to Language" offers biliteracy strategies that can be incorporated into different programs. Two of

the strategies listed are, 'Use of visuals (photos, graphs) and realia (real-life objects like maps, menus, etc.) to connect home language with English and Use of dual-language materials to support language acquisition and knowledge-building.' Additionally, the materials provide suggestions for implementing the 90/10 or 50/50 models. Three different charts describe how to organize teaching time when teaching two languages. For example, in grade 4, reading and language arts are taught in Spanish and English, on the same day. Using the Roller Coaster Model, students will begin learning in one language, and "before outside time, students switch to the second language. On the following morning, they begin with the language spoken during the afternoon" and then will switch again later in the day. The chart goes on to explain the use of SLAR and ELAR stating teachers should focus on ELAR for older grades. There is also a section titled, "Building/Activating Background Through Oracy. There are six bullets that give teachers strategies to use with students to build the background knowledge such as sentence prompts and habits of discussion. All of these sections outline opportunities to address metalinguistic transfer from English to the partner language.

- While the materials provide "EB Student Strategies According to Language Program Models" in the Program Implementation guide, there are no materials provided in another language for students to address metalinguistic transfer.

Foundational Skills

4.A.1	Oral Language Development	14/14
4.A.1a	[Materials include guidance for the teacher to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. (T)]	4/4
4.A.1b	[Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level English language arts TEKS. (S)]	6/6
4.A.1c	[Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)]	4/4

The materials include guidance for the teacher to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level English language arts TEKS. 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 guidance for the teacher to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. (T)

- The materials include diverse instructional strategies for teachers to implement that encourage students to discuss and express their opinions. Throughout the lessons, students are prompted with questions designed to stimulate thinking and encourage sharing their thoughts with others. For example, in grade 4, "Unit 5, Lesson 7", after reading, students engage in a Think, Pair, Share activity in response to the question, "Have you ever heard the idiom 'Actions speak louder than words?' It means that what you do is more important than what you say...Which was more essential— actions or words—in the colonists' decision to go to war with Great Britain? Turn and share your opinion with a partner." In that same lesson, students are also asked to share, "In one minute, describe the most meaningful thing you learned from this chapter."
- The materials provide opportunities for students to deliver presentations or performances for a specific purpose. In grade 4, "Unit 5, Lesson 14", students are asked to refer to two sentences from the reader and then, as homework, write the scene described as a short drama. Once the task is completed, students are given the chance "to perform their dramas in front of the class, using their classmates as additional actors. Have audience members describe the differences between the prose description (the two sentences from the Reader) and the dramatic performances." Since students are the "playwrights," they will provide stage directions, character lists, and dialogue to their peers to engage in the performance.
- The materials include guidance for the teacher to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade 4 level TEKS. In grade 4, "Unit 4, Lesson 1", the sidebar, "Challenge," states, "When students finish

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labeling their map, ask them to prepare for the upcoming discussion by thinking about some challenges an emperor or empress might have ruling over such a large area." This Challenge activity allows students to practice expressing their opinions through discussions about a topic that they are studying. It also connects to TEKS 4.1.B, which says, "Follow, restate, and give oral instructions that involve a series of related sequences."

- The materials include varied instructional strategies for teachers to implement that promote students expressing opinions. The materials include sentence stems, graphic organizers, think-pair share opportunities, and multimedia supports for students to organize their thinking toward an opinion and express their opinions effectively. For example, in RLA grade 4, "Unit 6, Lesson 2", "Check for Understanding," students do a Turn and Talk to briefly discuss their opinion about whether the doctor should be worried using evidence from the text to support their claim, The teacher is guided to "call on some students to share their opinions aloud with the class."

Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level English language arts TEKS. (S)

- The materials include clear and explicit instructions for teachers to follow and present to their students. The directions within the lessons allow students to easily follow and restate the procedure. For example, in grade 4, "Unit 4, Lesson 4", teachers are instructed to "Direct students to Activity Page 4.3. Refer to the sentences you wrote in advance on the board/chart paper. Tell students you will read sentences, pointing to each word in the sentence. Students should hold up either the 'Noun' or the 'Adjective' side of their paper to designate the part of speech of each word you point to. If the word is neither a noun nor an adjective, students should not hold up anything. Tell students they will practice with the first sentence by listening to you read it twice." The lesson continues with explicit instructions provided by the teacher, and students follow, restate, and engage in those directions.

- The materials provide opportunities for students to follow and restate directions. For example, in grade 4, "Unit 4, Lesson 1", students receive directions to complete a timeline. During the lesson, the teacher presents the difference between BC and AD in terms of years and gives information about our current era. Students are asked to think about timelines like a number line. As the lesson continues, the teacher directs students to complete a timeline as a group, putting events in order. The lesson states, "Ask students to restate the instructions in their own words to one or more students in their group. Have them explain their understanding of AD and BC." Groups are then tasked with directing their peers holding time period cards to arrange themselves in the correct time order.

- The materials include discussion protocols or group project rubrics that delineate and exemplify effective communication skills for following, restating, and giving oral directions. For example, in grade 4, "Unit 2", students use habits of discussion prompts to complete group work, to give oral directions, or to restate directions for clarity. There is a bulleted list titled "Rules for Group Discussion" that explains to students how to participate in the group activity. These rules include "One student speaks at a time" and "Allow everyone a chance to share their opinions."

- The materials provide clear and explicit instructions that teachers give orally for students to follow. The instructions should be sequenced and increasingly complex across grade levels. For example, in grade 4, "Unit 3, Lesson 1", "Partner Discussion," the materials provide question prompts such as, "Which details in the text made you think that Celeste was_____?" Students use these questions to guide small group conversations. Grade 4, "Unit 4, Lesson 1," states, "Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter. • Preview the core vocabulary words before reading the chapter. • Begin by telling students the first vocabulary word they will encounter in this chapter is medieval. Have them find the word on page 2 of the Reader. Explain that each word is bolded the first time it appears in the chapter. • Have students refer to the glossary at the back of the Reader, locate medieval, then have a student read the definition."
- Materials include guidance and opportunities for students to give oral directions. For example, in grade 4, "Unit 8, Lesson 11" states, "Look closely at the map. Work with a partner. Use words such as north, south, east, and west to give your partner directions for reaching the Andes Mountains from our community. Then have the partner give directions using the same directional words for getting back home."

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 offer students opportunities to engage in close reading and critical thinking about texts. Within the lessons, students participate in discussions and ask questions to deepen their understanding of the content. For example, in grade 4, "Student Activity Book, page 2.3", students are given directions about how to participate in sharing about a time when "someone was a good friend to you." The bulleted list includes steps for students to follow, such as, "One student speaks at a time, and stays on task." Grade 4, "Unit 1, Lesson 2," states, "Conclude with a final group discussion, asking students in each of the three groups to turn to their neighbor on their right and ask them a question about one of the stories. The student should respond to the question. Once each person has asked a question and shared a response, allow the group to share and make comments regarding details of the stories they heard." In "Unit 5, Lesson 5", following the reading and discussion of the text, "Paul Revere's Ride," students participate in a Think, Pair, Share activity with the question, "Do you think people today would still remember Paul Revere if Henry Wadsworth Longfellow had never written the poem 'Paul Revere's Ride?'" During this activity, teachers are instructed to circulate and listen to classroom discussions. As the lesson continues, teachers are guided to conduct a discussion activity as a follow-up. The lesson states, "Many revolutions have been fought around the world, each one bringing about great change. Talk with your partner about the changes the colonists thought were worth fighting for and why these changes could or could not be considered revolutionary. Be sure to use the word revolutionary in complete sentences as you discuss this with your partner."
- The materials feature opportunities for students to engage in student-led book talks. In the "Independent Reading Guide," teachers are provided with "Seven Steps to Implementing a Successful Independent Reading Program." Step 3 offers strategies to support students as they engage and interact with text. Teachers are instructed to provide time for students to

share their thinking and discuss their reading with peers. The text also states, "Encourage discussion and debate. These sharing experiences will provide students with the opportunity to articulate their ideas and develop their critical-thinking skills." The guide highlights different ways for students to engage in text, such as book talks, writing, visuals, performing, and discussion and debate. For example, in grade 4, "Unit 4, Lesson 2", students read nonfiction texts about medieval times. The lesson plan includes questions for the teacher to ask, such as "Serfs and the lord each did something for the other. What did each promise the other?" and "Imagine you are traveling through the medieval countryside, and you see a boy about your age. Based on today's reading, what evidence would you use to decide whether the child is a serf or a noble?" Additionally, "AR 17.1" provides a student-facing "Book Talk Guide" to assist readers as they are planning out their book talk.

- The materials provide opportunities for students to give organized presentations/performances and speak clearly and concisely using the conventions of language. For example, in RLA grade 4, "Unit 10, Lesson 12", *Teacher's Guide*, "Time to Present!" students prepare a presentation on "Number the Stars Character Analysis." The materials include a discussion and reflection section, which includes questions for the class to answer in small groups about the presentation. The questions include, "Did the presentations give you new perspectives on any of the themes of the novel? Which one, and how?"

- The materials also provide a checklist that includes presentation criteria such as looking at the audience, speaking clearly and expressively, using appropriate gestures and body language, supporting your opinion with evidence, facts, and details, etc. For example, in RLA, grade 4, "Unit 10, Lesson 11", *Teacher's Guide*, the materials state, "Review the items on the Peer Review Checklist with students and respond to any questions they have about the activity."

- Materials include authentic opportunities for students to listen actively, ask questions, engage in discussions, and share information and ideas. For example, the grade 4, "Unit 5, Lesson 1", *Teacher's Guide*, "Check for Understanding" states, "Assign each corner of the space/classroom a range of understanding from little understanding (Corner 1) to secure understanding of vignette content (Corner 4). Ask students to disperse to the corner that reflects how they feel. Send students from Corners 3 and 4 to partner and help the students with questions. Circulate and provide clarification as needed."

Foundational Skills

4.B.1	**Sound-Spelling Patterns (4-5)**	7/8
4.B.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	**0/1**
4.B.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (T)	**1/1**
4.B.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (S)	**6/6**

The materials do not 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).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.

- The *Program and Implementation Guide* provides a "Foundational Skills Year by Year" chart, which provides an overview of when Grade 4 skills are introduced. The *Pacing and Scope and Sequence Guide* provides TEKS by unit, including the information that sound-spelling pattern TEKS begin in "Unit 4." While spelling words are introduced in "Unit 4, Lesson 6", *Teacher's Guide*, the materials state, "These words do not follow one single spelling pattern... As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart." A systemic approach is not used to introduce sound-spelling patterns.
- The materials do not provide a systematic sequence for introducing sound-spelling patterns and single-syllable and multisyllabic word decoding and instead rely on sporadic word study. For example, the materials include spelling lists in the student activity book, but there is no methodology or consistency in the progression of word study or decoding skills. Decoding or spelling is not introduced on this chart until "Unit 4: The Middle Ages." For example, within grade 4, "Unit 4, Lesson 6", teachers follow the section to "Introduce Spelling Words." The teacher's directions include, "Explain that students will practice 10 words related to the content of The Middle Ages. These words do not follow one single spelling pattern. Tell students they will be assessed on the words in Lesson 10." When introducing the words, the teacher says the word aloud, sounds out each syllable, and names each letter aloud while writing. The directions for the teacher state, "Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words." Within this lesson, "Notes" have been included for additional information for the teacher, such as, "Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart."

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

- The materials provide scripted, explicit instruction for teaching grade-level sound-spelling patterns and syllable combinations. For example, the *Program and Implementation Guide* includes a sample annotated lesson for teachers. This overview explains the format of lessons on sound-spelling patterns, detailing where to find explicit directions, how the design of the materials supports teachers, and where to reference student practice pages. This overview is a helpful tool for teachers to break down lesson formats related to sound-spelling patterns. For example, in RLA grade 4, "Unit 4, Lesson 6" provides an Individual Code Chart of the spelling words included in the unit. The word "establish" is coded as "closed closed."

- The materials provide guidance for teachers to teach and demonstrate instructional strategies using routines for grade-level sound-spelling patterns and syllable combinations. For example, in RLA grade 4, "Unit 4, Lesson 6", "Introduce Spelling Words," directions state, "Introduce the words by writing them on the board/chart paper. First, say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words." In grade 4, "Unit 6, Lesson 6", the teacher's directions state, "Introduce the words by writing them on the board/chart paper. First, say the word aloud, then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words." An additional note supports the teacher: "Remember to point out specific spelling patterns in each word and the relationship of these patterns to the sounds and spellings on the Individual Code Chart." As teachers introduce each word, they will reference how words are broken down on an "Individual Code Chart." The lesson includes instructions for the teacher on how to reference the chart. The text states, "For example, you might note that the word nautical includes a schwa sound (/ə/) in the third syllable of the word (that, the third syllable is pronounced /kəl/, but spelled 'cal') and then point out the 'al' spelling for /əl/ that is included on the Individual Code Chart." Another example occurs in grade 4, "Unit 5, Lesson 6", *Teacher's Guide*, which states, "Introduce the words by writing them on the board/chart paper. First, say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words. Note: Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart located in the Activity Book (Activity Page SR.1)."

- Materials include a "Pronunciation/Syllabication Chart" for spelling words throughout the unit *Teacher's Guides*. For example, in grade 4, "Unit 5, Lesson 6", the chart guidance states, "For example, you might note that the word declaration includes a schwa sound (/ə/) in the second syllable of the word (i.e., the vowel sound in the second syllable is pronounced /ə/, but spelled a) and then point out the a spelling for that is included on the Individual Code Chart located in the Activity Book (Activity Page SR.1)." The chart also includes the syllabication for the word declaration, "closed*ə*open*ə."

Texas Instructional Materials Review and Approval (IMRA)

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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). (S)

- The materials include various activities for students to develop, practice, and reinforce sound-spelling patterns. The spelling words provided in each unit provide words of various spelling and syllabication patterns that the students have been exposed to over the year. This allows for a cumulative review of previously practiced sound-spelling patterns. Student activities are modeled through explicit instruction. For example, in grade 4, "Unit 4, Lesson 6", teachers provide direct instruction for introducing spelling words. The lesson states, "Introduce the words by writing them on the board/chart paper. First, say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words." Students are provided "Activity Pages 6.4 and 6.5" to reinforce concepts learned within the lesson. The additional activities have students practice spelling words out loud, writing sentences, copying words on paper, and writing words alphabetically. For additional support, a sidebar has been included to guide emergent bilingual students. Suggestions for practice include, "Support students with practice pronouncing the digraphs in isolation (ea, ei, ui) and in the spelling words, using phonemic flashcards prepared for universal access."

- The materials include activities and resources for students to develop and practice their knowledge of grade-level sound-spelling patterns. Lessons make reference to student activities that include using Pronunciation/Syllabication charts, working with partners to write sentences that include spelling words, and writing words in alphabetical order. In RLA grade 4, "Unit 4, Lesson 13", students practice writing the spelling words by filling in the blank on "Activity Page 13.5." After they have written the word, they check their spelling using the provided word bank. Finally, students "say, spell, and say the word again without looking at their paper." Guidance to help them visualize the spelling as the word is orally stated is also provided. In grade 4, "Unit 5, Lesson 11", students are introduced to spelling words. Within that lesson, teachers guide students in saying the word syllable by syllable and referring to the "Pronunciation" chart. Additional strategies for review are included in a sidebar for Emergent Bilingual students. For example, a reference is given to "Have students recite new spelling words aloud to a recording device and playback to practice correct English pronunciation." Grade 4, "Unit 5, Lesson 14," states, "Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you…Next, have students work independently to write their sentences for each of the words."

- The "Activity Book" also includes "Spelling Practice Pages" that provide a variety of tasks. For example, "Unit 4", "Activity Book 6.5" states, "Practice spelling the words by doing one or more of the following: spell the words out loud, write sentences using the words, copy the words onto paper, write the words in alphabetical order When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time." "Activity Book 9.3" states, "For each spelling word, write a sentence using the word." "Activity Book 11.5"

states, "Sort the spelling words by their affix. Then answer the questions that follow." "Activity Book 14.4" states, "Write the correct word to complete each sentence."

- The Materials include a variety of activities and resources throughout the *Teacher's Guide*. For example, students have the opportunity to develop, practice, and reinforce grade-level sound-spelling patterns in "Unit 4, Lesson 8": "Primary Focus: Students will use each of their spelling words in a sentence that demonstrates their understanding of the word's meaning. Tell students they will practice writing the spelling words. Remind them to use the Individual Code Chart on Activity Page SR.1 as they practice. Have students turn to Activity Page 9.4. Explain that they will work with a partner to create sentences for each of these words."

Foundational Skills

4.B.2	Regular and Irregular High-Frequency Words	Not Scored
4.B.2a	[Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)]	**Not Scored**
4.B.2b	[Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (T)]	**Not Scored**
4.B.2c	[Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (S)]	**Not Scored**
4.B.2d	[Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences). (S)]	**Not Scored**

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 do not systematically organize or sequence the introduction of regular or irregular words within a lesson or across a unit. While the student expectation for recognizing regular and irregular high-frequency words is referenced within the unit, it is not directly connected to a systematic sequence. High-frequency words are included in the Readers, but there is no sequence for introducing these words in a systematic way. Instead, vocabulary words are introduced within a lesson and connected to that day's reading text. For example, in grade 4, "Unit 5, Lesson 3", the teacher states, "You may wish to review the following vocabulary words before you reread the chapter." A list is then provided to the students.

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

- The materials do not include teacher guidance or background knowledge on decoding and encoding regular and irregular high-frequency words. For example, in grade 4, "Unit 6, Lesson 3", the student expectation 4.2.A.vi is referenced. The lesson includes a vocabulary word list with words found from a text that students read. The instructions state, "Read the following vocabulary words aloud and ask students to repeat them. Demonstrate how to break down the words by syllables." Teachers are also instructed to "Remind students they can look up a word in the glossary if they forget its meaning." This example does not include explicit instruction or background knowledge on decoding and encoding high-frequency words.
- The materials do not include teacher guidance or background knowledge on decoding and encoding regular and irregular high-frequency words. For example, in grade 4, "Unit 6, Lesson

11", the lesson states, "Preview the core vocabulary words before the chapter." The teacher is directed to inform students of the first vocabulary word they will encounter while reading and that the word will be bolded. There is no reference to background knowledge on decoding or encoding of regular and irregular high-frequency words, even though TEKS 4.2Avi is referenced within this lesson.

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). (S)

- The materials do not include a systematic method to introduce, practice, and reinforce regular or irregular high-frequency words. Although the student expectation is listed within lessons, there is no explicit method for addressing high-frequency words. For example, the TEKS 4.2.A.vi is referenced in grade 4, "Unit 6, Lesson 3", in a section titled "Review the Chapter." Within this section, the teacher's instructions state, "Read the following vocabulary words aloud and ask students to repeat them. Demonstrate how to break down the words by syllables." There is no systematic approach for using regular or irregular high-frequency words. The grade 4 materials do not provide opportunities for cumulative review of regular and irregular high-frequency words. No specific review is included for these words.
- The materials do not include various multimodal activities or resources for decoding or encoding regular or irregular high-frequency words in either direct instruction or for students to practice independently. TEKS 4.2.A.vi is referenced when the lesson introduces new words for the upcoming chapter, and students are reminded where to find word definitions (glossary), but multimodal activities are not referenced. For example, in grade 4, "Unit 6, Lesson 11", a list of vocabulary words is provided, but the lesson does not include additional instruction or activities to engage regular or irregular high-frequency words. While materials include targeted vocabulary throughout units, they do not provide a variety of activities and resources that are to be used to develop, practice, and reinforce skills in decoding and encoding high-frequency words. Cumulative review is also not present in these course materials. Students are not given the opportunity to review and practice encoding and decoding of specific regular and irregular high-frequency words.

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). (S)

- The materials do not include a variety of activities and resources for students to recognize, read, and write high-frequency words. The TEKS 4.2.A.vi is referenced in grade 4, "Unit 6, Lesson 3", in a section titled "Review the Chapter." Within this section, the teacher's instructions state, "Read the following vocabulary words aloud and ask students to repeat them. Demonstrate how to break down the words by syllables." The materials lack a variety of activities for additional practice in recognizing, reading, and writing high-frequency words in isolation and connected text. The student expectation is always referenced the same way,

previewing vocabulary words for an upcoming chapter to be read. Students have the opportunity in grade 4, "Unit 6, Lesson 11," to read sentences that are written on chart paper or the board. Many of these sentences include high-frequency words, such as the example, "She wanted to go to the park but couldn't go." Although the sentences include high-frequency words, there is no opportunity to read them in isolation.

- The materials do not provide students with opportunities to read and write regular or irregular high-frequency words both in isolation and in connected text. When the student expectation is referenced, it is associated with upcoming vocabulary words. In grade 4, "Unit 6, Lesson 11", a list of vocabulary words is provided, but the lesson does not include additional instruction or activities to engage regular or irregular high-frequency words.
- The materials do not 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).

Foundational Skills

4.B.3	Decoding and Encoding Multisyllabic Words	38/38
4.B.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	2/2
4.B.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)	8/8
4.B.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)	12/12
4.B.3d	Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction. (S)	16/16

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

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.

- The materials introduce syllable types in fourth grade lessons. For example, in grade 4, "Unit 4, Lesson 6", the syllable types are referenced in a "Pronunciation/Syllabication" chart within a spelling lesson. The lesson directions explain that students will practice 10 words associated with that day's learning. The materials state, "Introduce the words by writing them on the board/chart paper. First, say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words." Teacher guidance states, "As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart."
- The materials systematically teach syllable division strategies within the lessons. For example, In grade 4, "Unit 6, Lesson 11", syllable types are mentioned in a "Pronunciation/Syllabication" chart within a spelling lesson. The teacher directions state, "Introduce the words by writing them on the board/chart paper. First, say the word aloud, and

then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words."

- Within the materials, instruction is presented systematically. Lessons are broken down to have students engage in vocabulary, word work, and spelling activities prior to reading complex texts and composing written pieces. Students will be expected to decode multisyllabic words and utilize morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes."

- Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. In grade 4, "Unit 6, Lesson 11", there is a chart that shows how certain targeted words are coded according to their phonetic sounds. The chart also tells what syllable type each word falls into.

- Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as the TEKS outline. For example, the *Program and Implementation Guide* states, "If additional support is needed in providing foundational skills instruction in the upper grades, teachers can utilize the Foundational Skills Appendices found in grade 4, Unit 1 and Grade 5, Unit 1. This resource provides systematic guidance and can be used flexibly to deliver TEKS-aligned explicit, direct instruction that addresses skill gaps in a targeted way."

- Materials include the Foundational Skills Instruction Appendix, which contains a chart that outlines grade-level TEKS for syllable types and syllable division and provides strategies to use with students who need additional support. For example, the guidance states, "Syllabication Steps: Label the first two vowels. Label the consonants. Divide using the pattern you notice. Blend each syllable and read the word. After students read texts, task them with writing that includes multisyllabic words with a variety of syllable-division patterns. (TEKS Guide)." Materials state in the introduction of the "Foundational Skills Instruction Appendix," "In alignment with the grade-level TEKS, students in grade 4 are expected to apply their advanced phonics knowledge in reading and writing tasks."

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 multisyllabic words. (T)

- The materials provide guidance and background knowledge for the teachers on syllable types, division principles, or research aligned best practices for decoding or encoding. The materials include resources that reference guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. The *Program and Implementation Guide* states, "If additional support is needed in providing foundational skills instruction in the upper grades, teachers can utilize the Foundational Skills Appendices found in Grade 4, Unit 1, and Grade 5, Unit 1. This resource provides systematic guidance and can be used flexibly to deliver TEKS-aligned explicit, direct instruction that addresses skill gaps in a targeted way." The "Foundational Skills Appendix" found in grade 5 mentions "Decoding and spelling words using advanced

knowledge of syllable division patterns (5.2.A.iii) (5.2.B.iv)." The provided guidance states, "Provide students with a list of multisyllabic words with multiple sound-spelling patterns. Include a variety of syllable types in the words. (TEKS Guide) Pronunciation: Display multisyllabic words and have students pronounce multisyllabic words aloud (architect, determination). Pronounce and read the words when divided by syllables (arch/i/tect; de/ter/min/a/tion Syllabication Steps: Label the first two vowels. Label the consonants. Divide using the pattern you notice. Blend each syllable and read the word." The next section mentions "Decoding and spelling multisyllabic words with closed, open, VCe, vowel teams, including digraphs and diphthongs; r- controlled syllables, and final stable syllables (5.2.A.ii) (5.2.B.i)" The provided guidance states, "Explain that multisyllabic words can have multiple syllable types. Engage in a cumulative review of all syllable types and mix types in the review. Using a pocket chart or whiteboard, think aloud to decode and encode words to target different syllable types. When reading unknown words, have students isolate the vowel sound first and then blend to read the word. Provide students with a word and have them orally isolate the vowel sound and then spell the word. Locate words in the texts students are reading and have them decode and encode in isolation prior to reading. Engage in dictation activities to help students build automaticity in spelling multisyllabic words. Utilize spelling and pronunciation charts within each unit. Have students practice decoding words by isolating the vowel sound and identifying the syllable type during word work. Have students identify and list multisyllabic words with different syllable types while reading a self-selected text. After students have finished reading the text, have them create sentences using the words they found. See Syllable Types Poster for additional information."

- The materials reference syllables in spelling lessons with division principles. The lessons include various syllable types. For example, in grade 4, "Unit 4, Lesson 6", there is a syllabication chart that tells the syllable types of the included spelling words. Grade 4, "Unit 6, Lesson 10," references eight different syllable types.

- Guidance for encoding practice is included in grade 4 materials. In "Unit 4, "Student Activity Book, Page 6.4", students are given words related to the "Empires in the Middle Ages" Reader that they are reading during the unit. To practice encoding, students are provided three bullet points that will allow time for this. These include "Write sentences using the words, copy the words onto paper, and write the words in alphabetical order."

Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)

- The materials provide opportunities for students to decode and encode multisyllabic words at the lesson level. In grade 4, "Unit 4, Lesson 6", students are introduced to new spelling words. Within the lesson, students decode these words, practice spelling them, and then read the words in sentences. "Activity Pages 6.4 and 6.5" offer additional practice. In "Unit 5, Lesson 4", on pages 72 and 74, the materials provide a brief overview of the meaning of the prefix in-, engage in word work (intolerable) on page 84. Then, in "Lesson 6", page 124 shows the prefix -in. In "Unit 8, Lesson 2", the suffix -ly is introduced in isolation, and then students have an opportunity to practice distinguishing root words and words with suffix -ly and using them correctly in a sentence to support cumulative review. "Lesson 6" opens with a review of

prefixes and suffixes and introduces the root *rupt,* which is introduced in the spelling words (eruption, rupture). Then, students are able to practice working with these words in cumulative review in "Lesson 8," when students practice creating and using sentences with -rupt and then practice spelling words with familiar roots. In "Lesson 10", students review the meanings and uses of suffixes -ly and -y and the roots graph and rupt. Then, in "Lesson 13", students use words with suffixes and roots in sentences in partners.

- The materials provide opportunities for students to observe new skills through teacher-modeled practice before moving to independent application. For example, in grade 4, "Unit 6, Lesson 11", modeled practice occurs when the lesson states, "Introduce the words by writing them on the board/chart paper. First, say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words." After this lesson, students practice encoding with "Activity Pages 11.5 and 11.6." The handouts require students to spell the words out loud, write sentences, copy the words on paper, and then write the words in alphabetical order. Additional practice is in the form of worksheets and encoding in student writing assignments. For example, in grade 4, "Unit 5", Activity Book, Page 6.6", students are tasked with writing their spelling words in alphabetical order, and later on, "Activity Page 9.3", students write their spelling words using a complete sentence. Students are then able to use these words when they write their own compositions, applying the word work words in an authentic way as a cumulative review.

Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction. (S)

- The materials include opportunities for students to practice decoding and encoding multisyllabic words. Students are introduced to multisyllabic words through spelling words, which are linked to the lesson content. For example, in grade 4, "Unit 4, Lesson 6", students are introduced to 10 new words. At the conclusion of the lesson, the lesson states, "Have students take home Activity Pages 6.4 and 6.5 to practice spelling words." These handouts require students to practice spelling words out loud, writing sentences, copying words on paper, and writing words in alphabetical order. The words chosen for students to encode are specific to the content within each unit. Students will not only encode these words during spelling but also decode them as they engage in the Reader. Also, each Word Work lesson is focused on words that come directly from the Reader and provides students with background information, part of speech, and syllabication of the word. In "Unit "5, the "Word Work: Implication" shows the connection of the word in relation to the chapter students read. The spelling words for each unit come from the student reader so that students access words in connected text. For example, the spelling word valiant in "Unit 5" comes from the Reader in "Chapter 1."

- The *Program and Implementation Guide* states, "In grades 4 and 5, students will apply and integrate foundational skills as they engage with increasingly complex text, organized around Knowledge units. Close reading, collaborative conversations, response to literature, writing, vocabulary, morphology, and word structure are integral components of the program for

upper-grade students." At the lesson level, students are introduced to multisyllabic words that are connected to the lesson content. For example, in grade 4, "Unit 6, Lesson 6", students are introduced to new spelling words, and the teacher notes the connection by saying, "Explain that students will practice 10 words related to the content of the Reader, *Treasure Island*." Students are given worksheets to practice spelling. Additional practice in connected text occurs in subsequent lessons after "Lesson 6", as well, such as in "Lesson 7" when students read "Chapter 4", where they encounter words such as treasure and captain. In "Lesson 8", students read the words ferocious and buccaneer in the text and respond to text-dependent questions using words such as buccaneer in their response.

- Materials provide opportunities for students to decode multisyllabic words. In grade 4, "Unit 4, Lesson 2", and "Activity Book 2.5", the materials include a variety of activities for students to practice decoding and encoding multisyllabic words using knowledge of syllable types in isolation during the lesson and then in context with sentences. In "Unit 4", "Activity Book 4.5", materials include activities for students to practice encoding multisyllabic words using knowledge of syllable types and syllable division patterns in context (i.e., connected sentences). In grade 4, "Unit 4" student reader, students practice decoding all spelling words in context and spell them in isolation to practice spelling words, such as in the "Activity Book."

Foundational Skills

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

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

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 sequence for introducing TEKS-aligned, grade-level morphemes. In grade 4, "Unit 4", there is a clear sequence for how affixes are introduced throughout the unit. For example, in "Lesson 2", teachers present the prefixes "un-" and "non-." The objective states, "Students will use their knowledge of the prefixes un- and non- and root words to read and determine the meaning of unfamiliar words." As the units progress, students practice using the new prefixes. Next, students learn the suffixes "-able" and "-ible" and then practice using those same suffixes. In "Lesson 4", students have additional practice with these same affixes. As the unit progresses, new affixes are introduced, such as "-en." This gradual introduction of new affixes, along with time for students to apply and practice their learning, highlights how the materials build on previous knowledge while slowly incorporating new affixes.
- The materials include a systematic sequence for teaching TEKS throughout grade 4 and for introducing grade-level morphemes, as outlined in the TEKS. The "Pacing and Scope and Sequence Guide" outlines the progression of TEKS across the year, including those with grade-level morpheme content. In grade 4, teachers can use this guide to identify when specific TEKS

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are addressed at the unit and lesson levels. TEKS 4.B.v is introduced in "Unit 4: The Middle Ages," and it is addressed again in "Unit 6: Treasure Island." It does outline a systematic sequence for introducing these grade 4 morphemes. TEKS 4.2.A.iv, "decoding words using knowledge of prefixes," is addressed in "Unit 4, Lessons 2, 4, 6, and 9." Teachers can reference this chart to understand the sequence of TEKS throughout the year. In RLA grade 4, "Unit 4, Lesson 2", "Morphology: Prefixes un- and non-," students provide sentences with the words unfamiliar and nonessential. In grade 4, "Unit 5, Lesson 2" introduces the root "port" and then reinforces the same root in "Lesson 4". In "Lesson 6", "Students will understand how the prefixes im- and in- modify root words and will form new words and use those words in sentences." In "Lesson 11", "Students will understand how the suffixes -able and -ible modify root words, form new words, and use those words in sentences." The pattern of a small introduction followed by practice is seen throughout the unit.

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 lesson guidance for direct and explicit instruction to support student learning in understanding common morphemes and their application for student success. For example, grade 4, "Unit 4, Lesson 2," provides explicit information on teaching the prefixes "un-" and "non-." Teachers are given a "Primary Focus" phrase that states, "Students will use their knowledge of the prefixes un- and non- and root words to read and determine the meaning of unfamiliar words." The lesson provides specific directions for the teacher, such as, "Tell students the two prefixes they will study are un- and non-. Explain that un- and non- both mean 'not.' Tell students that adding non- or none- does not change the part of speech of the root word. Adding un- or non- changes the meaning of the root word. Write the prefix un- on the poster and explain that it is pronounced /ən/. Write the prefix non- on the poster and explain that it is pronounced /non/. Write the meaning of the prefixes on the poster." The lesson continues with detailed teacher instructions on how to introduce, model, and practice learning for students. Another example occurs in grade 4, "Unit 5, Lesson 11." The lesson plan provides teacher guidance for direct instruction on the suffixes -able and -ible. The third bullet explains how to pronounce the suffixes and that both mean "able to." As the lesson progresses, the lesson plan gives explicit guidance to the teacher about building words with the suffix -able such as the word enjoyable. When -able is added to "enjoy" it makes the word enjoyable, which means to take pleasure in. Students then hear a sentence read aloud, and then they create their own sentences using the word. This is how all introductory lessons progress.
- The materials include additional information for teachers to ensure success with explicit and direct instruction in understanding common morphemes and their meanings. For example, in grade 4, "Unit 4, Lesson 13", teachers support students in identifying the meanings of words with the root "arch." Along with explicit teaching suggestions, background information is included to support teacher understanding and content delivery. For example, the text states, "In grade 2, students were taught that the spelling ch could represent one of two sounds, /ch/ as in church or /k/ as in architect." This information is helpful for teachers as they guide

students through the "Root Arch" chart, which includes the pronunciation, example words from the text, the meaning of the word "arch," and example sentences. By including additional information, the materials help teachers address any misconceptions with the pronunciation of "arch" in words like "monarchy."

- The materials provide explicit instruction on how to use the "Activity Book" pages to support decoding, encoding, and reading comprehension. For example, in grade 4, "Unit 5, Lesson 11", the *Teacher's Guide* states, "Have students turn to Activity Page 11.3. Briefly review the directions. Complete the first two sentences together as a class." "Activity Page 11.3" states, "Write the correct word to complete each sentence... Add the suffix -able or -ible to each of the following root words to create a new word. Then, write the meaning of the new word and a sentence using the new word."

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

- The materials provide a variety of activities for students to learn new concepts, practice, apply, and reinforce morphological skills (through cumulative review). For example, in grade 4, "Unit 6, Lesson 2", students are introduced to the root "bio." Through "Lesson 2", students are asked to provide sentences using words with the root "bio" and given time to complete a worksheet independently after classroom practice has occurred. A sidebar references additional support for students in the form of small-group instruction. As "Unit 6" progresses, students have additional opportunities to practice the root "bio" in "Lessons 4, 6, and 9." An assessment is included at the end of the unit to evaluate student learning. In grade 4, "Unit 8", students are assessed on the spelling of words that have been covered in morphology lessons and have one of the "following roots: arch, graph, or rupt." For example, in grade 4, "Unit 5, Lesson 2", the morphology objective states, "Students will use the root port as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences." Using words in sentences is the main introduction and practice activity throughout the lessons.
- The materials provide a variety of strategies and opportunities for students to develop, practice, and reinforce morphological skills. For example, at the conclusion of "Unit 6", a Pausing Point section has been included to support differentiation for students. The materials state, "Note that the Pausing Point activity pages (PP.1–PP.6) provide additional practice on irregular past-tense verbs, reflexive pronouns, conjunctions, the roots bio and port, the prefixes im- and in-, and the suffixes -ful and -less."
- The materials provide a variety of resources to develop, practice, and reinforce their grade-level morphological skills (through cumulative review). For example, in grade 4, "Unit 6, Lesson 2", students are introduced to the root "bio," where students "provide sentences using the word biology on index cards or stick notes." In "Lesson 4", students engage in the following activity: "Have students label two index cards—one with the letter 'A' and one with the letter 'B.' Explain that you will give students two-word choices, each of which features the root bio. Then, you will read a statement, and students must decide which word the statement demonstrates. ∘ (A) Biology or (B) biography? We learned about the similarities and differences between how house cats and lions live and develop. (biology) ∘ (A) Biodegradable

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or (B) symbiotic? We try to get as many all-natural items as we can so they break down when we have to throw them away. (biodegradable) ◦ (A) Autobiography or (B) biosphere? Some animals live in the ocean, whereas others live on land. (biosphere)." Students use reading comprehension strategies to "Write the correct word to complete each sentence" on "Activity Page 4.4." An "End-of-Year Morphology Assessment," which assesses the prefixes, suffixes, and roots taught throughout grade 4, is found in the "Unit 10", "Activity Book." The materials provide worksheets and print resources. For example, in RLA grade 4, "Unit 8", "Activity Guide 14.2", the instructions state, "Write the correct word to complete each sentence. 1. An earthquake can seem to happen _____, but it actually happens because pressure has been building up for some time. (Answer choices, loudly, carefully, abruptly, accidentally)."

- The materials provide word lists so that students can use the technique with different morphemes as they are introduced systematically. For example, in RLA grade 4, "Unit 8, Lesson 1", the *Teacher's Guide* states, "Prepare and display a Suffixes Poster to use during the morphology lesson. Leave enough space at the bottom to list suffixes and their meanings throughout the year."

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 connected text that builds on previous instruction (e.g., within sentences). (PR 2.A.1 & 2.A.3) (S)

- The materials include tasks and activities for students to decode and encode words with morphemes in isolation and within texts. The *Program and Implementation Guide* includes a detailed table identifying strategies that can support students in a range of areas, including decoding and encoding words in isolation. For example, a sample routine within the chart outlines ways to introduce, model, provide an example, and suggest practice opportunities. One example activity on the chart states, "Use the chunking method to decode a variety of different words with prefixes and suffixes (including words that end in 'y'). Have students identify the prefix, suffix, and base word or root and explain how the meaning of the word changes. Match the routine words to words used in current lessons." Materials include opportunities for students to practice learned materials in decodable connected texts. One example is in grade 4, "Unit 5," "Activity Book page 11.4." The worksheet states, "The following is a list of spelling words. These words include prefixes and suffixes you have learned in morphology lessons. During Lesson 15, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following: • spell the words out loud • write sentences using the words • copy the words onto paper." Another example is found in RLA grade 4, "Unit 6", "Activity Guide 6.4, Prefixes im- and in- and roots port and bio", where students are instructed to "Write the correct word to complete each sentence. Words will not be used more than once. Some words will not be used.' A word bank containing the words: immature, amphibious, mature, important, etc. is provided. Sentence 1. says, 'Frogs, toads, and salamanders are all _____ animals.'"

- The materials include opportunities for students to practice decoding and encoding words with morphemes in isolations and within texts. In grade 4, "Unit 6, Lesson 4", students are explicitly taught the root "bio" and provided time to practice and apply their learning in connected sentences. Within the same unit, "Lesson 6" introduces additional prefixes and

roots. Teacher instruction includes information on roots, meanings, affixed words, and connected sentences. Students are given homework in the form of worksheets to practice their learning. Another example occurs in grade 4, "Unit 6", *Teacher's Guide*, which states, "Primary Focus: Students will practice spelling words based on familiar roots. Explain that students will practice 12 words related to roots they have studied in morphology." The spelling words also include several practice activities in the "Activity Book," such as "Activity Page 6.5", where students "Sort the spelling words into categories based on the root in each word."

- The materials include lessons on morphological analysis that address grade-level TEKS. In grade 4, the morphology lessons follow a similar lesson plan each time. For example, in grade 4, "Unit 4, Lesson 6", the objective for the morphology lesson is, "Students will use their knowledge of morphology and the prefix en– to accurately read and determine the meaning of unknown words." The lesson begins with "read the prefixes poster," and then the teacher writes the prefix en- on the board. The lesson goes on to have the teacher explain the meaning of the prefix: "En- means 'in' or 'to make.'" Finally, students are tasked with reading words with the prefix "en-," and then they complete a student activity page.

- The materials include a variety of activities and resources for students to decode and encode words with morphemes that build upon previous instruction and in connected text. For example, in grade 4, "Unit 4", students learn "the root arch means ruler" in "Lesson 13". The root arch is then used throughout the "Unit 4" Reader: "Henry II had done a lot to restore the power and authority of the English monarchy." Additionally, in "Unit 8, Lesson 6", the *Teacher's Guide* states, "Write eruption on the board. Ask students to discuss the possible meaning of eruption with the meaning of erupt in mind. Have students provide a possible definition and then use a 1–10 scale to describe how certain they are that they are correct, with 1 representing not at all sure and 10 representing certainty. (Eruption is a noun. It means the process of sending out rock, lava, and ash in a sudden explosion.) Remind students they also read the word eruption in Chapter 4 of Geology: This Rock You're Standing On. (Tambora's eruption blasted enormous amounts of ash high into the atmosphere.)." Another example occurs in RLA grade 4, "Unit 5", "Activity Guide 4.2", where students read "Excerpt from "The Flight Begins," which contains the words importing and exporting. Students are directed to "Choose the word or phrase that best completes each sentence'. Ex: 3. Some colonists believed war with Great Britain was _____. A. unavoidable B. avoidable C. intolerable."

Foundational skills

4.C.1	Vocabulary Development	15/15
4.C.1a	Materials include guidance for the teacher to provide direct and explicit instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T)	4/4
4.C.1b	Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)	10/10
4.C.1c	Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. (S)	1/1

The materials include guidance for the teacher to provide direct and explicit instruction on the purpose and use print resources such as dictionaries, glossaries, eBooks, and online dictionaries. Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin, and part of speech of vocabulary. Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS.

Evidence includes, but is not limited to:

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

- Materials include teacher guidance for direct instruction on the purpose and use of print glossaries, as well as lessons with direct instruction on how glossaries can support the understanding of unknown words. The materials meet indicator guidance for print resources. Teacher guidance is included in print resources for instructing students on what they will find in a glossary, including parts of speech.
- Materials include direct and explicit instruction with digital resources. For example, in grade 4, "Unit 4, Lesson 2", students are given guidance on how text features such as table of contents, glossary, and bolded words can support students in making predictions about the content of a chapter before reading. In grade 4, "Unit 6, Lesson 1" states, "Preview the core vocabulary words before reading the chapter. Begin by telling students the first vocabulary word they will encounter in this chapter is *squire*. Have them find the word on page 2 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter. Tell students to read the word aloud to themselves or a neighbor when they find it. Explain that a squire is an English gentleman who owns a large estate or piece of land. Remind students that the glossary in the back of the Reader contains definitions for all vocabulary words." The "Unit 4, Lesson 5" *Teacher's Guide* guides the teacher to support students' use of print or online dictionaries: "Write the following on the board: ◦ perfidy ◦ tyrant – n., an unjust ruler Tell students they will have a chance to use a dictionary to define perfidy and a thesaurus to find synonyms for the word tyrant. Have students discuss their ideas with a partner and then invite several pairs to share their ideas with the class. Tell students that you will model using references to clarify

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the pronunciation and meanings of two other words used in the Declaration of Independence to describe bad acts by the British and King George III. Model using a print or digital dictionary to find the definition, pronunciation, and part of speech of obstruct Model using a print or digital thesaurus to find synonyms for the word harass. Break the class into small groups and give each group access to a dictionary or thesaurus (print or digital). Have each dictionary group work to come up with the following for the word perfidy: ◦ a definition ◦ the part of speech ◦ pronunciation ◦ a sentence using the word. Have each thesaurus group come up with the following for the word tyrant: ◦ two synonyms for the word tyrant ◦ a sentence about King George that uses one of the synonyms. • Circulate to help the groups as needed. Have the groups share their work with the class."

- The materials include print lessons that incorporate the use of a dictionary or glossary to support students' understanding of vocabulary, word meaning, or usage. Syllabication, pronunciation, and part of speech for words labeled as "vocabulary" are also addressed. In grade 4, "Unit 4, Lesson 11", students preview the core vocabulary before reading the chapter. The lesson instructions state, "Begin by telling students that the first vocabulary word they will encounter in this chapter is acquire," then, "Have students refer to the glossary at the back of the Reader and locate acquire, then have a student read the definition." The teacher then takes time to explain the part of speech and other forms of the word. For example, in RLA grade 4, "Unit 8, Lesson 4", the *Teacher's Guide* states, "Review that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader and locate *eyewitness*. Have students read the definition. Explain each of the following: the part of speech, alternate form of the word." A glossary is incorporated throughout the lessons.

Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)

- Materials include print resources that support students in determining the meaning and part of speech through the glossary provided in the "Student Activity Book." For example, the grade 4, "Unit 6" "Activity Book" includes the definition "guinea, n. a gold coin formerly used in Great Britain (guineas) (83)" as part of the vocabulary for "The Adventure Comes to an End" and the pronunciation and syllabication "/gin*ee/" is included at the bottom of the list. The grade 4, "Unit 7" "Activity Book" includes the definition "defer-v. to put off or delay" as part of the glossary found in the back of the "Activity Book," "Poet's Journal."
- Materials include a pronunciation guide in the grade 4, "Unit 4", "Teacher Resources" section of the *Teacher's Guide*. It states, "The following are pronunciations for unique words in the order in which they first appear in Treasure Island, translated into code. Syllables are divided with an asterisk (*)." Word origin is not included. In grade 4, "Unit 4, Lesson 6", the *Teacher's Guide* includes print resources to support students in determining the pronunciation of words in the Reader that are difficult to pronounce. For example, the word acquire is a word found on the spelling list. The provided pronunciation is "/ə*quier/." The glossary print resource provides pronunciation for selected words only.
- The materials provide print versions of student practice activities on vocabulary and the use of a dictionary. This is accomplished through guided discovery. For example, in RLA grade 4,

"Unit 9", "Activity Page 1.2", "Vocabulary", the directions state, "Connect the sentence on the left to the definition on the right that matches the way the word is being used. My first goal fueled my victory. fuel v. to supply power or energy." In grade 5, "Unit 2, Lesson 2", the *Teacher's Guide* includes print resources to support students in determining the meaning using printed definitions of words they will encounter in the Reader. For example, the lesson states, "Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter." The first word students will encounter is fuel: "Fuel is a verb that means to give strength to or cause something to happen (fueled)."

- Materials include print and digital components to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. For example, in grade 4, "Unit 1, Lesson 2", the materials state, "Use Digital Component 13.1 to provide instruction and practice on determining the meaning, syllabication, pronunciation, word origin, and part of speech of selected vocabulary words." The Digital Component provides detailed steps, such as "1) Determine the syllabication of a word by clapping or tapping syllables. 2) Identify known word parts. 3) Use your knowledge of root words, prefixes, and suffixes to help you determine the word's origin. 4) Use your knowledge of decoding and the word's origin to help you determine the word's pronunciation. 5) Lastly, use your background knowledge and your understanding of word parts to help you determine the word's meaning and part of speech. 6) After analyzing the word on your own, use the glossary or an online dictionary to check your work." In grade 4, "Unit 5, Lesson 2", the text states, "Tell students they will study the root port. Remind students that they can locate the meaning and syllabication of root words by consulting a print or digital resource." The lesson further mentions, "Write port and its meaning on the Roots Poster. Model using an online resource to locate the word port to determine the meaning and syllabication. After modeling, explain that the origin of port is Latin and it means 'to carry.'"

Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. (S)

- The materials include support for students using context to determine the meaning of unknown words or new vocabulary words. This is accomplished through guided instruction in context clues. For example, in grade 4, "Unit 4, Lesson 9", students preview the new vocabulary word "determination." The teacher directions ask students to "Have them find the word on page 47 of the Reader. Explain that each word is bolded the first time it appears in the chapter." While reading, students are asked the question, "What does *determination* mean?" Students are then prompted to answer, "What words or phrases in the text provide clues to the meaning of the word *determination*?" In grade 4, "Unit 9, Lesson 1", the *Teacher's Guide* supports students in using context to determine the meaning of unfamiliar words according to grade level TEKS. The grade 4 TEKS that references context clues is "4.3.B-The student is expected to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words." "Lesson 1" includes a sidebar, "Challenge," that states, "Ask students to use context clues to prepare definitions of the additional bolded vocabulary in the text to be shared during the Read-Aloud."

- The lesson plans include modeling and strategies from the teacher about how to use context clues to determine the meaning of unfamiliar words. Students are then expected to determine the meaning of specified words in the core text. This is accomplished through guided instruction and scaffolding. For example, in grade 4, "Unit 4, Lesson 2", students preview upcoming vocabulary words before reaching a chapter. The teacher explained that one of the words students would encounter that day was the word "lord." Students refer to the glossary and read the definition. As the lesson continues, students are prompted to read "The Big Question" at the beginning of the chapter: "How were the lives of serfs and lords different from one another?" After using the word "lord" in context, the teacher instructs students on how text features such as table of contents, glossary, and bolded words can support students in making predictions about the content before reading. After reading "The Big Question," students are prompted to turn and talk to share a prediction about "Chapter 2." By learning about the word "lord" and then using it in context, students can make connections to the meaning of the "Big Question" and share it with others. Another example occurs in RLA grade 4, "Unit 9", where the *Teacher's Guide* states, "Model by explaining the keyword which shows that they will choose to argue one idea or another. Tell students that they can use their own knowledge, context clues from the text, and resources like the glossary to determine the meanings of the keywords. Think-Aloud: I see diversified in the prompt. Yet, I am not sure what it means. I am going to reread the text to find some context clues that might help me. In the first sentence, I read the words *diversified* and *variety*. I do not know what *diversified* means, but I do know that *variety* indicates different types of things. This helps me understand that a 'diversified energy industry' is one with a variety of types of energy. In the second sentence, I see the word *diversify* again. This word is clearly important to my argument. When I re-read the prompt, I see that I am supposed to argue which factor is more important in providing Texas with many different types of energy sources."

Foundational skills

4.D.1	**Reading Fluency**	7/7
4.D.1a	[Materials include a variety of grade level texts to support students to read fluently according to the reading purpose. (S)](#)	**1/1**
4.D.1b	[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)](#)	**1/1**
4.D.1c	[Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (T)](#)	**1/1**
4.D.1d	[Materials include connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.](#)	**4/4**

The materials include a variety of grade level texts to support students to read fluently according to the reading purpose. 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 materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. Materials include connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

Evidence includes, but is not limited to:

Materials include a variety of grade level texts to support students to read fluently according to the reading purpose. (S)

- The materials include opportunities for students to engage with a variety of grade-level texts. Student readers are included to support the overall content of each unit. The *Program and Implementation Guide* 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. Each book develops a particular area of knowledge for exposure of rich vocabulary with layers of meaning for comprehension skill development." Students engage with Readers daily to support overall learning from the units. The "Unit 4" introduction discusses the importance of the texts in the unit and how they tie back to topics learned in previous grade levels. The *Teacher's Guide* states, "The Middle Ages covers the history of the Middle Ages in Europe. The unit deals primarily with the events of Western Europe and the relationship between the Christian Church and the rulers of the region. The unit also connects to topics discussed in grade 3, as many aspects of government and culture of the Middle Ages are tied to the decline of the Roman Empire. The unit also introduces students to the Crusades and the clash of civilizations between the Christian and Muslim worlds."
- The materials include Student Readers incorporated throughout the grade level materials. The program guide states, "In grades 3–5, the Readers are students' source of background knowledge and story development. 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. Each book develops a particular area of knowledge for exposure to rich vocabulary with layers of meaning for comprehension skill development. In all grade levels, Student Readers increase in text complexity as students progress through the K–5 learning continuum." In grade 4, the "Unit 5" introduction provides information on the texts in the unit's Reader. The collection features complex text to support students in understanding the unit's content and vocabulary. The introduction states, "The Reader for this unit, 'The Road to Independence,' includes complex text and prepares students in grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. The Reader also includes two additional selections that may be used for enrichment." The Reader supports students with the knowledge and content to be learned throughout the unit.

- In grade 4, students read various genres, including nonfiction about the Middle Ages and the American Revolution, as well as fiction, including *Treasure Island* and *Number the Stars*. Student texts offer a variety of reading purposes (e.g., speeches, poems, plays or reader's theater scripts, letters, diary entries, technical articles, how-to guides, and fictional stories) so that students can learn to adjust their reading fluency depending on the purpose of the text. For example, in grade 4, students adjust their reading fluency by reading various poems such as "Harlem" and "I Hear America Singing" to build prosody. In grade 4 "Unit 7", students study Poetry: "The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Pat Mora. We haven't chosen poems written specifically for children; we have instead selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. Uniting them all is their engagement with language and its potential. A central goal of this unit is teaching students how to explore that potential."

- The text anthology includes at least 50% informational text aligned to social studies and science content to support cross-curricular connections and knowledge building. For example, in RLA grade 4, "Unit 8", "Geology: The Rock You're Standing On," states, "The Big Idea of this unit is that the earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the earth's surface. Tectonic plate theory explains how mountains, volcanoes, and trenches are formed on land and under the sea. Information about the rock cycle, weathering, and erosion also explains how the earth is continually changing." The unit incorporates scientific geological processes and their effects on the surface of the Earth. The materials incorporate connections to recurring themes and concepts as well as scientific and engineering practices. While incorporating variety, the materials support appropriate science and social studies instruction by stating, "This content is not a replacement for grade-level Science and Social Studies instruction."

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 for students to develop word reading fluency in a variety of settings. This is accomplished through flexible groupings. For example, in grade 4,

"Unit 4, Lesson 5", 20 minutes of partner reading is included. The lesson explains that "Chapter 4" can be very challenging, so pairing students together would be beneficial. The section also mentions that the teacher will reread the chapter in "Lesson 6." Explicit directions provided to the teacher include, "Pair students to read and discuss the chapter. Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary. Have students complete Activity Page 5.2 with their partners while they read." The next phase of the lesson, "Discuss the Chapter," brings the class back together to share and discuss what they read and the questions partners answered.

- The materials include practice activities for students to develop word reading fluency. In the grade 4 *Teacher's Guide,* "Unit 6, Lesson 3" states, "Note: At this point in the school year, some or all of your students are likely ready for the challenge of reading the entire chapter independently to themselves, especially since this lesson is a reread of the chapter read as a whole group during the previous lesson. We encourage you to differentiate, assigning students either to read independently or with partners based on their needs. • Pair students to read and discuss the chapter. Alternatively, some or all students may work independently. • Have students complete Activity Page 3.1 with their partners while they read. Likewise, you may want to ask some or all students to complete Activity Page 3.1 independently, which can then be used as a formative assessment to determine how well each student understood what was read." The "Check for Understanding'' instructs the teacher to "Circulate through the classroom as students read and complete Activity Page 3.1. Offer guidance and support to students as needed."

- The materials include opportunities to build fluency through repeated reading of grade-level text. The "Fluency Supplement" contains recommendations for students to read the target text aloud. It outlines a five-day performance routine for repeated reading of the text, which includes the teacher modeling the text by reading aloud, students practicing through choral reading and paired reading, and then student pairs performing their reading. A "Fluency Passage Performance Rubric" is provided to support the performance reading of text.

- The lesson plans include opportunities for students to engage in repeated reading of sections of the text or poetry. Repeated reading is a research-based practice in which students orally read a short section (100-200 words, for example) of a text. This can be done chorally, with a partner, in small groups, or independently. The students evaluate the readings with a rubric or by timing (when rate is the focus). For example, the materials include a "Fluency Supplement," which states, "This fluency packet was created to accompany the program's grade 4 and 5 materials. It consists of poetry, folklore, and fables. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression), including phrasing and intonation." In "Unit 4, Lesson 4", students can take home Activity Page 4.6 to reread an excerpt from "Gloomy Castles and Jousting Nights" to a family member. The directions explain that because they are rereading for fluency, they should "read through it at least once from beginning to end without stopping."

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Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (T)

- The grade 4 materials include resources for teachers to support students in reading independently for a sustained period of time. This is accomplished through frequent, intentional opportunities. Materials include an "Independent Reading Guide," which states, "Materials in this guide are presented in three developmental tiers: early and emergent readers (grades K–1), developing readers (grades 2–3), and independent readers (grades 4–5)." Teachers are also provided "Routines for Independent Reading," which states, "Time: Recommended minimum: Twice a week for at least thirty minutes. However, teachers should encourage independent reading whenever time allows (rainy days inside the classroom, first ten minutes of the school day, five minutes after lunch, last ten minutes of the school day, etc.). Emergent/early readers may use that time to browse picture books and explore the illustrations." The "Independent Reading Guide" includes a section titled "Seven Steps to Implementing a Successful Independent Reading Program." Step one is to create a specific place and routine for students to use when working on their independent reading. Students can also be expected to keep a reading log of the books they read when working on their independent reading stamina. The materials include ways to motivate or hold students accountable for self-sustained reading. In the "Independent Reading Guide," "Monitor and Assess," the guide states to "track goals and progress on a regular basis, preferably when each student completes a book. This will give them a sense of accomplishment and provide evidence of their growth and development as a reader." Finally, teachers are tasked with celebrating the reading achievements of their students.

- The materials include tools for teachers to support students through self-sustained reading with grade-level texts. This is accomplished through addressing student needs before, during, and after reading. For example, in grade 4, "Unit 4", the "Pausing Point-Enrichment" section provides tips and suggestions for teachers. One suggestion states, "Teachers should ensure that available texts for self-selected reading are locally approved and are suitable for the grade level." Information has also been included before reading, during reading, and after reading. An example suggestion before reading states, "Explain to students that they should establish a purpose for reading their self-selected text." or "Explain to students that as they read, you may conference with them 1:1 or have them quickly turn to a peer to share more about what they are reading." Suggestions for the conclusion of independent reading include, "Invite students to share a connection between the text and a personal experience."

Materials include connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

- The materials provide texts at varying levels of complexity across genres for students to read for accuracy, fluency, and prosody. The product meets the requirements of this indicator by furnishing adequate connected text. For example, the "Independent Reading Guide" states, "In later grades, the instructional materials continue to advance students' knowledge and vocabulary through Read-Alouds and in-depth discussions, while also immersing students in complex texts and advanced writing assignments that draw on the academic content they

have been engaged in since preschool. Bluebonnet Learning K–5 Reading Language Arts grades 3–5 instructional materials combine features of both strands and further develop good reading practices and habits, including the promotion of independent reading."

- The materials include a variety of texts that contain complex sentence structures and phrasing to promote reading aloud with expression and prosody. For example, the materials include a "Fluency Supplement," which states, "This fluency packet was created to accompany the program's grade 4 and 5 materials. It consists of poetry, folklore, and fables. These additional text selections allow students to practice reading with fluency and prosody (expression), including phrasing and intonation. The goal is to read smoothly, accurately, and with prosody." In grade 4, "Unit 4", the introduction states, "A separate component, the Fluency Supplement, is available in the digital version provided with the online materials. This component was created to accompany the program materials for grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections allow students to practice reading with fluency and expression (prosody)." The "Fluency Supplement" contains short passages with paired comprehension questions. These passages and questions build in depth and complexity throughout the booklet.

- The grade 4 "Student Activity Book" provides excerpts from the texts in the Reader for students to reread at home with a family member, meeting the requirements of the indicator. In "Unit 3, Lesson 1", an excerpt from "Bills to Pay" provides opportunities for rereading for fluency practice. After rereading, comprehension questions are included for students to answer to show their comprehension. One question asks, "The British government raised taxes because..." In "Unit 5, Lesson 4", an excerpt from "The Fight Begins" is provided for opportunities for rereading for fluency practice. After rereading, an extended constructed response question is included for students to answer to show their comprehension. The question asks, "Minutemen were special troops that could be _____ and ready to fight at a moment's notice!"

- The materials include opportunities for students to build fluency skills. For example, in grade 4, "Unit 4", an "End of Unit Assessment" features an "Optional Fluency Assessment." Teachers administer this assessment to individual students. As the student reads the text aloud, the teacher monitors and records words read correctly, omissions, insertions, words read incorrectly, substitutions, self-corrected errors, and teacher-supplied words. After the reading, the teacher asks the student a few comprehension questions. The materials also include "Guidelines for Fluency Assessment Scoring" to support the teacher in calculating a student's "words correct per minute." Additionally, "Fluency Norms for grade 4" have been included to support teachers in analyzing percentile rank at different points of the year.

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Foundational Skills

4.E.1	Handwriting Development	6/8
4.E.1a	[Materials include explicit instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T)](link)	0/2
4.E.1b	[Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)](link)	6/6

The materials do not include explicit 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 instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T)

- Materials do not include explicit instruction on teaching handwriting skills, and materials do not meet indicator requirements. The materials do not include explicit and systematic instruction on the teaching of handwriting, which includes teacher modeling and practice opportunities with affirming and corrective feedback. In grade 4, "Unit 6, Lesson 12" asks teachers to "model story on a chart or display for students to see. As you write, explain your thinking about where to include dialogue and strong verbs. Have students share ideas about how to include dialogue and strong verbs in the story. Draft as much of the story as time allows." The instruction in this lesson does not include handwriting.

- The *Program and Implementation Guide* does include guidance about providing opportunities to refine student penmanship. There is no explicit instruction included. The *Program and Implementation Guide* states, "In grades 2 and 3, students have instructional opportunities to refine their penmanship through handwriting and cursive writing practice" and "In grades 3–5, students will also have instructional opportunities to refine their penmanship through handwriting and cursive writing practice." In grade 4 materials, students have opportunities to practice cursive handwriting, but explicit instruction is not provided.

- The materials do not include explicit instruction on the teaching of cursive handwriting, and materials do not meet indicator requirements. Throughout the materials, students are expected to complete activities or tasks using cursive handwriting. There is no reference to teaching letter formation, size, or spacing. Throughout the units, lessons ask students to write legibly in cursive to connect to current student learning. For example, in RLA grade 4, "Unit 8", "Writing," Students will review the stages of the writing process and engage in several short writing projects. The end of the assignment states, "In grade 4, students will write legibly in cursive to complete assignments. Students should be able to use their knowledge of letter connections, appropriate spacing, and letter height to ensure legibility for the reader. In order to master these skills, encourage students to complete activities in cursive throughout the

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unit." In grade 4, "Unit 1, Lesson 11", the text states, "Students are expected to write legibly in cursive to complete assignments." On Activity Page 3.3, the directions state, "Write your answers in cursive." Cursive handwriting is connected to the content of the lesson, while explicit instruction on handwriting is not present.

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 provide a variety of activities and tasks for students to authentically practice handwriting skills, meeting the indicator requirements. In grade 4, students are expected to write in cursive to complete assignments. The grade 4 expectations state, "Students will write legibly in cursive to complete assignments. Writing legibly includes knowledge of how to connect letters using appropriate spacing and letter height. In order to master these skills, encourage students to complete activities in cursive throughout the unit." The materials frequently remind teachers to ask their students to complete assignments in cursive handwriting. For example, in grade 4, "Unit 5, Lesson 9", students work with a partner to create sentences using spelling words. The teacher's instructions state, "Students are expected to write legibly in cursive to complete assignments." Another example within this unit is in "Lesson 10", where students are drafting a body paragraph. Teacher directions state, "Tell students that they will use Activity Page 5.3 to draft a body paragraph, adding content as needed, just as you modeled. Students are expected to write legibly in cursive to complete assignments."

- The materials provide opportunities for students to write throughout the English Language Arts & Reading (ELAR) class (i.e., students do not complete all work electronically). The materials meet indicator requirements through written responses to prompts. For example, in the student workbook, throughout all units and activities, students are asked to write in cursive when responding to all open-response questions. For example, in grade 4 "Unit 1", Activity 1.1 states, "In this activity, you will write a paragraph describing a school memory. Write your paragraph legibly in cursive. It could be exciting, funny, scary, or surprising, but it must be true." The "Activity Book" then provides the space for the students to write. In RLA grade 4, "Unit 10, Lesson 1", teacher directions state, "Summarize World War II in a logical way to explain how the war impacted the lives of Europeans. Write legibly in cursive."

Knowledge Coherence

5.A.1	Connected Knowledge-Building Units and Lessons	13/13
5.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
5.A.1b	Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.	2/2
5.A.1c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.	2/2
5.A.1d	Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
5.A.1e	Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	4/4

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

Evidence includes, but is not limited to:

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

- The materials are intentionally designed to build a deep understanding of content knowledge in the fields of history, math, science, literature, and the arts in an integrated approach. The materials meet history indicator requirements through systematic, research-based skills instruction in history. For example, in grade 4, Unit 4, students learn grade-level content through a unit titled "The Middle Ages." The unit Introduction states, "The Middle Ages covers the history of the Middle Ages in Europe. The unit deals primarily with the events of Western Europe and the relationship between the Christian Church and the rulers of the region. The unit also ties to topics discussed in grade 3, as many aspects of government and culture of the Middle Ages are tied to the decline of the Roman Empire. The unit also introduces students to the Crusades and the clash of civilizations between the Christian and Muslim worlds." In previous grades, students receive introductory content on "Ancient Greeks: Life, Tradition, and Government" (grade 2) and "Ancient Rome" (grade 3).
- The materials intentionally design units through a multi-year learning sequence to make connections and build knowledge of topics, year by year. The *Program and Implementation Guide* gives an overview of the different literature, science, history, and art topics covered throughout the program. In grade 4, students learn about topics including The Middle Ages, Geology, and Contemporary Fiction. The *Program and Implementation Guide* states, "Within

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each unit, the materials provide multiple 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." The *Program and Implementation Guide* states in the Approach to Instruction section, "Through integration of literature, science, the arts, and history, classical education encourages students to deepen their understanding of how our society has changed over time." For example, in grade 3, the Scope and Sequence includes a unit on Colonial America. In grade 4, the content continues with a unit about the American Revolution. In grade 4, Unit 2, students read a range of informational texts about inventors, inventions, and the process of creation. Teachers are given further guidance about connecting to strands in the Social Studies and/or Science TEKS to support cross-curricular connections. In RLA grade 4, the *Teacher's Guide*, Unit 8, the Prior Knowledge section states, "Students who have received instruction in the program in grades K–3 and up to this point in grade 4 will have some pertinent background knowledge for this unit. These students may have gained relevant background knowledge throughout the following units: Fighting for a Cause (grade 2)."

- Within each unit, the materials provide multiple 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 using an integrated approach. For example, the *Teacher's Guide*, Unit 9, states, "To support the culminating writing task, you will need research materials to investigate a variety of natural resources, including fossil fuels and renewable fuels." In grade 4, Unit 10, Lesson 1, students "spend time learning about World War II during the first lesson of the unit" before reading the novel *Number the Stars*. By the end of the lesson, students, "Summarize World War II in a logical way to explain how the war impacted the lives of Europeans."

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

- The materials provide a "Making Connections Year by Year" visual in the *Program and Implementation Guide* that demonstrates the approach to knowledge building across grade levels through interconnected learning outcomes. The materials systematically build topics throughout and over the years so that students broaden and deepen their knowledge of the world each year. Each grade level includes a broad knowledge base in the fields of science, history, literature, and the arts. 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." For example, in grade 2, the Scope and Sequence includes a unit on Ancient Greeks. In grade 3, the learning deepens with learning on Ancient Rome, and in grade 4, the content continues with a unit about the American Revolution. As students' background knowledge grows, so does their understanding of the content and knowledge being taught. In grade 4, Unit 3, the introduction states that students who have been receiving their instruction from the program in K–3 will continue learning about those same topics at a deeper level. For example, students have gained relevant background knowledge to support their learning about Contemporary Fiction from units in grades K–3, including fairy tales and folktales in grade K to fairy tales and tall tales in grade 2. For example, the grade 3 unit "Astronomy: Our

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Solar System and Beyond

connects to the grade 4 unit "Geology: This Rock You're Standing On" and the grade 5 unit "Chemical Matter." In grade 4, the Scope and Sequence include a unit about contemporary fiction, building on knowledge learned in grade 3 on "Classic Tales: *The Wind in the Willows*."

- The materials systematically build topics throughout the year to broaden students' overall understanding and knowledge of the world. The *Program and Implementation Guide* states, "In grades 4 and 5, students will apply and integrate foundational skills as they engage with increasingly complex text, organized around Knowledge Units. Close reading, collaborative conversations, responses to literature, writing, vocabulary, morphology, and word structure are integral components of the program for upper-grade students. Much like the grade 3 units, grades 4 and 5 will continue to build their knowledge coherence across academic content while exploring cross-curricular connections of history, science, and literary themes." In grade 4, students begin the year with an in-depth study of "Personal Narratives." Within this unit, students will study the personal narratives of influential Texans before creating their own personal narratives. As the grade 4 Scope and Sequence continues, students move into a unit titled "Eureka! The Art of Invention", where students will read informational texts about inventors, inventions, and the process of creating an invention. As the year progresses, units cover a range of content and knowledge areas, including The Middle Ages, American Revolution, Geology, and Innovation and Industry in Energy.

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 (three to eight weeks) on that topic. The Pacing and Scope & Sequence Guide for grade 4 provides the recommended number of instructional days to be spent on each unit, such as Unit 8 having 15 instructional days, Unit 9 having 14 instructional days, and Unit 10 having 16 instructional days. For example, in grade 4, Unit 3, the introduction states that the unit contains 15 days of instruction on contemporary fiction set in the present day, plus two Pausing Points that can be used for differentiated instruction. Another example is found in grade 4, Unit 4. Students engage in a 15-day unit on The Middle Ages. This unit includes complex texts designed to build background knowledge and content understanding around this time period. The materials include a Reader with chapters titled "To the Manor Born" or "Gloomy Castles and Jousting Knights." The informational text within this unit connects to the overall theme of the unit, allowing students to explore and deepen their understanding of the Middle Ages over three weeks. The grade 4, Unit 6, introduction states, "This unit contains 19 daily lessons as well as three Pausing Point days that may be used for differentiated instruction. Each entire lesson will require a total of 90 minutes. Lesson 15 is devoted to a unit assessment. It is recommended that you spend no more than 22 days total on this unit. This unit examines the fiction genre through a classic novel, *Treasure Island*. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story."
- The materials include units with multiple genres of text to deepen students' understanding of the content and knowledge of a given topic through the use of knowledge-building texts of

various genres. For example, the grade 4, Unit 1 introduction states, "The first unit of grade 4 instruction contains 14 daily 90-minute lessons focusing on reading, writing, language, and speaking and listening. In this way, students are immersed in engaging with the written word through reading and writing routines and a variety of whole-class, small-group, partner, and independent activities. The unit also contains three Pausing Point days that may be used for differentiation of instruction." In grade 4, Unit 5, the introduction of the unit "American Revolution" states, "The Reader for this unit, The Road to Independence, includes complex text and prepares students in grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. The Road to Independence focuses on important events and people that led to the colonists' decision to declare independence from the British government." Over the course of 16 days, students will engage with both informational and literary text within the reader to gain an overall understanding of the unit.

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 across the school year. The *Program and Implementation Guide* states, "The texts used within units expose students to content. . .while building background knowledge, conceptual knowledge, and academic knowledge. Texts in the program foster continual vocabulary acquisition and critical thinking." These texts support the overall theme of each unit. It also states, "In this program, students will explore varied text types to explicitly build background and conceptual knowledge that augments academic knowledge." For example, in grade 4, Unit 3, the text that is read throughout the unit is called "Letters from Heaven" by Lydia Gil. Throughout the unit, students read chapters of the text, and activities are related to this text. In grade 4, Unit 2, students read nonfiction about the art of invention at the beginning of the year. Later in the year, in Unit 9, the unit on innovation and industry in energy references the prior learning.
- The text sets within materials are appropriately scaffolded with a gradual progression of complexity and depth to support student comprehension and engagement with background knowledge. The *Program and Implementation Guide* states, "Read-Alouds aid in closing the reading comprehension gap for learners. Fundamentally, students' listening comprehension outpaces their reading comprehension until age thirteen. Therefore, lessons have been strategically structured to ensure students have the opportunity to listen to and engage with interactive Read-Aloud texts that build knowledge around content. While Read-Aloud texts are embedded. . .for students in grades K–5, students in grades 3–5 also have increasingly more strategic practice with independent reading selections to augment and develop reading comprehension skills. In grades 3–5, the Readers are students' source of background knowledge and story development. 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. Each book develops a particular area of knowledge for exposure to rich

vocabulary with layers of meaning for comprehension skill development. In all grade levels, Student Readers increase in text complexity as students progress through the K–5 learning continuum."

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

- Grammar, vocabulary, discussion, and writing activities are intentionally connected to the knowledge-building topic of the lesson. The *Program and Implementation Guide* states, "In grades 4 and 5, students will apply and integrate foundational skills as they engage with increasingly complex text, organized around Knowledge units. Close reading, collaborative conversations, responses to literature, writing, vocabulary, morphology, and word structure are integral components of the program for upper-grade students. Much like the grade 3 RLA units, grades 4 and 5 will continue to build their knowledge coherence across academic content while exploring cross-curricular connections of history, science, and literary themes."
- The materials include grammar activities and vocabulary that are directly connected to the overall topic of the unit or lesson. For example, in grade 4, Unit 5, Lesson 4, students review the use of commas with quotation marks. After reviewing quotation marks, the directions state, "Have students turn to page 25 of their Reader and add the caption for the image. Tell students they will write quotations about what is happening in the image. Tell them they need to write at least three quotations." In this same lesson, the "Morphology" section's primary focus is, "Students will recognize the root port and use topic-relevant words containing this root in sentences." Through instruction, students apply the root "port" to sentences. An example practice sentence states, "The colonists would ____ or send goods from the colonies to be sold in Great Britain." Students choose between import, export, or support to complete the sentence. These lessons integrate grammar and vocabulary application into the overall topic or theme of the unit. The grammar lessons utilize the anchor text as a mentor example, and practice examples are connected to the unit's topic. For example, in grade 4, Unit 5, Lesson 2, students will practice the correct use of commas in dates, places, and items in a series when recalling details about the American Revolution. The example sentences provided in the lesson plan are "The French and Indian War ended on February 10, 1763, Paul Revere lived in Boston, Massachusetts, and The Sons of Liberty marched, protested, and spoke against the Stamp Act."
- The vocabulary words listed in the materials are tailored to the topic, and aligned to the TEKS in the content area, including relevant terms associated with the subject matter. Students are given multiple opportunities to use newly acquired vocabulary in speaking and writing tasks. For example, in grade 4, Unit 8, during the vocabulary unit, there is a note provided that states, "We have chosen the following words as core vocabulary words to be learned and used as scientists would use them in the context of studying geology: observation, evidence, conclusion, and hypothesis." Later in the unit, during a review, the *Teacher's Guide* states, "As a class, review Activity Page 1.5 that students completed for homework. Discuss the examples of evidence students wrote. Encourage students to use content and academic vocabulary as they talk about their examples of evidence observed by scientists."

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Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials activate background knowledge by connecting to content students have previously learned in earlier grades. The *Program and Implementation Guide* states, "in Lesson 1, Core Connections are specifically designed to build background knowledge. Core Connections allow teachers and students to revisit prior knowledge from previous units, along with new knowledge needed for upcoming lessons. Across grades K–5, background knowledge systematically builds from year to year." The guide includes a chart that outlines the knowledge acquired in prior grades. For example, in grade 3, students engage with the unit titled "Colonial America." The background knowledge gained in this unit supports learning in grade 4 with the unit "American Revolution." This progression continues into grade 5 with the unit "World War II." Academic and knowledge content learned each year provides background knowledge for future grade levels.

- The materials provide background knowledge on previous content that connects to the current unit students will be learning, through guided scaffolding. For example, the introduction of grade 4, Unit 4, states, "Students who have received instruction in the program in grades K–3 will already have pertinent background knowledge for this unit. For students who have not received prior instruction in the program, introductory knowledge will be presented in the Core Connections lesson in Lesson 1. Prior units of particular interest are as follows: King and Queens (grade K), Ancient Greeks: Life, Tradition, and Government (grade 2), Ancient Rome (grade 3)." In Lesson 1, Core Connections, teachers are provided with information to link to students' prior knowledge. The lesson materials state, "Remind students who participated in the program in previous grades that they have learned about several civilizations from ancient times. They learned about ancient Greece and ancient Rome, among others." In Unit 5, Lesson 1, the Core Connections section guides teachers in reminding students of what they have learned in previous grade levels, "Remind students who participated in the program in

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previous grades that they have read about Native Americans, European explorers, and colonial America." Explain that the events leading to the American Revolution began with another war that took place in North America called the French and Indian War. Remind students who participated in the program in grade 3 that they learned about the French and Indian War during the Colonial America unit."

- Materials activate and supply background knowledge by making connections to previous years. For example, the grade 4 *Teacher's Guide*, Unit 6 "Introduction as Prior Knowledge" section states, "Students who have received instruction in the program in grades K–3 and up to this point in grade 4 will already have pertinent background knowledge for this unit. These students may have gained relevant background knowledge during the following units: Kings and Queens (grade K), Fairy Tales and Folktales (grade K), Sharing Stories (grade 1), The War of 1812 (grade 2), Early Explorations of North America (grade 3), Colonial America (grade 3), Classic Tales: *The Wind in the Willows* (grade 3), American Revolution: Building a Nation (grade 4)." In RLA grade 4, Unit 8, "Prior Knowledge," the *Teacher's Guide* states, "Students who have received instruction in the program in grades K–3 will already have pertinent background knowledge for this unit. These students may have gained relevant background knowledge during the following units: "Season and Weather: As the Earth Turns (grade K), Astronomy: Space Exploration (grade 1), This Planet Rocks (grade 1), Cycles of Nature: Clouds to Raindrops (grade 2)."

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

- The lessons provide teachers with options for supplying background knowledge by making connections to lessons or texts in earlier units. For example, grade 4, Unit 3, Lesson 1 includes teacher guidance for making connections to a previous genre study so that students can more easily comprehend a new story in that same genre, "Remind students of the text they read in the Personal Narratives unit, *The Year I Got Polio*. Tell students that, in this text, the author uses characterization when she describes herself as stronger than ever when she's healthy enough to go back to school."

- 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 through guided scaffolding. For example, in RLA grade 4, the *Teacher's Guide*, Unit 8 states, "Students who have received instruction in the program in grades K–3 and up to this point in grade 4 will have some pertinent background knowledge for this unit."

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

- The materials include targeted context or background knowledge to support students with the unit content and learning outcomes through targeted activation of background knowledge. For example, in grade 4, Unit 4, the introduction mentions that students will receive introductory knowledge to support their understanding of the unit through the Core Connections lesson.

This lesson provides questions and activities to activate background knowledge or build content prior to beginning lessons on the unit "The Middle Ages." For instance, within this introductory lesson, the teacher works with the students to create a timeline spanning BC and AD to accurately place their discussion of the Middle Ages in the right context. The teacher also makes connections to what students have learned in previous grades about ancient Greece and ancient Rome. Grade 4, Unit 6, Lesson 1 states, "In Core Connections students will identify relevant geographical points, historical events, and key ship terms to prepare for reading the adventure story *Treasure Island*."

- The materials include targeted context to support student learning within each unit or text. Grade 4, Unit 5, Lesson 1 includes a Core Connections section that provides context and connections to help students understand the foundation of the unit and build the content needed for the upcoming lessons. The *Program and Implementation Guide* states, "In Lesson 1, Core Connections are specifically designed to build background knowledge. Core Connections allow teachers and students to revisit prior knowledge from previous units, along with new knowledge needed for upcoming lessons." For example, as the Reader for the unit is introduced, the teacher explains what independence means and describes life in America before the events of the American Revolution. The lesson also states, "Have students turn to page 91 in the Reader. Alternatively, you may direct students' attention to the Colonial North America Map you prepared in advance. Explain that this is a map of colonial America showing the 13 colonies. Next, show students on a globe or world map where Europe and, more specifically, France and Great Britain are located. You may also want to point out where the United States and Canada are located in North America." The lesson also includes guidance stating, "Tell students they will review the events that led up to the American Revolution by performing a vignette, or series of short scenes from history." During the "Lesson Wrap-Up," students will work together to summarize what they learned that day.

- Each unit starts with background information about the main topic. For example, grade 4, Unit 3, Lesson 1 gives an introduction to the novel that students will be reading throughout the unit: "Introduce students to *Letters from Heaven* by Lydia Gil. This book is a work of fiction, consisting of many chapters. Explain that, for the next two weeks, students will be reading excerpts, or parts of the chapters, from the book." In RLA grade 4, the *Teacher's Guide*, Unit 9 contains a section called "The Innovation and Industry in Energy Unit is Important." This section states, "Energy is not only required for life, but it also touches every moment of our daily lives. In this unit, students explore the many ways that human ingenuity has transformed energy into productivity at the center of our modern civilization. Innovation and Industry in Energy is a story of Texas and the industry that provides people with affordable energy. Throughout the unit students consider the importance of innovation, as well as the value of a diverse energy portfolio that uses a variety of energy sources."

- The materials include illustrations and maps that build background knowledge before reading the main selection of the unit. For example, in grade 4, Unit 4, Lesson 1 begins with students labeling a map of Europe and the northern part of Africa. The guidance states that, as students label, "Have students locate the modern-day countries of Spain, France, England, Germany, and Italy, and label them on the map of Europe. Explain that the Roman Empire included at least parts of each of these modern-day countries."

Knowledge Coherence

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

The questions and tasks require students to engage with big ideas, topics, and themes. Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom.

Evidence includes, but is not limited to:

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

- The questions and tasks are arranged so big ideas develop from one lesson to another to encourage student discourse on repeated big ideas. For example, in grade 4, Unit 5, Lesson 1 states, "Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter." The question is, "Why did the British government tax the colonists, and why did that make the colonists angry?" Another example occurs in RLA grade 4, Unit 8, *Teacher's Guide*, "Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter. 'What happens beneath Earth's surface to cause earthquakes?' The materials will refer back to this Big Question throughout the unit."
- Materials include an "Essential Questions and Prompts" document that details the essential question of the unit and the lesson-level questions that develop the topic throughout the unit. For example, grade 4, Unit 6, "Essential Questions and Prompts," states, "Tell students that throughout this unit, they will think about the following Essential Question: What makes an adventure story excellent? Explain that over the next few weeks, they will learn about adventure stories—how authors write them, what elements they include, and what makes them so exciting."
- Materials include a variety of tasks for students as they engage with the unit's theme. For example, in grade 4, "Unit 2", the Introduction explains that "Throughout the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Beyond this, Quests are deliberately varied. Each aims to immerse

students in a new world, with new content and challenges." The adventure theme of the Quest is reinforced throughout. In grade 4, Unit 6, students read the adventure story *Treasure Island* while they "focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story." Students participate in class discussions over chapters, identify themes, work with partners to read and answer comprehension questions, independently write their adventure stories, and share them with the class.

- The materials provide a variety of ways for students to respond to questions about overall themes or big ideas through listening, speaking, reading, writing, and thinking. For instance, in grade 4, Unit 4, Lesson 2, after discussing the Big Question of the reading, students are asked to make a prediction. The lesson states, "Invite students to Turn and Talk with a partner to share a prediction about what will be studied in Chapter 2." As the lesson continues, students reflect on an image within the Reader and are asked, "Based on what you read, what do you think is shown in this image?" After reading the chapter, students engage in discussion questions and the lesson wrap-up. Throughout this lesson, students are provided time to think, read, write, listen to others, and discuss their ideas. Another example occurs in RLA grade 4, Unit 9. The *Teacher's Guide* states, "Ask students to think about the question, 'Was the discovery of oil a good or a bad thing for the people of Spindletop during this time period?' Direct the students to turn to a neighbor and share a claim based on a fact from the text. Write the following sentence starter on the board or chart paper: 'I claim that the discovery of oil was a ____ thing for the people of Spindletop during this time period because...' Direct the students to turn to a neighbor and share their claim again, but this time use the sentence starter on the board." Grade 4, Unit 10, Lesson 1 begins with helping build students' background knowledge about World War II and the resistance to the German occupation of Denmark. Students Think-Pair-Share about what might be interesting about learning history from a fictional text and then move on to reading the novel and analyzing the characters and their interactions that help them understand the conflict. Finally, students create a character analysis project.

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

- The materials provide questions to prompt students to synthesize information and concepts across texts within and across units. For example, in grade 4, Unit 5, Lesson 5, students make inferences from a text read to understand the Revolutionary War, including the time frame and physical area. Throughout past lessons, students have engaged in reading text about the American Revolution. In this lesson, students will reread a previously read chapter. In the section titled "Close Reading," students will engage in comprehension questions that support critical reading of the text. Some questions students will be asked include, "How quickly were the Continental soldiers able to put their training at Valley Forge to good use? What was the significance of the Treaty of Paris? How quickly did the colonial troops march to Virginia?" Students are asked to "Support your answer with evidence from the text." At the conclusion of the reading, students are asked, "How might the war have ended if the French had not joined it?" Students individually develop an answer, then pairs work together to form a synthesis of their combined answers. Grade 4 Unit 10, Lesson 1 states, "Remind students that they just

read about the causes of World War II. Explain that World War II began as a result of the actions of government leaders. At the same time, those government leaders' actions were also caused by previous events. Tell students that people's actions can have important effects, and these effects can be good or bad." The lesson then provides the following small group discussion questions for students to synthesize and apply their understanding to the world around them, "Think about a time when your actions caused something good to happen. What was your action? What were the effects of your action? When something happens to you that you don't expect, does it help you learn about what caused it? Why or why not?" Cause and effect are then used throughout the unit's novel study as students explore plot structure.

- Materials provide opportunities for students to synthesize knowledge and concepts learned within and across lessons and units through engaging tasks. For example, the grade 4 materials present Unit 2 on various inventors: "During the Quest, students read informational texts, pulling evidence and details to support arguments. Reading activities are concentrated in the first half of this unit; however, students will continue to refer back to the material in the Eureka! Files reader throughout the Quest. Students will read biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines. Some of the content of the Quest will be familiar to students: the microscope, George Washington Carver, Thomas Edison, and the Wright Brothers all appear in earlier units." In RLA grade 4, *Teacher's Guide*, Unit 10 states, "Students will synthesize information about the changes characters Annemarie and Ellen underwent to create new understanding about character development." Grade 4, Unit 10, Lesson 10 states, "Students will synthesize text-based information to develop their *Number the Stars* project presentations." The Character Analysis Project allows students to demonstrate what they have learned throughout the unit lessons and course with the following guidelines, which encompass multiple grade-level standards, "Project Guidelines: 1. Focus on the two or three characters you chose to analyze for your project. 2. Present an analysis of the characters' development: describe how they changed or evolved in their traits and behavior, their relationships, their problems, and their resolutions. 3. Include how the author's use of language and detail contributes to the voice of each character. 4. Describe how the characters fit within the pieces of the story, including the setting, the conflict, at least one of the themes in the novel, the key events, and the resolution. 5. Remember to include evidence from the text, including quotes and details. 6. Remember that there are different ways to analyze the same character. 7. Be creative with how you present your analysis! Share your unique perspective."

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

- The materials provide concluding projects in each unit, requiring students to synthesize and extend upon the knowledge learned through the unit's core texts. In grade 4, Unit 2, the culminating task reads as follows, "The last two episodes of the Quest are especially flexible. Depending on your time, resources, and your students' interests and abilities, the final project may involve building working inventions, nonworking invention models, and/or detailed diagrams." In grade 4, Unit 4, at the conclusion of the learning and reading on the American Revolution, the unit suggests, "Research the impact of the American Revolution on other

countries around the world. Are there any rights guaranteed in the constitution here that appear in the constitutions of other countries? Were there other revolutions for democracy after that of the United States?" Another example within this unit states, "Choose an event from the American Revolution that you would like to write about and turn it into an interesting story for the people of England. Your story should include answers to the questions, Who, What, Where, How, and When? Be sure to include a headline for your story, too!" These projects require students to synthesize what they have learned from the texts they read and the content covered throughout the unit.

- The materials provide projects to conclude the learning of each unit. For example, in grade 4, Unit 4, the introduction states, "In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use a graphic organizer to take notes on information presented in the Reader; paraphrase information from a text; assess information to form an opinion; and draft an opinion paragraph." Throughout the unit, students synthesize their learning from the texts they have read and apply it to a writing project.

- The materials include projects that encourage students to make connections between the unit topic and to make connections between the unit topic and other content areas through culminating tasks, such as a presentation. In grade 4, Unit 10, Lesson 12, students will write a descriptive paragraph about their favorite food or meal based on the knowledge gained through the texts in the unit.

- 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. An example is found in RLA grade 4, Unit 8, "The text that students will be reading and discussing in this unit provides opportunities for students to build content knowledge and draw connections to Social Studies Skills from the Social Studies TEKS, as well as Recurring Themes and Concepts, Earth and Space, and Scientific and Engineering Practices." Throughout the project, students begin preparing to create an Informational flier about Volcanoes. In the *Teacher's Guide*, Lesson 7 states, "Explain to students that the focus of this informational flier is to provide information about volcanoes. Remind them that they used focus to write their informational pamphlet about tsunamis. Focus is when a specific moment, object, or idea is selected, and precise details are used to write about it." In RLA grade 4, Unit 10, students will complete a final project called "*Number the Stars* Character Analysis Project," where they will analyze characters and how they develop in a story. The *Teacher's Guide* states, "It's helpful to explore how the characters connect through their experiences and perspectives in the story."

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

- The grade 5 materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. Materials provide "Family Support Letters" for each unit, which include conversation starters providing opportunities for students to apply new learning beyond the classroom. For example, in Unit 1, students are learning to create a personal narrative, and one of the conversation starters states, "In this unit, you have been talking about sensory details. Look around us right now. Describe sensory details you are noticing in

our home. Follow up: What do you see around you? What do you hear? Smell? Taste? Feel?" In Unit 9, "Innovation and Industry in Energy," the "Family Support Letter" gives guidance to parents to engage in conversations with their children about their new learning in class. Some of the conversation starters include, "Do you think it is important to have a variety of different ways of generating energy? Follow up: Do you think how we will use energy in the future will be different from today? How?" In Unit 9, Lesson 5, students interview to find the answer to the big question, "Argue which of those factors is more important to the diversity of the Texas energy industry: the variety of natural resources Texas has available or innovating to harness the potential of those resources." The Student Activity Book helps students plan their questions and record the answers.

- The materials include opportunities for students to continue learning and exploring the unit topic beyond the classroom. For example, in grade 4, Unit 5, the Pausing Point states, "Research the impact of the American Revolution on other countries around the world. Are there any rights guaranteed in the constitution here that appear in the constitutions of other countries? Were there other revolutions for democracy after that of the United States?" Students extend the learning from the content of the unit, as well as the text read, into a final project as they analyze the impact of the American Revolution on other countries around the world. Materials include opportunities to apply understandings beyond the classroom by bringing in the student's community. For example, the "Advanced Preparation" section of grade 5, Unit 9, Lesson 13 states, "Invite students to collect primary source images by taking and bringing in their own pictures. Subjects may include power lines, gas pumps, or examples of alternative energy that can be found in the student's community."

Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The grade 4 materials include a year-long Scope and Sequence for building tier 2 and 3 academic vocabulary in the context of knowledge building. For example, in grade 4, Unit 4, Lesson 1, the teacher begins the lesson by previewing core vocabulary and discussing the meaning of each word. The materials include a vocabulary chart for each text that includes tier 3 Unit-Specific Words, tier 2 General Academic Words, Multiple-Meaning Core Vocabulary Words, and Sayings and Phrases important to the text. Unit 5, Lesson 1 includes a chart presented in the lesson plan that differentiates between tier 3 and tier 2 vocabulary words. The words are tied to the text that students will encounter throughout the lesson. Words such as *tax* and *militia* are considered tier 3 words, while words such as *conflict* and *turning point* are considered tier 2 words. RLA grade 4, Unit 8 provides *sea level* as an example of a tier 3 word and *sheer* as an example of a tier 2 word.
- The materials include a variety of opportunities for the application of vocabulary acquisition. For example, in grade 4, Unit 6, Lesson 11, students are introduced to the vocabulary words for the unit, and they are labeled either tier 2 or tier 3 in the included chart. There is also a vocabulary routine that teachers follow to introduce the words to the students, "Preview the core vocabulary words before reading the chapter. Begin by telling students the first vocabulary word they will encounter in this chapter is *taunt*. Have them find the word on page 72 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the

chapter. Have students use context clues in paragraph one on page 72 of the Reader to determine the meaning of the word *taunt*. Ask students what words in the text helped them to determine the meaning of the word *taunt*."

- The materials include a variety of opportunities for the application of vocabulary acquisition. For example, in grade 4, Unit 5, Lesson 4, a Word Work section is included in the lesson plans to support the application of the vocabulary word *intolerable*. With the teacher, students say the word and discuss the definition. Students discuss examples of things they think are *intolerable*, ensuring the use of the vocabulary word in their response. Two or three students use the target word in a sentence, and the teacher scaffolds to ensure a complete sentence is used. The class discusses the part of speech and finishes with a sharing activity where students turn to a partner and share about a time they found a situation *intolerable*.
- The materials include a variety of opportunities for the application of vocabulary acquisition. For example, in RLA grade 4, *Teacher's Guide,* Unit 10, "Core Vocabulary" states, "Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit."

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 grade 4 materials include practice and application opportunities with appropriate content, language scaffolds, and supports for teachers to differentiate vocabulary development for all learners. For example, in Unit 3, Lesson 1, a sidebar included in the "Close Reading: Excerpt 1" section explains that the teacher might wish to "highlight vocabulary words before students read the excerpt. Write the words on the board along with the definitions and point to the words as they come up in the reading." The EB sidebar in this lesson tells teachers to have students "Identify words that can be used to describe Celeste and then create gestures and sentences to help get across their meaning."
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for below-, on- and above-level learners. For example, in grade 4, Unit 4, Lesson 2, a sidebar support tip for teachers states, "Students may be unfamiliar with the word *embroider*. If so, explain that it means a way of sewing, using pantomime to demonstrate sewing with cloth and a needle and thread." In grade 4, Unit 5, Lesson 1, a sidebar support tip for teachers states, "'*Turned a blind eye*' means they knew about them but pretended they did not know about them. *Prospering* means "making a lot of money." In grade 4, Unit 5, Lesson 2, a sidebar support tip for teachers states, "Explain that the word *massacre* is often used when innocent, unarmed people are killed." In grade 4, Unit 5, Lesson 9, a sidebar challenge tip for teachers prompts the teacher to ask, "What are some synonyms or words that have the same meaning for *limped* that convey the feelings, physical state of the soldiers?" In RLA grade 4, *Teacher's Guide*, Unit 8 states, "The enrichment selections in Geology: This Rock You're Standing On are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than chapters 1–9. You may want to assign these chapters to students who need more challenging reading material."

- Materials include practice and application opportunities with language scaffolds and differentiation for vocabulary development. For example, in grade 4, Unit 7, Lesson 5", "Advanced Preparation" states, "Universal Access: Prepare to define additional vocabulary terms. Prepare images of items found in nature that are mentioned in the poem (running horses, fish, meadow, blue wildflowers, snow, lake, etc.)." Later in the lesson, the *Teacher's Guide* provides support in the "Emergent Bilingual Support" sidebar that includes scaffolds for beginning, Intermediate, and Advanced/Advanced High EB students: "Intermediate: Define vocabulary words and encourage group discussion of images of the metaphorical item and of different elements found in nature, using a sentence frame to create metaphors [I see _____ in nature. _____ are _____. Ex. I see clouds in nature. Clouds are cotton balls.]. Advanced/ Advanced High: Have students work with a partner to define vocabulary words, creating a list of metaphors for items in nature."
- Materials include practice and application opportunities with content scaffolds and differentiation to support vocabulary development. *Teacher's Guide* lessons include sidebars that, in the moment, support teachers as they differentiate to support and challenge students. For example, grade 4, Unit 6, Lesson 4 provides the following guidance: "Challenge: Ask students to think of two colors that are homophones and to write a sentence that uses one of the colors and its homophone: *blue, blew; red, read*." In Lesson 7 of the same unit, the *Teacher's Guide* provides the following guidance, "Support: *Cool* is a multiple-meaning word. It is often used to describe the temperature of something as being a little cold. Here, it means to act in a calm way. Why is Silver acting *cool*, or in a calm way?"
- 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 RLA grade 4, *Teacher's Guide*, Unit 8 states, "Ask students to give examples of how the author uses language by identifying vocabulary in the paragraph that contributes to Annemarie's voice and builds tension. (The author uses vocabulary like *surely, must have*, *dangerous, dark*, and *wanting only)."*

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 in purposeful use of key academic vocabulary through authentic use of words in various contexts. For example, within grade 4, Unit 4, Activity Book 2.7, students begin by reading the text "If You Were a Boy Serf." On the next page, students write one sentence for each of the four images provided to describe what the serf might be doing in each image. The students refer to the text "If You Were a Boy Serf" to find evidence to support their response. Students incorporate vocabulary words from the text when possible and use complete sentences. Within grade 4, Unit 4, Lesson 3 Activity Book, students read chapter 4 from "*Adventures of Don Quixote*" and answer a question using complete sentences. The directions state, "Write a brief summary of this adventure, using the core vocabulary words spoils, friars, and bewilder." In RLA grade 4, *Teacher's Guide*, Unit 9 states, "Remind students of the keywords for the lesson (oil, fuel, and energy). Display the Read-Aloud and show students where these words appear in the text. Ask students to identify which of the words' definitions apply in the text.

Display the KWL chart. Tell students that the class will fill this in throughout the unit. Today, we will begin by filling out the Know column using existing knowledge and what is read in the text. Read the text to the students. As ideas are added to the chart, color-code by key vocabulary words. For example, write all ideas related to oil in green, and ideas related to fuel and energy in two different colors."

- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, in grade 4, most lessons include a Word Work section with students doing certain tasks with words from the readers. Instructions state, "Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: '_____ is *dense* because_____ .' Use a Making Choices activity for follow-up. I am going to read several sentences. If the sentence I read is about something that is *dense*, say, 'That is *dense*.' If the sentence I read is not about something that is *dense*, say, 'That is not *dense*.'" In grade 4, *Teacher's Guide*, Unit 1, Lesson 6, students work in small groups to "prepare a presentation that shows the definition of their vocabulary word. Groups that are assigned verbs should prepare a movement demonstration of their vocabulary word. Groups that are assigned a noun should draw a picture of their word on the board or a large piece of paper. Have groups present their movement or drawing to the class."

- Materials include a variety of tasks in which students engage in academic vocabulary. For example, materials include purposeful Word Work that connects to the text students are reading. For example, in grade 4, *Teacher's Guide*, Unit 6, Lesson 7, students engage with the word *duplicity*: "1. In the chapter, you read, 'I had, by this time, such a fear of his cruelty and *duplicity* that I could scarcely conceal a shudder when he called out, *Ahoy there, Jim!* and laid his hand on my shoulder.' 2. Say the word *duplicity* with me. 3. *Duplicity* means 'dishonest behavior meant to trick someone.' 4. The spy used his *duplicity* to learn secrets from the enemies. 5. What are some other examples of *duplicity*? Be sure to use the word *duplicity* in your response. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: An example of *duplicity* is _____. 6. What part of speech is the word *duplicity*? noun Note: Use a Making Choices activity for follow-up. Tell the students: I will read several sentences. If the sentence I read is an example of *duplicity,* say, 'That is *duplicity*.' If the sentence I read is not an example of *duplicity,* say, 'That is not *duplicity*.' 1. The spy sneaked behind enemy lines to get information that helped the army win the war. That is *duplicity*. 2. The children told their parents the truth about what happened when the window broke. That is not *duplicity*."

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

- Materials include "Digital Components: Visuals" that support students with images as they acquire key academic vocabulary. For example, Unit 6, "Digital Components: Visuals" includes a "Core Connections Schooner Diagram" that connects vocabulary to the diagram of the ship.

- The materials include the use of visualization to support students in key academic vocabulary acquisition. For example, in Unit 7, Lesson 2, students complete a visualization activity where they "draw each thing, label it with a word from the poem that helped you imagine how to draw it." In RLA grade 4, *Teacher's Guide,* Unit 9 states, "Students will visualize the text as they read to synthesize knowledge about the formation and discovery of oil."

- The materials provide explicit nonverbal teaching techniques and effective use of visual design to enhance tier 2 and tier 3 vocabulary acquisition using student-generated visuals. For example, in RLA grade 4, *Teacher's Guide*, Unit 9 states, "Tell students that they will read an informational text titled 'Nuclear Energy.' Explain that they will discover and learn a lot of new vocabulary words and terms within this text. • Distribute a sticky note to each student. Preview the vocabulary by reading through the list of words previously written on a large chart paper. Direct students to draw or write their ideas or connections to the words on the sticky notes. Then, tell students to place their sticky notes on the chart paper. After all students have placed their sticky notes on the chart paper, discuss a few of their ideas and drawings. Draw connections between the students' ideas and drawings."

- The materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary. For example, in grade 4, Unit 3, Lesson 1, the EB sidebar tells teachers to have students "Identify words that can be used to describe Celeste and then create gestures and sentences to help get across their meaning." In grade 4, Unit 4, Lesson 1, a universal access tip provided to teachers states, "Search for, or create, visual cues for each of the academic vocabulary words." In Unit 8, Lesson 1, the lesson plan gives a bullet point that tells teachers to have students "snap" their fingers every time they hear any form of the word geology. In Unit 8, Lesson 6, students reference Activity Pages as they read each core vocabulary word and its meaning, "Students act out each vocabulary word by using their fingers to sketch a picture in the air, using their hands to indicate the process described."

Knowledge Coherence

5.B.1	Recursive Inquiry Process	4/4
5.B.1a	Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan identifying, and gathering relevant information from a variety of sources, and synthesizing the information. (S)	1/1
5.B.1b	Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)	2/2
5.B.1c	Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)	1/1
5.B.1d	Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials. (6-8) (S)	N/A

The materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan identifying, and gathering relevant information from a variety of sources, and synthesizing the information. Materials include guidance and opportunities for students to differentiate between primary and secondary sources. Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism.

Evidence includes, but is not limited to:

Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan identifying, and gathering relevant information from a variety of sources, and synthesizing the information. (S)

- The materials include opportunities for students to engage in critical inquiry as part of the research process by generating questions. For example, in grade 4, Unit 2, Lesson 8, students engage in research processes to develop an invention that will solve a problem. To model and support student work, the teacher provides sentence frames such as, "The problem my invention will address is _____. I am choosing to solve this problem because I believe _____. The materials needed to build this invention are _____. How will it ___? I am not certain how to ___. I need help with ___. " In grade 4, Unit 9, Lesson 6, the teacher and students use a KWL chart to develop questions students wonder about when they think of oil and energy and use these questions to guide them in their research. The teacher shows students available research materials, how to access digital resources, and models how to access materials with multi-step directions. Students research questions they generated and record their ideas to support their plan for argumentative writing.
- The materials contain age-appropriate research instruments to aid teachers and students in generating and following a research plan. For example, in grade 4, Unit 8, and Lesson 5, materials include graphic organizers with titles and generic questions to guide students during the research process. For example, Activity 5.2 is a graphic organizer for students to use to take notes on Tsunamis as they read. This information will be used to create a pamphlet to

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share all they have learned about tsunamis throughout the unit. The *Teacher's Guide* for this unit states, "Students may respond to any of the following writing prompts, conducting independent research using locally approved resources to support their responses: Describe the steps that would change igneous rock into sediments; sediments into sedimentary rock; sedimentary rock into metamorphic rock; metamorphic rock into igneous rock; metamorphic rock into sedimentary rock; and/or igneous rock into metamorphic rock; if I witnessed a volcanic eruption, I would; write a letter from the perspective of a scientist who is going on an underwater expedition to explore hydrothermal vents." In RLA grade 5, *Teacher's Guide*, Unit 9 states, "Tell students that they have been hired to write a guide for conducting research. Students can refer back to their activity pages to write their guide. Students should explain the process of conducting research, including how to identify questions for research, types of sources, and strategies for note taking. Once students have finished writing, they can cut the pages out and staple or glue them together on the left side of each page to create a booklet."

- Materials include opportunities for students to engage in the research process and synthesize information gathered throughout "Unit 9: Innovation and Industry in Energy." Students begin the unit in Lesson 1 by completing a KWL chart where the teacher "Ask[s] students to share a question they have about oil after listening to the text." In Lesson 6, instructions state to "Tell students to research topics that they believe will support the claim they wrote in their introduction paragraph." In Lesson 7, the "Check for Understanding students" add to the KWL chart: "Tell students to turn and talk with a neighbor to share one research question that was generated from a W item on the class KWL chart." The remaining lessons guide students to collect relevant information from a variety of sources to answer the wondering questions. Students then synthesize that information into an argumentative essay. Students share their presentations using a museum walk in Lesson 14.

Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)

- The materials include guidance for students to differentiate between primary and secondary sources. For example, in grade 4, Unit 1, Lesson 8, definitions of both sources are presented to students and students are given the opportunity to consider texts they have read to determine whether they are primary or secondary resources. Students also reflect on the question, "What is different about the way the primary source and the secondary source support the central ideas?" In Unit 1, Activity Book 8.3, students reread "Introduction to Polio" and "The Diagnosis" from *Small Steps,* then describe how the two readings support each of the facts about polio listed in the first columns, and then respond to the question "What is different about the way the firsthand account and the secondhand account support the central ideas?" The *Teacher's Guide* for this lesson states, "Ask students to consider the following texts to determine whether they would be primary or secondary: a biography of Sam Houston (secondary), the autobiography of Helen Keller (primary), a history textbook (secondary), a letter written by Juan Ponce de León (primary). Prompt students to name texts they have read that fall into these categories." In grade 4, Unit 4, Lesson 13, students read text from a scroll written in 1348 AD and consider the following questions, "Why are primary source documents such as this scroll important? Why is chapter 9 of the Reader a secondary

source?" In Unit 9, Lesson 5, Student Activity Book 5.2 gives clear information to students about primary and secondary sources. Activity 5.2 states, "When researchers are collecting information, they often use primary sources. A primary source comes from a person who knows about a topic firsthand. These sources provide information from the time period of the event. They are useful because they provide evidence left by eyewitnesses or people who lived at the time. Secondary sources, like books and articles, are created using information from primary sources. These sources are useful because they are easy to find."

- The materials provide the necessary resources for students to gather and review information from various sources. For example, in RLA grade 4, *Teacher's Guide*, Unit 9 states, "Model how to create a bibliography page. Explain that the last page of the presentation will be a bibliography or list of sources used for information. Remind the students that as they have been conducting research, they have been recording their sources at the top of their notes. Explain that images must be cited for the same reason words need to be cited. Credit must be given for anything you did not create, text or images."

Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)

- Materials include opportunities for students to differentiate between paraphrasing and plagiarism. For example, the support sidebar in grade 4, Unit 7, Lesson 2 states, "Several questions require students to put sentences into their own words. If students are not fluent in paraphrasing, you may wish to remind them that sentences should be substantially changed. Students cannot just copy the author's words."
- Materials include opportunities for students to paraphrase while avoiding plagiarism. For example, in grade 4, Unit 4, Lesson 2, the teacher models taking notes using a graphic organizer to paraphrase ideas found within text. The materials state, "As you model, you should read the direct quotation from the text and describe how to transform that quotation into a written paraphrase." Students use text to complete a graphic organizer, including a direct quote and paraphrased notes derived from the direct quote. In Unit 8, Lesson 5, students reflect on the questions, "What does taking notes mean? What does it mean to paraphrase information from a text?" The teacher reminds students "to take notes by paraphrasing the text they just read, or writing the information in their own words." The teacher explains that "paraphrasing involves putting someone else's ideas into your own words and that this is important to avoid plagiarism."
Grade 4, Unit 8, Lesson 5 states, "Remind students to take notes by paraphrasing the text they just read or writing the information in their own words. Explain that paraphrasing involves putting someone else's ideas into your own words and that this is important to avoid plagiarism. Students should write key information in the shortest form possible."
- The materials provide instruction and guidance for students about how to paraphrase or say things in their own words. RLA grade 4, *Teacher's Guide*, Unit 8 states, "Remind students to take notes by paraphrasing the text they just read or writing the information in their own words. Explain that paraphrasing involves putting someone else's ideas into your own words and that this is important to avoid plagiarism. Students should write key information in the shortest form possible." In grade 4 Unit 7, Lesson 2 states, "Several questions require students to put

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sentences into their own words. If students are not fluent in paraphrasing, you may wish to remind them that sentences should be substantially changed. Students cannot just copy the author's words." Students are, therefore, reinforced to paraphrase information they read in text.

Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials. (6-8) (S)

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

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Text Quality and Complexity

6.1	High-Quality Grade-Level Texts	10/11
6.1a	[Materials reflect the inclusion of text types and genres required by the grade-level TEKS.](#)	2/2
6.1b	[Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.](#)	0/1
6.1c	[Texts are well-crafted and are of publishable quality.](#)	1/1
6.1d	[Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.](#)	4/4
6.1e	[Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences.](#) (S)	3/3

The materials reflect the inclusion of text types and genres required by the grade-level TEKS. Core texts are not accompanied by text complexity analysis or measures. 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 include a variety of texts in TEKS-aligned genres for each grade level. The *Program and Implementation Guide* states the "instructional materials explicitly addresses the multi-genre strand of TEKS through an array of texts to include literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. Moreover, text types in the instructional program serve as anchors for the response, comprehension, author's purpose, and inquiry and research strands while fostering the application of the TEKS strands of listening, speaking, writing, reading, and thinking." Materials state, "Multiple genres of texts are used to support critical thinking and students' metacognition. . .in this program, students will explore varied text types to explicitly build background and conceptual knowledge that augments academic knowledge." For example, in grade 4, students experience a range of fiction genres, such as fiction, informational, and poetry. In "Unit 3", students are exposed to contemporary fiction in a text called "Letters from Heaven", and in "Unit 5", students read an informational text about the American Revolution. In "Unit 6", students read the fictional text *Treasure Island*. In "Unit 7: Wondrous Words", students explore how "Poems are often multi-dimensional, using figurative language to yoke together apparent opposites, to allow imagination and creativity to flourish, to startle readers with glimpses of the world as it might be," which aligns to 4th-grade TEKS 4.9B's focus on figurative language. Materials include a variety of text types in the "Fluency Supplement", evidenced by the statement, "This fluency packet was created to accompany the program's Grade 4 and 5 materials. It consists of poetry, folklore, and fables."

- The materials provide print and digital resources for various texts and genres. For example, in grade 4, *Teacher's Guide*, "Unit 10" lists "Digital Components 1.1–1.5" and *Number the Stars* by Lois Lowry under the "Materials" column in the "Lesson at a Glance" chart.

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

- Core texts and the series of texts connected to them are not accompanied by text complexity analysis provided in the materials. The materials do state that complex grade-level texts are provided; however, no measures are provided for text complexity. For example, the *Program and Implementation Guide* 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. In Bluebonnet Learning K–5 Reading Language Arts, 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" and "Because research shows that students' listening comprehension outpaces their reading comprehension until their early teens, the program strategically uses Read Aloud text in this strand, allowing students to focus their cognitive energy on gaining meaning from the words and better understanding from the images." There is no mention of what constitutes "complex grade-level texts" or how the read-aloud and shared-reading texts are analyzed according to these complex texts measures.
- The materials state that texts have been profiled for text complexity using standard quantitative measures, but these measures are not presented or explained. For example, grade 4, "Unit 6, Lesson 15", "Unit Assessment" states, "These texts were created using standard quantitative and qualitative measures. These texts are considered worthy of students' time to read and meet the expectations for text complexity at grade 4. The texts feature core content and unit vocabulary from the *Treasure Island* unit that students can draw on in service of comprehending the text." In grade 4, *Teacher's Guide*, "Unit 10" states, "The texts used in the Reading Comprehension Assessment–'How the Turkey Buzzard Got His Suit' (literary text), 'Titian' (informational text), and 'Improvements in Transportation' (informational text)–have been profiled for text complexity using standard quantitative and qualitative measures." There is no mention of what these qualitative or qualitative measures are or how the texts score according to either of these measures.
- The materials state that texts grow in complexity levels across the year but do not reference what qualitative and quantitative measures demonstrate how the texts progress in complexity over the course of the year. For example, the *Program and Implementation Guide* states, "Student Readers increase in text complexity as students progress through the K–5 learning continuum." Other materials provided for students to read have been analyzed for text complexity. For instance, in grade 4, "Unit 10", the "End-of-Year Assessment" section states, "The texts used in the Reading Comprehension Assessment–'Mercury and the Woodman' (literary text), 'Benjamin Banneker' (informational text), and 'The Circulatory System' (informational text)–have been profiled for text complexity using standard quantitative and qualitative measures." There is no reference or explanation of what these standard measures are or how the texts compare to these measures over the course of the year.

Texts are well-crafted and are of publishable quality.

- The texts included are well-crafted, meeting indicator requirements. For example, in grade 4, "Unit 1", students examine the genre of personal narratives. The texts included within this unit offer multiple perspectives and examine how real events and experiences can be written in this genre. The introduction states, "The texts have substantial literary merit and represent a spectrum of the American experience, as they are written from a variety of racial, cultural, and geographic perspectives." The grade 4 "Unit 6" introduction states, "The Reader for this unit, *Treasure Island*, includes complex text and prepares students in Grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. This is an abridged version of the original novel written by Robert Louis Stevenson and published in 1883. *Treasure Island* chronicles the adventures of the young narrator, Jim Hawkins, who discovers a treasure map when an old pirate stays at his family's inn. After joining forces with a doctor and a squire, Jim travels in search of treasure on a distant island. The novel vividly portrays a host of challenges, including encounters with dangerous pirates and a mutiny on the ship. Jim uses his wits to outsmart the pirates in this tale of greed, adventure, duplicity, and bravery." The grade 4, "Unit 7", introduction states, "This unit uses a variety of poems that have been analyzed for complexity and chosen for their diversity and interest. These poems are particularly good preparation for the complex texts, vocabulary, and form students will encounter in Grade 5 and beyond."
- The grade-level texts were previously published literary or informational texts, or the texts created specifically for the program are of publishable quality. For example, the texts include engaging images, which are free of spelling and grammar errors to support the text. For example, in grade 4, "Unit 8", "Powerful Forces and Gradual Change," there is an image of a fossil with a caption that reads, "Fossils help provide information about the history of the earth."
- The language of grade-level informational texts in the materials reflects the rich vocabulary and language appropriate to the discipline represented. The *Program and Implementation Guide* states the material "embeds informational texts across the K–5 Knowledge units to ensure that students develop a firm grasp of the academic knowledge necessary to better understand what they are reading." For example, in grade 4, "Unit 4", informational texts have been included within the Reader, offering a range of text structures and features with academic language supported throughout the unit. In grade 4, "Unit 8", "Search for Clues", the first paragraph contains the sentence, "During the 1800s and 1900s, geologists studied rock layers on continents." *Geologists* is identified in the vocabulary chart as a tier 3 word. Later in the chapter, there is a complex sentence that reads, "He understood, as with any new discovery, that his conclusions might be altered or challenged in the future by more evidence."

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

- The materials include traditional texts across multiple content areas. For example, in grade 4, a traditional text included in "Unit 10" is *Number the Stars*, which is tied to the core theme of the unit, "Resistance to German occupation." Later, the *Teacher's Guide* states, "Direct students to get their setting notes out and to check them for not only the where, but the when. Ask volunteers to share from their notes." The "where" of the setting is in Copenhagen, Denmark, and now also in Gilleleje, Denmark, at Uncle Henrik's farm. The "when" of the setting is during World War II, when Germany was trying to expand, and the Nazi regime began to persecute the Jews.
- The materials include contemporary and classical texts. For example, in grade 4, "Unit 2", a contemporary text, *Letters from Heaven*, is included. A classical text included in "Unit 6" is *Treasure Island*.
- The grade-level, diverse texts in the materials promote students' comprehension across multiple content areas. For example, the program guide states, "Grades 4 and 5 will continue to build their knowledge coherence across academic content while exploring cross-curricular connections of history, science, and literary themes." Diverse texts help build background knowledge, such as history and the Middle Ages in "Unit 4" and science and Geology in "Unit 8."

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

- The texts included are relevant, engaging, and authentically reflect students' backgrounds and experiences. For example, the *Program and Implementation Guide* states, "To support academically and culturally competent literacy, the Bluebonnet Learning K–5 Reading Language Arts program 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." In grade 4, "Unit 1", the second text is relevant and engaging, as it focuses on an infectious disease. After COVID-19, students have much stronger background knowledge and schema related to this topic, making it relevant to them.
- The materials include authentic grade-level texts that are engaging and reflect various backgrounds. For example, in grade 4, "Unit 1", students examine personal narratives and apply genre characteristics the author uses to craft their own narratives later in the unit. The personal narrative provided is "Tomas Rivera: The Power of Words." Students read excerpts about Tomas Riveria, who was a famous author from Texas. His Hispanic background is reflected in many of the students in classrooms across the state. Another relevant text, "Clara Driscoll: Lessons I Learned on a Cattle Drive", will appeal to students with a background in the rural parts of the state.

- The materials include authentic informational and literary texts that connect to real-world concepts to students' experiences. For example, in grade 4, "Unit 3", the introduction introduces teachers to the text used within the unit. The materials state, "In the novel, Celeste learns about the importance of the cooking traditions passed down by her grandmother who is no longer living. As a result, several excerpts from the text deal with loss and nostalgia. One excerpt features a bully character."

- The *Teacher's Guide* lessons include a "Core Connections" lesson at the beginning of the unit that engages students in the relevance of the unit material as well as builds background knowledge. The *Program and Implementation Guide* states, "Core Connections allow teachers and students to revisit prior knowledge from previous units, along with new knowledge needed for upcoming lessons. Across grades K–5, background knowledge systematically builds from year to year."

Text Quality and Complexity

6.2	Interaction with Grade-Level Text	8/8
6.2a	[Materials include opportunities in each lesson for students to interact with grade-level text. (S)](#)	**1/1**
6.2b	[Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)](#)	**5/5**
6.2c	[Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)](#)	**1/1**
6.2d	[Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)](#)	**1/1**

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

Evidence includes, but is not limited to:

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

- The materials provide opportunities for students to interact with grade-level texts in each lesson. For example, in grade 4, "Unit 3, Lesson 1", questions included are at literal, evaluative, and inferential levels, such as the evaluative question, "What may be a reason that 'nothing comes out' when Celeste wants to talk?" In grade 4, *Teacher's Guide*, "Unit 6, Lesson 4," states, "Have students preview question 4 on Activity Page 4.2 and then read pages 28 and 29 silently." Then the teacher asks, "Why is Captain Smollett upset?" Finally, "students record the answer(s) to question 4 on Activity Page 4.2." Materials include interactive Student Readers and materials state, "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."
- Student texts in materials include questions that require students to apply their understanding of the text through listening, speaking, and writing. In grade 4, "Unit 3, Lesson 1", students spend 70 minutes close reading an excerpt of the text. In "Lesson 3", students spend 35 minutes acting out a scene from the text. Following the listening and speaking activity, students complete a quick write about word choice in dialogue. In grade 4, "Unit 4, Lesson 7",

students interact with the text in various ways. The lesson materials include comprehension questions for students to discuss and verbally answer, such as, "How would the lives of a monk and a serf in the Middle Ages differ? How would they be similar?" Teacher directions state, "Have students share the information discussed with their partner in the Think-Pair-Share activity." The writing task included in the student "Activity Book" asks students to respond in writing to the following question, "What are three ways the Church influenced the lives of people during the Middle Ages?" In grade 4, *Teacher's Guide*, "Unit 9 states, "Direct students to read a copy of 'The Beginnings of Oil in the United States' and evaluate details read to determine key ideas by answering the accompanying comprehension questions on Activity Page 3.1."

- The materials include texts with oral and written text-based comprehension questions that range from literal to inferential. For example, in grade 4, "Unit 4", the Primary Focus for "Lesson 5" states, "Students will answer literal and inferential questions about medieval towns, referencing their reader." The lesson includes questions to ask following partner reading. Some of the questions included within the lesson are: "Literal. Where did most people live in the early part of the Middle Ages? Where did people move between 1000 AD and 1350 AD? Inferential. What was the connection between towns in the Middle Ages and local lords?" In grade 4, *Teacher's Guide*, "Unit 8" states, "Assess the student's comprehension of the selection by asking them to respond orally to the following questions: 1. Literal. What three words are important when thinking about geology? » heat, pressure, and time 2. Inferential. Why do people have to think about time in terms of years instead of minutes, hours, and days when thinking about geology? » Heat and pressure take a long time to change the earth in ways that geologists can find evidence of. If you think about time in minutes, hours, and days, it is unlikely that evidence of change will be detected because geological changes happen so slowly."

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)

- Materials include lessons during which students listen to, think about, and critically respond to the text by justifying their thinking orally and in writing. For example, in grade 4, *Teacher's Guide*, "Unit 7, Lesson 1" provides students the opportunity to listen to and think about the poem read-aloud: "As students listen to the poem read-aloud, they should pay attention to differences between this poem and 'Wonderful World.' Read the poem aloud." Students then must think critically as they answer questions in the "Poet's Journal" (Activity Book), such as "What do the questions on line 1 have in common with each other?" The teacher then says, "Review answers to the questions as time permits." Finally, students participate in the Check for Understanding, where they justify their thinking: "Use your own words to describe what this poem is about. » Answers will vary, but students should understand that the speaker lists things he wishes for. All those things would be his if he were king, which is his ultimate wish."
- The *Teacher's Guide* includes resources for teachers to facilitate effective discussions, provide guidance on probing questions, and strategies to encourage deeper thinking and analysis. For example, in grade 4, "Unit 3, Lesson 2", students continue listening, thinking, critically responding, and justifying their answers orally and in writing. Students read the next

excerpt in the lesson called "*Cangrejitos de Guayaba y Queso.*" The *Teacher's Guide* goes on to say, "Have students share their ideas about the theme or themes described in this excerpt. Remind them to justify their ideas using information from and inferences they made about the text." In grade 4, "Unit 4, Lesson 4", the materials state, "Use the following questions to discuss the chapter." Sample questions and answers are provided to facilitate the discussion, including, "Why was there a need for knights and castles during the Middle Ages? Describe at least two features of a castle that let you know it was built more for protection than for comfort." In grade 4, *Teacher's Guide*, "Unit 8" states, "• Use the following question to discuss the chapter. 1. Evaluative. What evidence did scientists use to figure out the theory of plate tectonics? Why did scientists have to rely on this evidence? Have students refer to the remaining images on Activity Page 1.4. Engage students in a discussion about the images, talking about which image represents evidence of tectonic plate movement as presented in the chapter. 2. Which image represents this evidence? How do you know?"

- Student texts in the materials integrate listening, speaking, and writing activities by allowing students to transfer their thoughts from oral discussions to written justifications and vice versa. For example, in grade 4, "Unit 3, Lesson 2", students spend 20 minutes working on inferring a character's feelings. Students use "Activity Book page 2.2" to make inferences about the character's feelings, supported by evidence in Excerpt 1: "Ask students to complete the exercise in their Activity Books. Remind them that they should be looking for a quote or quotes in the text to justify their answers." In grade 4, *Teacher's Guide*, "Unit 9," states, "In a whole group, ask students to share their answers to Activity Page 4.1. When sharing the State a Claim response at the bottom of Activity Page 4.1, ask students whether they agree or disagree. Encourage students to defend their choice."

- The materials provide teacher guidance on questions to ask during a class read-aloud. These questions are open-ended and include discussion prompts that encourage readers to think critically about the text and justify their responses with text evidence. For example, in grade 4, "Unit 5, Lesson 8", questions are included for use with students during the read aloud. Some of the questions include, "Look at the image 'Washington Crossing the Delaware' on pages 42 and 43. What does Washington's posture and placement in the boat tell you about his position in the army? Using evidence from the image on page 45, what details support the idea that the soldiers were miserable that winter?"

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

- Materials include opportunities for students to discuss aspects of the text, such as structure and language. For example, grade 4, "Unit 7, Lesson 1," states, "Ask students to share with a partner how poems are structured. Call on a few students to share their responses." In grade 4, "Unit 7, Lesson 5", students discuss in small groups the figurative language of the poem "The Delight Song of Tsoai-talee" by N. Scott Momaday: "Arrange the class into small groups and give each group one of the lettered metaphors from the first stanza (listed below). Tell students that there is no one way to interpret these metaphors. Students may have different interpretations of each metaphor, but they should use the features of the poem you have been discussing to interpret their metaphor's meaning."

- The materials include opportunities to discuss grade-level vocabulary. The materials contain a discussion protocol that includes clear guidelines for each discussion format (partner, small group, whole group) to ensure productive and inclusive discussions while addressing specific aspects of the text and the use of the academic or newly acquired vocabulary. For example, in grade 4, *Teacher's Guide*, "Unit 8," states, "Use a Discussion activity for follow-up. Talk with your partner about a time when you, or someone you know, *exerted* a lot of force or effort to create an effect. Be sure to use the word *exert* in complete sentences as you discuss this with your partner." The *Teacher's Guide* contains varied activities aligned with different discussion formats to promote engagement and understanding of specific elements of the text. Throughout grade 4, "Unit 3", students have opportunities to discuss specific aspects of the grade-level text through Think-Pair-Shares, Close Reading, Writing Opinion Paragraphs, and working with vocabulary words. For example, the introduction shows that in "Lesson 1", students complete a close reading of *Letters from Heaven,* and then they will complete a writing activity where they create detailed descriptions and give and receive partner feedback. Later in grade 4, "Unit 3", students continue to interact with the grade-level text by sharing about the people in their narratives that are similar to the characters in the text. Finally, each lesson that involves a close reading of the text has students interacting with vocabulary from that excerpt. For example, in "Lesson 9", the word *condolences* is a word that students will hear in this portion of the text.
- The *Teacher's Guide* contains varied activities aligned with different discussion formats to promote engagement and understanding of specific elements of the text. For example, in grade 4, *Teacher's Guide*, "Unit 9," states, "Think-Pair-Share: How do we know when an author is writing a fact or an opinion in an argument? (A fact can be proven. Facts are associated with evidence, such as specific examples or data.)"

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's Guide* has tips for shared-reading lessons that include modeling and guiding students to engage in comprehension strategies such as visualizing, questioning, making inferences, synthesizing information, or summarizing. For example, in grade 4, *Teacher's Guide*, "Unit 10", states, "Explain that a Text-to-Self connection is where something in the text, such as a character, setting, or event, reminds a person of their life and experiences. A Text-to-Text connection is where a text they are reading reminds them of another text. A Text-to-World connection is where the text reminds a person of people or events in the world around them, whether past or present. For example, consider what we have learned in previous lessons about World War II. What connections can be made from that to the text? (We learned about King Christian X and the Danish resistance efforts in World War II in Lesson 1.) • Direct students to write "*Number the Stars* Connections" in the center of their chart paper. Model on a large piece of chart paper, which will be used as an anchor example chart."
- Materials include lessons that enable students to engage with a text by making and confirming predictions. For example, in grade 4, "Unit 7, Lesson 3", "Students will make a prediction about Langston Hughes's "Harlem" prior to reading." The teacher guidance states, "Tell

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students to predict what kind of dream Hughes will discuss in the poem. • Ask students to raise a hand silently if they predict the poem 'Harlem' is asking what happens if you put off dreaming at night. You may wish to select one or two students to share their reasoning or supporting ideas with the class. • Ask students to raise a hand silently if they predict the poem 'Harlem' is asking what happens if you put off working toward your hopes and wishes. You may wish to select one or two students to share their reasoning or supporting ideas with the class." Students then listen to the poem and confirm predictions, with guidance stating, "Ask students to raise their hand if their prediction was correct."

- Materials include opportunities to make inferences. Inferential, literal, and evaluative questions are included, allowing students the opportunity to engage with a variety of reading skills. For example, in grade 4, "Unit 6, Lesson 1", teacher guidance prompts students to, "Inferential. Make an inference about why the captain says, 'This is the perfect place for me,' and justify your inference with evidence from the text."

- The materials include regular opportunities for students to respond to text, demonstrating their comprehension through written expression. For example, in grade 4, *Teacher's Guide*, "Unit 8" states, "5. What are some other examples of things that are *sheer?* Be sure to use the word *sheer* in your response. » Answers will vary. • If necessary, guide and/or rephrase students' responses to make complete sentences: "____ is *sheer* because ____ ." In grade 4, "Unit 4, Lesson 9", after reading and discussing the chapter, students are asked to complete comprehension questions with text evidence. They are instructed to answer the questions in complete sentences. Some of the questions include, "Why did the Battle of Hastings take place? Provide two reasons that William and the Normans were able to conquer the English." After answering each question, students are asked to provide the page number where they found their answer.

- The materials provide opportunities for students to engage in a variety of reading skills at grade level during the lesson. For example, in grade 4, "Unit 4, Lesson 2" includes steps to support "Taking Notes with a Graphic Organizer." The lesson directions state, "Explain that the graphic organizer is a useful tool that will highlight how different the lives of lords and serfs were during the Middle Ages. Explain that you will model how to scan text to locate information to complete a graphic organizer. Model the process of scanning the text, having students follow along in their Readers while you think aloud. As you model, periodically call attention to the use of nouns and adjectives in the notes you are creating." Throughout the modeling process, the *Teacher's Guide*s students to apply their learning to complete the rest of the graphic organizer independently. In grade 4, "Unit 3", students read the contemporary fiction text *Letters from Heaven*. Students engage with various reading skills throughout each lesson. In "Lesson 1", students Close Read the text and annotate the different character interactions: "Explain to students that characterization is a description of someone's features, including their thoughts and feelings, personality, perspective, and physical attributes. Tell students that authors sometimes use characterization in their writing to help readers develop a deeper understanding of people in a text." The grade 4, "Unit 3", "Student Activity Book," asks students to "Draw a picture of Celeste and another character from the text interacting together. Then, annotate, using information from the text to show why you drew Celeste and the second character the way you did. If you are using words and phrases that appear in the text, enclose them in quotation marks."

Text Quality and Complexity

6.3	Supporting Access to Grade-Level Text	3/3
6.3a	Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)	2/2
6.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)	1/1

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

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for activating prior knowledge so that students start making connections to the text and when to use suggested scaffolds for students to access the grade-level texts. For example, in grade 4, "Unit 4, Lesson 1", teacher guidance includes strategies for activating prior knowledge to help students make connections to the new material of the unit. The text states, "Tell students they will begin a unit called The Middle Ages. Explain that before reading the first chapter of the Reader, you are going to talk about some things they may have learned before that will help them understand what they will learn in this unit." In grade 4, *Teacher's Guide*, "Unit 9" states, "Tell the students that they will collect primary source information using interviews as part of their research. Remind students that most people have background knowledge about energy because we all use it daily. Their classmates, families, and even teachers can all be useful sources of primary source information." In grade 4, "Unit 10, Lesson 1", the lesson plan provides an opportunity for students to Think-Pair-Share: "Ask students to look closely at the images in Digital Component 1.1. Then have them turn to a partner to share what they know about World War II based on the images. Tell them to think about the mood that the images create and the symbols, objects, and people that are featured." Following that, students create a KWL chart to help continue to build their background knowledge about World War II.

- The materials include collaborative discussions about grade-level text with appropriate supports and scaffolds. For example, in grade 4, "Unit 4, Lesson 8", teacher guidance includes questioning suggestions for use in a small group discussion of the text that has been read. The text states, "Ask students to summarize the practices in the Middle Ages that show the influence and power of the Church" and "Ask students to summarize what it was like to be a monk during the Middle Ages." In grade 4, *Teacher's Guide*, "Unit 8," states, "Small Group 1: This group should include students who need extra scaffolding and support to read and

comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will discuss and complete portions of Activity Page 7.2 with your support during reading. In the interest of time, students will only discuss questions 1–6 on Activity Page 7.2 during reading, but will not be asked to record written responses to these questions on the activity page."

- Materials include teacher guidance and support using sidebars throughout the *Teacher's Guide*: "Each Grade K–5 lesson includes specific support recommendations for Universal Access, EB students, Support, and Challenge for all learners. These sidebars support teachers in differentiation for their students based on their individual needs throughout the lessons." In the *Teacher's Guide,* "Unit 6, Lesson 9", the teacher is reading aloud from the student Reader, and the following vocabulary support is provided in the sidebar, "Support| What does "word of honor" mean? » a promise to do what a person says they will do." The sidebars throughout the units give extra support to ensure that students can maintain the rigor of the text and lesson expectations. For example, in grade 4, "Unit 10, Lesson 1", the support sidebar states, "Guide students to reread the summary on the back cover of *Number the Stars* to recall some information that they already know about World War II and begin to generate questions."

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

- The materials in grade 4 provide opportunities for students who demonstrate proficiency with a text to engage in additional analysis of grade-level texts, such as optionally paired passages, writing prompts in which students use evidence from the text to support a position or options for illustrating the text. In "Unit 10", a Pausing Point (additional lessons to provide enrichment or remediation opportunities) states, "Have students pick a character from *Number the Stars* and create a character diary or journal. Students will write a journal entry exploring their thoughts, motivations, and changes throughout the story." In "Unit 10", a Pausing Point states, "Discuss the central ideas of the novel, such as bravery, friendship, and helping your neighbors in difficult times and times of need. Ask students to work with a partner to come up with a list of themes, and provide evidence from the story to support each theme. Remind students that a theme is a complete thought that tells what the author wants readers to learn about one of the central ideas of the story."

- Materials provide additional analysis of grade-level texts for those students who demonstrate proficiency. For example, the grade 4 *Teacher's Guide*, "Unit 6," states, "The Reader also includes two selections that may be used for enrichment. Although the *Teacher's Guide* does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently." Grade 4, "Unit 6", "Activity Book Page E1.1," states, "As you read the enrichment selection, *The Voyage,* answer the following questions using complete sentences. 1. At what point in the storyline of *Treasure Island* does the action in *The Voyage* take place?"

- The materials in grades 4–8 provide opportunities for students who demonstrate proficiency with a text to engage in additional analysis of grade-level texts such as optional paired passages, writing prompts in which students use evidence from the text to support a position, answering questions, or options for illustrating the text. Options for a student illustration

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include drawing a flowchart to show the various stages in the process of chemical weathering. Students are encouraged to utilize the flowchart as needed to help them recall details of the process. In grade 4, "Unit 4, Lesson 5", students are asked to "Answer literal and inferential questions about medieval towns, referencing the Reader" as a formative assessment. Some of the questions include, "Where did most people live in the early part of the Middle Ages? Where did some people move between 1000 AD and 1300 AD? What was the connection between towns in the Middle Ages and local lords?" In grade 4, *Teacher's Guide*, "Unit 8" states, "If students have mastered the content and skills in the Geology unit, their experience with the unit concepts may be enriched by the following activities: Students may read the enrichment selections contained in the Reader. One selection, 'The Rock Towns of Cappadocia,' describes the cave-like rock houses located in Cappadocia, Turkey, as well as rock carvings on Easter Island. Another selection, 'Violent Vesuvius,' provides information on Mount Vesuvius and gives an account of what it was like to witness its largest, most devastating eruption in recorded history. The final selection, 'A Deep-Sea Detective Story,' dives into the subject of undersea investigation, telling of important expeditions and resulting discoveries. The Activity Book contains activity pages students can complete as they read these selections."

Text Quality and Complexity

6.4	Analysis of Text Complexity	6/6
6.4a	[Materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement.](#)	**4/4**
6.4b	[Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.](#)	**2/2**

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

Evidence includes, but is not limited to:

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

- Materials include quantitative and qualitative analysis of each core text. The materials provide a rationale in the introduction of each unit for why the core text is important. For example, the grade 4 *Teacher's Guide*, "Unit 6" introduction states, "This unit examines the fiction genre through a classic novel, *Treasure Island*. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story. It is important for students in the upper elementary grades to read longer works of fiction and trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity." In grade 4, *Teacher's Guide*, "Unit 8, Lesson 14", "Unit Assessment Analysis" states, "The texts used in the reading comprehension assessment, 'Earth's Forces at Work in Japan' (informational text) and 'The Layers of Cappadocia' (literary nonfiction text), have been profiled for text complexity using standard quantitative and qualitative measures." The materials include information about the text complexity of the individual student readers. The *Program and Implementation Guide* 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." It mentions that "Student Readers increase in text complexity as students progress through the K–5 learning continuum."
- Materials include quantitative and qualitative analysis. The text's educational purpose and grade-level placement are addressed. The materials include reading passages to be used within a comprehension assessment at the end of grade 4, "Unit 1." The text states, "The texts used in the Reading Comprehension Assessment, 'The Cat' (literary text), 'The Wolf, the Elk, and the Aspen Tree' (informational text), and 'Invasive Species' (informational text), have been profiled for text complexity using standard quantitative and qualitative measures." The use of standard quantitative and qualitative measures is mentioned within the unit. Materials state the following about "Unit 6, Reading Comprehension Assessment": "The reading comprehension section of the Unit Assessment contains two selections and accompanying

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questions. The first selection is a literary text that tells the story of the escape from Hispaniola, as narrated by Dr. Livesey, one of the characters in *Treasure Island*. The second selection is an informational text that describes how *Treasure Island* has inspired our way of thinking about such things as pirates and buried treasure. These texts were created using standard quantitative and qualitative measures. These texts are considered worthy of students' time to read and meet the expectations for text complexity at grade 4. The texts feature core content and unit vocabulary from the *Treasure Island* unit that students can draw on in service of comprehending the text."

- The materials include qualitative and quantitative measures of complexity. The grade 4, "Unit 1" *Teacher's Guide* includes a new "Measures of Text Complexity" section. This section includes a quantitative and qualitative analysis of each core text. For example, the materials include a chart that gives specific details about the texts included in the unit. The text "The Power of Words" has 909 words and includes one main text structure with embedded structure, as well as a variety of simple, compound, and complex sentences. The main theme is evident and revealed early in the story. The *Program and Implementation Guide* also includes a section explaining the rationale for text selection. For example, "Developed texts are written to ensure text is age-appropriate based on factors such as sentence and word length and frequency of unfamiliar words."

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 include information about the qualitative dimensions of the selected texts. In grade 4, "Unit 10", there is a list of Core Content Objectives such as "Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Write legibly in cursive to complete assignments. Establish a purpose for reading assigned and self-selected texts." 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 *Program and Implementation Guide* also states, "units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program."

- The materials include measures of text complexity. The grade 4, "Unit 1" *Teacher's Guide* includes a "Measures of Text Complexity" section. This section includes a quantitative and qualitative analysis of each core text. For example, the materials include a chart that gives specific details about the texts included in the unit. The text "The Power of Words" has 909 words and includes one main text structure with embedded structure, as well as a variety of simple, compound, and complex sentences. The main theme is evident and revealed early in the story. The *Program and Implementation Guide* also includes a section explaining the rationale for text selection. For example, materials state, "Read-aloud texts focus on facilitating student engagement and building constructive context to relevant units of study through teacher guidance. This provides students with ongoing opportunities to listen, think, and critically respond to grade-level texts...Texts included in the. . .materials have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relation to student tasks. Licensed texts are selected using quantitative measures such as Lexile® text measures."

Text Quality and Complexity

6.5	Self-Sustained Independent Reading	6/6
6.5a	Materials include explicit (direct) guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. (T)	2/2
6.5b	Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)	1/1
6.5c	Materials include a plan for students to self-select high quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	3/3

The materials include explicit (direct) guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. 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:

Materials include explicit (direct) guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. (T)

- The materials include teacher guidance on student accountability with independent reading. The "Independent Reading Guide" outlines seven steps to implementing a successful independent reading program. Step 3, "Equip Students to Engage, Interact, Make Good Choices, and Be Accountable," states, "Therefore, provide frequent times for students to share and discuss their thoughts about the books they read. Encourage discussion and debate. These sharing experiences will provide students with the opportunity to articulate their ideas and develop their critical-thinking skills." Several engaging activities are included within the chart provided, each holding students accountable for what they have independently read. A chart includes various ways to engage and hold students accountable for independent reading, outlining suggestions for book talks, discussion and debate, writing, visuals, and performances. In the "Independent Reading Guide," many bullet points guide teachers on how to monitor, assess, and encourage independent reading, such as hosting character conversations in partners or small groups. Students must source information from their independent reading to engage in these character conversations.
- The materials include various activities and structured tasks for teachers to monitor student comprehension during independent reading. For example, the "Independent Reading Guide" provides activities to monitor comprehension, such as summarizing text, drawing pictures of what was read and including captions, and regular conferencing opportunities that utilize reading logs.
- The materials include explicit guidance for teachers on monitoring students' comprehension during independent reading. For example, in grade 4, "Unit 1, Lesson 6", students are

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instructed to read the text "Clara Driscoll: Lessons I Learned on a Cattle Drive" independently. After reading, suggested instructions and questions are provided to monitor comprehension. The materials state, "Remind students that 'Clara Driscoll: Lessons I Learned on a Cattle Drive' includes a cause-and-effect structure." A sample question included is, "What does cause and effect mean?" In grade 4, "Unit 10", "Advanced Preparation," the last bullet tells teachers to "Prepare to have students read independently and with assigned partners for the reading segment." In "Lesson 5", when students are reading chapters 7 and 8, they are provided with a prompt to focus on while reading: "How do the events cause tension to build during the rising action of the novel *Number the Stars*?" After reading independently to check for students' comprehension of what they read, the teacher asks the following questions, "Why has Ellen never been to the sea? Mama tells the girls not to speak to anyone because it is dangerous. Why is it dangerous to try to explain Ellen to people they know?"

- Materials provide resources the teacher can use to monitor students' comprehension in the "Student Activity Book" that accompanies reading passages. For example, the grade 4 *Teacher's Guide*, "Unit 6, Lesson 4," states, "You may want to ask some or all students to complete Activity Page 4.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 4.2 correctly."

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

- The materials include texts used for whole-class modeled reading and independent reading. The *Program and Implementation Guide* 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." The texts included within the Reader are grade-level texts that support the knowledge content of the individual units. For example, the Reader included with grade 4, "Unit 1," features personal narrative texts to support the unit on personal narratives. The "Independent Reading Guide" provides suggestions of additional texts that students can use for independent reading at various levels, including Bluebonnet Learning K–5 Reading Language Arts's Trade Book Guides (grades K–2), bookswaps, classroom libraries, school libraries, and public libraries.

- The materials include texts designated for independent reading and suggestions for selecting texts that have varying qualitative features, including vocabulary and knowledge demands of the unit through guided text selection. For example, in grade 4, "Unit 4", the Pausing Point section guides self-selection of independent reading texts for this unit. The text states, "Teachers should utilize the Independent Reading Guide for students to self-select texts about topics of interest in their study of the Middle Ages. Make sure to use locally approved resources, and explain to students that they should establish a purpose for reading their self-selected text." In grade 4, *Teacher's Guide*, "Unit 9," states, "These materials may take the form of what is available on the subjects of renewable and nonrenewable energy from locally approved resources. Be mindful to make materials varied and text complexity at all levels available to meet the diverse learning needs of your students. Include some materials that incorporate visual supports, such as illustrations, photographs, and diagrams. Digital

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materials may also have audio to accompany them which makes the text accessible to more students. Display the materials so they are organized and easily accessible to students."

- The materials include texts designated for independent reading with varying complexity in knowledge demands to support readers at, above, and below grade level. The texts included within the Reader are grade-level texts that vary in complexity to support readers above or below the grade level. In grade 4, "Unit 4", the "Unit Assessment" texts are "Considered worthy of students' time to read and meet the expectations for text complexity at Grade 4. The texts feature core content and unit vocabulary from the Middle Ages unit that students can draw on to comprehend the text."

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

- The materials include a system for setting and tracking independent reading goals. For example, in the "Independent Reading Guide", there is a chart called "Monitor, Assess, and Encourage Reading Experiences." This chart provides a bullet-point list of suggestions for monitoring and assessing students while they are independently reading. This list includes a goal guide in Additional Resources that supports teachers in making SMART goals. The Independent Reading Guide includes holding students accountable through monitoring achievable goals. It directs the teacher to do the following, "Each week, establish reading goals and expectations. Check in with students at the end of each independent reading block. Set reading targets (number of pages). Check reading logs and charts. Adjust goals and expectations according to students' needs."

- The materials include supports that increase focus and engagement during independent reading for sustained periods of time. For example, the "Independent Reading Guide" provides reading logs for students reading at Emergent, Developing, and Independent levels. These logs provide a space for students to document if they read on that day, how they felt about their reading by completing the mouth on a face, and a place for them to record their thoughts, questions, and reflections. Students determine their own reading goal, independently or with teacher assistance during a reading conference, and fill out their reading log regularly and independently. The "Independent Reading Guide" features "Seven Steps to Implementing a Successful Independent Reading Program." to support students in self-selecting their own book. The "Monitor, Assess, and Encourage Reading Experiences" chart has a section titled "Book Selection" that prompts teachers to use reading conferences to understand student reactions to their reading. If students did not enjoy a previous selection, the chart suggests teachers consider how students made their selection and cautions that readers who are new to independent reading may need more support.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate their comprehension. The *Program and Implementation Guide* states, "Text-based responses. . .engage students in speaking and writing about the texts they read and enhance students' knowledge through a reciprocal approach of reading and writing. Text-based responses allow students to conceptualize texts by using evidence to support their reasoning and understanding of the texts read." In grade 4, "Unit 3, Lesson 2", students use text evidence to support inferences about a character's feelings using support and quotes from the text *Letters From Heaven*. Students use "Activity Page 2.2" and answer the following question, "How does Celeste feel about her relationship with her grandmother?" A sample answer in the *Teacher's Guide* provides an exemplar response with supporting quotes from the text to support the claim. Then, students complete a Check for Understanding task that requires students to use evidence from the text to justify their thinking: "After students answer the first question, take a class poll to see which words or phrases students chose for Celeste's relationship with her grandmother." Teachers are prompted to encourage students' use of textual evidence to support their answers.

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- Materials include text-dependent questions and tasks that require students to use evidence from the text to justify their thinking. For example, in grade 4, "Unit 6", "Activity Book," student directions for "Activity Page 4.2" state, "Answer each question, citing the page number(s) where you found evidence in the text for your answer." Questions include literal questions such as, "What is Jim's first impression of Long John Silver?" as well as inferential questions such as, "What do you think Jim means when he says that he wonders about Silver's choice of name for his parrot, Captain Flint?" For example, in grade 4, "Unit 8", the *Teacher's Guide* states, "Inferential. What information in the text helps you determine whether Earth's crust is liquid or solid?» The words rocky crust imply the crust is solid, since we know rocks are solid."

- The materials include tasks that require students to support their claims using evidence from text they have read. For example, in grade 4, "Unit 5, Lesson 12", the text states, "Find evidence in the text to support the claim that Mum Bett was a heroine of the American Revolution." The lesson also asks students to find evidence in the text to support the claim that Benedict is both a hero and a villain during the American Revolution. Materials include text-dependent questions and tasks that require students to use evidence from the text to support claims. For example, after reading Chapter 2 of *Treasure Island*, the Check for Understanding provided for "Unit 6, Lesson 2" states, "Have students do a Turn and Talk to briefly discuss their opinion about whether the doctor should be worried using evidence from the text to support their claim. Then, call on some students to share their opinions aloud with the class."

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

- The materials include questions and tasks that require students to use text evidence when evaluating the language of high-quality texts. The questions and tasks ask students to give evidence of how the author uses sensory language to create mental images for the reader. For example, in grade 4, "Unit 3, Lesson 5", students are tasked with rereading an excerpt from *Letters to Heaven* and analyzing how the sensory language creates mental images for the reader by providing explicit examples from the text, such as "She pointed to the plantain's little black specks" and imagining the black seeds inside of the banana you imagine something that looks like the inside of a banana. In grade 4, "Unit 5, Lesson 9", students are asked questions about the author's use of language within the text. The lesson states, "Personification is a literary device whereby the author assigns human characteristics to something nonhuman. Locate an example of personification in the last paragraph and explain how it is an example of personification." The lesson also includes questions about specific words the author used in the text. Students are asked to determine the meaning of 'state' in the sentence "Washington was worried about the state of the army" using clues in the sentence. Students answer questions and provide text evidence about language and the author's craft of using specific words within a text.

- The materials include questions and tasks that require students to use text evidence when evaluating the key ideas of texts. For example, in grade 4, "Unit 5, Lesson 4", students are asked questions about the key ideas and details of the text. The lesson states, "How do you predict the colonists in Massachusetts responded to these new laws? Support your answer

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with information you have read in earlier chapters." A sidebar within the same lesson states, "What three things did people in Massachusetts start to do to prepare to fight for their liberty? Support your answer with evidence from the text." Students within this lesson answer questions and applying their learning regarding key ideas and details by using text evidence.

- The materials include questions and tasks that support students with identifying evidence that shows the relationships between details in texts and how they are organized to find key ideas through evaluation of details. For example, in grade 4, "Unit 3, Lesson 2", students use text evidence to support inferences about a character's feelings using key ideas and quotes from the text *Letters From Heaven*. Students use "Activity Page 2.2" and answer the following question, "How does Celeste feel about her relationship with her grandmother?" A sample answer provided in the *Teacher's Guide* states to include an exemplar response with corresponding text evidence to support the claim.

- Materials include questions and tasks that require students to use text evidence when evaluating the craft of high-quality texts. For example, in grade 4, "Unit 6", students are reading an abridged version of the novel *Treasure Island*. Teacher guidance for "Lesson" 7 in the *Teacher's Guide* states, "Ask students to think about the first two chapters of *Treasure Island*. Ask whether there seems to be more focus and attention paid to the plot or the personal feelings of the characters. (the plot)" and provides teachers with optional answers and corresponding quotes from the text such as "the narrator focuses on the events or action in the story. He rarely tells us how he feels, although sometimes we can guess how he feels from his actions. For example, Jim describes how the old captain receives the black spot and how he and his mother hide in the ditch as the pirates ransack the inn; but he does not detail his feelings about the events."

- The materials include questions and tasks which require students to use text evidence when evaluating a text's structure. In grade 4, "Unit 1, Lesson 5", students explain how the use of a cause-and-effect structure demonstrates change within the text. For example, students are asked the following questions during reading: "What character trait describes Clara Driscoll at the beginning versus the end of this reading portion? What caused her to change? Think back to 'Sun and Spinach.' What are some causes and effects in that narrative?" After the teacher has completed modeling, students work with partners to complete an activity locating examples of cause and effect in "Clara Driscoll: Lessons I Learned on a Cattle Drive." In grade 4, "Unit 9", the *Teacher's Guide* states, "When a student is called during discussion, ask multiple choice questions. For instance, is _____ a cause or an effect?"

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

- The materials include questions and tasks that require students to support their claims and justify their thinking through a variety of strategies, such as paraphrasing. For example, in grade 4, "Unit 3, Lesson 11", the "Primary Focus" of the lesson states, "Students will be able to paraphrase facts from the text that support their opinions in their own words." In the lesson, students take notes on the "Lords and Serfs Graphic Organizer" and use paraphrased notes to find evidence within the text with provided sentence stems such as, "I would choose to be a

lord because . . . " Then, teachers are directed to model how to reference the Lords and Serfs Graphic Organizer and use the paraphrased notes and page numbers to find evidence in the text.

- The materials include tasks that require students to support their claims and justify their thinking by summarizing what they have read. For example, in grade 4, "Unit 3, Lesson 7", the *Teacher's Guide* states, "Explain that students will summarize Excerpt 7 after you model summarizing Excerpt 6. Remind students: There's a lot of dialogue in this scene that doesn't need to be included in the summary. Remind students that a summary is short and only includes the most important details."

- The materials provide questions and tasks that ask students to discuss key ideas derived from the evidence they have found. In grade 4, "Unit 7, Lesson 2", students answer a variety of questions about the poem they just read: "The narrator describes the librarian's smile. Based on the description, how do you think the narrator felt about seeing the librarian? Give a reason for your answer. Teachers are prompted to determine if students make an inference drawn from the text. Then, students are asked to "Summarize the whole poem in your own words. Student responses should mention the literal visit to the library and the fact that the speaker is remembering an event from her childhood."

- The materials provide questions and tasks that ask students to discuss key ideas derived from the evidence they have found. For example, in grade 4, "Unit 5, Lesson 3", a Check for Understanding has been included during the chapter discussion. The students are tasked to complete an exit slip to show their understanding of the reading by identifying an American Revolutionary described in the chapter with whom they strongly agree or strongly disagree. Students are prompted to justify their opinions using a metaphor that captures their agreement or disagreement and relevant evidence from the text. In grade 4, "Unit 8", the *Teacher's Guide* prompts teachers to guide students through the process of transforming their notes into sentences by completing the 'Tsunamis are caused by . . .' statement as a whole group and have students read the notes they took for the first question on Activity Page 5.2. Then, teachers are prompted to have students read the statement on Activity Page 5.3 and think of different ways to complete the sentence, keeping the audience in mind.

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)

- Materials include support and challenge sidebars designed at different levels of complexity. For example, in grade 4, "Unit 6, Lesson 3", the sidebars state, "Support: Have students answer fewer questions in the 'My Character' chart on the activity page. Challenge: Ask students to come up with their own questions and answer them to provide more detailed information about the character." In grade 4, "Unit 9", the *Teacher's Guide* states, "During the Read-Aloud, encourage students to generate higher order thinking questions with sentence starters such as: What is the advantage or disadvantage of...?, What would happen if....? What is an alternative to...?"

- Materials include questions designed at different levels of cognitive complexity. For example, the questions and tasks are designed to meet the levels of cognitive complexity required by

the 4th grade TEKS. For example, in grade 4, "Unit 4, Lesson 1", the "Primary Focus" of the lesson states, "Students will paraphrase information from the Reader to participate in a discussion about the people, events, and important ideas from the Middle Ages." In the lesson, questions are asked to support the lesson focus, such as, "What are some events, described on this page, that helped transform Europe in the years leading up to the Middle Ages?" and "What does this paragraph tell us about life in the Middle Ages? What words or phrases in the text help you determine that?"

- The questions and tasks are designed to meet the levels of cognitive complexity required by the grade 4 TEKS. For example, in grade 4, "Unit 4, Lesson 5", the "Primary Focus" of the lesson states, "Students will draft an informative paragraph about the life of a serf during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence." The students' task includes drafting a paragraph based on the text they have read. Teachers are prompted to guide students through the process of drafting detailed sentences from their notes on the topic of work. By having students refer to the 'Work' column on their graphic organizer and find the notes they took about serfs during the Middle Ages. The guidance states that students should read their notes and decide what needs to be added to turn a note into a sentence by thinking through the subject (who or what the sentence is about) or predicate (what the subject is doing)."

- The questions and tasks are designed to meet the levels of cognitive complexity required by the TEKS at each grade level. In grade 4, "Unit 3, Lesson 7", students are tasked with making inferences about characters in *Letters From Heaven*. Questions provided in the *Teacher's Guide* are written at the literal and evaluative level and there are many of these questions that allow for ample opportunities for students to analyze the text. Examples of questions include, "Inferential. What inferences can you make about Amanda just from reading the dialogue? Evaluative. What ideas about Amanda's personality might you get as a reader from the image in your mind of her "swinging her long blond braids" as she walks?"

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials provide explicit, modeled instruction on how to use text evidence to generate evidence-based claims. In grade 4, "Unit 4, Lesson 9", students are asked, "What claim does the author make about the cause of the Battle of Hastings?" Sample answers are provided in the lesson to guide teachers, such as, "The author claims that there was a disagreement about who was the proper king of England and, because only one person could be king, they fought to determine who would become king." As the lesson continues, the materials provide the following question to ask students: "Which of the following lines of text provides the best evidence to support the author's claim?" Samples are provided within the lesson. After the lesson, the students are asked, "The title of the chapter is '1066: The Battle That Changed History.' Do you think this is a good chapter title? Why or why not? Support your answer with evidence from the text." In grade 4, "Unit 10, Lesson 2", the *Teacher's Guide* directs teachers to go to the Character Development Notes chart, prepared before the lesson, and model note-taking by asking, 'What details and characteristics can we record for Kirsti?' Sample evidence is provided for teachers to support students in identifying text to support a claim, such as: "Ch. 1, paragraph 6: She is slower than Annemarie and Ellen. Ch. 1, paragraphs 30 through 32: She is defiant when angry. She is stubborn. She has short, tangled curls. She is unafraid. Ch. 1, paragraph 34: She is pretty.)"
- The materials provide explicit, modeled instruction on how to use text evidence to construct text-based responses. For example, the grade 4, "Unit 1, Lesson 6", *Teacher's Guide* prompts teachers to model creating constructed responses by displaying the Short Constructed Response Reading Question and explaining to students that they will answer the short constructed response question. After students circle key direction words as they read, the guide prompts teachers to model how to respond to the prompt. In grade 4, "Unit 5, Lesson 5", students read and compare two texts about Paul Revere. Throughout reading, the teacher asks and models thinking. At the conclusion of reading both texts, the students are asked the

following question, "Based on what you learned in the Reader about Paul Revere's ride, do you think the poem excerpt is historically accurate, meaning all the details in the excerpt you read are exactly how they happened that night in 1775? Include examples from the Reader text and the poem to support your answer." The materials provide explicit, modeled instruction on how to identify relevant text evidence, analyze its significance, and incorporate it effectively into claims and responses.

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 teacher guidance to support students through structured conversations which include evidence-based discussions using academic vocabulary. In grade 4, "Unit 4, Lesson 1", students are introduced to the vocabulary words of the lesson, including "medieval." At the beginning of the lesson, the materials state, "Begin by telling students the first vocabulary word they will encounter in this chapter is medieval. Have them find the word on page 2 of the Reader." Students are then referred to the definition of "medieval" in the glossary. As "Lesson 1" continues, questions using academic vocabulary progress from, "What does medieval mean?" to a chapter discussion with the question, "Imagine you are traveling through the medieval countryside, and you see a boy about your age. Based on today's reading, what evidence would you use to decide whether the child is a serf or a noble?" This approach encourages students to engage in evidence-based discussions using academic vocabulary.
- The materials include guidance for explicit modeling by the teacher on how to use academic vocabulary and appropriate syntax in discussions. In grade 4, "Unit 4, Lesson 9", the materials introduce students to the word "determination" by reading the definition, providing the part of speech, and presenting alternate forms of the word. Throughout the reading, questions are asked, such as, "What does the word *determination* mean?" Follow-up questions include, "What words or phrases in the text provide clues to the meaning of the word *determination*?" During Word Work, the teacher states, "In the chapter, you read, 'What [the English soldiers] lacked in energy, they made up for in *determination*.' The definition of *determination* is reviewed, and students are asked to use '*determination*' in a sentence. Sentence frames are provided to support students, such as, "I used determination to finish or accomplish ___." The teacher then guides students to study the suffix, -tion, and how it is used to change a verb to a noun (*determine* to *determination*).
- The materials include suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. For example, in grade 4, "Unit 8", the *Teacher's Guide* states, " Have students refer to the remaining images on Activity Page 1.4. Engage students in a discussion about the images, talking about which image represents evidence of rocks being formed, melted or recycled, and reformed in a continuous cycle." After displaying an image showing the rock cycle and Earth's rock layers the teacher is prompted to ask, "Why is the correct image the one that shows the rock cycle and Earth's rock layers?" Students are then able to engage in a structured opportunity to discuss text-based evidence.
- The grade 4 materials provide questions and tasks that integrate grade-level reading, writing, speaking, listening, and/or language TEKS and/or ELPS to facilitate a deep understanding of

the texts. For example, in "Unit 5, Lesson 12", the Check for Understanding prompts teachers to ask students, "What were some beliefs that motivated people to support the Revolution?" Then, teachers are directed to have students fold a sheet of paper into four boxes labeled Colonial Leaders, Colonists, Enslaved people, and Native Americans, and think about how their perspectives and values might have been the same or different." The EB sidebar gives guidance to teachers to support students using sentence stems and modeling clear and concise language for students to use when they share with the whole group: "Provide 1:1 support when reviewing lesson texts for key information. Provide student with a sentence frame for sharing out with the whole group (e.g., One way ____ proved to be a hero was _____; believed in ____and supported the Continental Army by_____; ____ was a villain because they____)."

Evidence-Based Tasks and Responses

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

The materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose 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 include mentor texts that serve as models for students to compose various types of writing according to the grade 4 TEKS. The *Program and Implementation Guide* states that students will engage with mentor texts that model benchmarks for narrative, expository, and argumentative writing. For example, in grade 4, "Unit 1", students read three personal narratives and then compose their own personal narratives. In grade 4, "Unit 6", students read the adventure story *Treasure Island* and then compose their own adventure stories, creating conclusions modeled from *Treasure Island*. The materials also provide think-alouds that are based on mentor texts. In grade 4, "Unit 9", the *Teacher's Guide* provides a think-aloud that uses the text headings to understand features of a non-fiction text to implement in student writing.
- The materials provide mentor texts to reinforce the understanding of organization and structure of high-quality texts. For example, in "Unit 3, Lesson 6", students read *Letters From Heaven*, a personal narrative, and then by the end of the unit students will write their own personal narrative. Guidance states, "Tell students that today, they are going to write about the experience they had with the special person they have selected for their personal

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narratives using sensory details and figurative language." In grade 4, "Unit 4, Lesson 12", the teacher reads aloud the mentor text and leads a discussion with comprehension questions that pair with the reading. After students have read the day's texts, the materials state, "Students will draft and edit an opinion paragraph about lords and serfs." In future lessons within "Unit 4", students continue to compose an opinion writing piece. In "Unit 7, Lesson 2", students read the poem "My First Memory" and then write their memory poem. The guidance states, "Today's lesson included Nikki Giovanni's poem 'My First Memory (of Librarians)', a poem in which the narrator remembers an event from her childhood and describes it with lots of detail."

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

- The grade 4 materials include a variety of activities that support students' understanding of the author's craft and genre characteristics in literary texts using mentor texts. For example, in grade 4, "Unit 1", personal narratives are used and referenced throughout the unit to identify text elements such as events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. In "Unit 3, Lesson 6", students read *Letters From Heaven*, a personal narrative, and then by the end of the unit, students will write their own personal narrative. Guidance states, "Tell students that today, they are going to write about the experience they had with the special person they have selected for their personal narratives using sensory details and figurative language." In "Unit 6, Lesson 2", students write their own adventure story throughout the unit while reading *Treasure Island*. The guidance states, "Tell students they will write their own original adventure story over the course of this unit. • Explain that, while students will use *Treasure Island* as a model, they will not write a pirate story, but will instead write another type of adventure story."

- The materials contain resources to guide students in writing, such as rubrics, graphic organizers, anchor charts, and checklists. These resources support students in considering the characteristics and craft of different genres studied within grade 4. For example, in grade 4, "Unit 7, Lesson 2", students read and compose poetry. Graphic organizers are included to assist students in generating information about their own memories and experiences. As the unit continues, students are instructed to write advice poems for new readers of poetry, which is a specific audience.

- Materials include opportunities for students to compose literary text for multiple purposes and audiences. For example, in grade 4, "Unit 1, Lesson 3", students "plan a paragraph using sensory details." After students compose the paragraph, teacher guidance is provided for teachers to divide students into small groups to read their sensory details aloud and have their peers guess the food they wrote about. Another example is found in grade 4, "Unit 7." "Lesson 6", *Teacher's Guide* prompts teachers to tell students that they will work on their own anaphora poems that contain metaphor, using Momaday's poem as a model for their writing their own poems in first-person point of view, using anaphora by starting each line with the phrase I am. Students use the mentor text to create their own anaphora poem with genre-

specific characteristics and craft. At the end of the lesson, students share their poems aloud with their peers.

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

- The materials include opportunities for students to compose informational texts for multiple purposes and audiences using specific genre characteristics and craft. For example, in grade 4, "Unit 4, Lesson 5", students first read and answer literal and inferential questions about medieval towns, then draft an informational paragraph about the life of a serf during the Middle Ages. In grade 4, "Unit 5, Lesson 10", students draft an essay describing the causes and effects leading to the American Revolution. The guidance states, "Tell students that they will use Activity Page 5.3 to draft a body paragraph, adding content as needed, just as you modeled. Students are expected to write legibly in cursive to complete assignments." In grade 4, "Unit 5, Lessons 1–5" focus on the cause-and-effect structure of informational writing from the mentor text "The Road to Independence." In grade 4, "Unit 8, Lesson 4", the "Primary Focus" states, "Students will describe an informational pamphlet and identify a specific pamphlet's purpose and intended audience." In this lesson, students are informed of the particular format and audience they will be addressing in their writing.
- The materials provide scaffolds, such as anchor charts, graphic organizers, or rubrics to guide students in developing informational texts. In grade 4, Unit 4, Lesson 5, the Primary Focus states, "Students will draft an informative paragraph about the life of a serf during the Middle Ages that includes a topic sentence, detail sentences, transition words, and a concluding sentence." Students use the "Informative Paragraph Rubric" to evaluate their introduction, body, conclusion, and overall structure of the informative piece. In grade 4, Unit 8, the *Teacher's Guide* states, 'Students will describe what an informational flier is and use a graphic organizer to take notes by paraphrasing text.'"

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

- The materials include opportunities for students to compose argumentative texts, including opinion essays, for multiple purposes and audiences using specific genre characteristics and craft. For example, in grade 4, "Unit 2, Lesson 3", students write in letter form an argumentative text about the greatness of the invention of the lightbulb. In grade 4, "Unit 4, Lesson 10", the "Primary Focus" states, "Students will plan an opinion paragraph by stating their opinion and supporting it with facts from the text." Students are then asked to write an opinion paragraph using a graphic organizer to assist them in their writing. In grade 4, "Unit 4", students participate in a unit assessment which includes an opinion writing prompt. The prompt states, "Harry describes many aspects of his life. In your opinion, was Harry's life easy or difficult? Using information from the text, write a paragraph in which you provide an opinion about whether you think Harry's life was easy or difficult." The *Teacher's Guide* introduction for "Unit 9" states, "In the writing lessons, students will engage in a research and writing

process to produce argumentative essays and multimodal presentations." Throughout the unit, students use locally approved classroom resources to identify and gather information from a variety of sources. Students learn about paraphrasing and summarizing through note-taking and work with primary sources as they interview classmates and family members.

- The materials provide scaffolds, such as mentor texts, graphic organizers, and rubrics to guide students in developing strong arguments or claims and using facts to prove a point. For example, in grade 4, "Unit 9", the *Teacher's Guide* states, "Guide students in using the Argumentative/Opinion/Informational Writing Rubric on Activity Page 3.3 to identify areas of strength and areas that need improvement in their writing plans." The *Teacher's Guide* also states, "Remind students of the prompt for the argumentative essay: 'Texas benefits from a diversified energy industry that harnesses the potential of its variety of natural resources. Argue which of those factors is more important to the diversity of the Texas energy industry: the variety of natural resources Texas has available or innovating to harness the potential of those resources.'"

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

- Materials include opportunities for students to compose correspondence. For example, students write a letter to Jacques. In "Unit 2", "Activity Book 1.4" states, "Think back on the group work rules that Jacques introduced and that we addressed as a class in the "Learn from Last Season" transcript and the building prompt. Prove to Jacques that you were paying attention. Pick one rule and write him a letter explaining how you used that rule during the building activity."

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials support students' understanding and use of the writing process, including planning, drafting, revising, editing, and sharing/publishing to compose a text. In grade 4, Unit 4, the introduction states, "In the writing lessons, students will review the stages of the writing process and engage in an extended writing project." The materials explain that students will engage in writing an opinion text over the course of the unit. The introduction also mentions, "Earlier grades in the program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in grade 4, the writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In grades 4 and 5, the writing process is no longer conceptualized as a series of linear steps (an important change from the grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally."

- The grade 4 materials include a range of resources to aid students' use of the writing process, such as planning and drafting texts. For example, Unit 1, Lesson 4, provides a table for students to use when planning out the events in the narrative they will write later in the unit. Guidance for students states, "Revise and organize your list of events from Activity Page 4.2. Use the sensory details on Activity Page 3.3 to help you with the 'Details' column. Organize the order of events in your narrative to show why your memory is important to you. You may include details from your past and present life to show this." Another example of supporting

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the writing process is in Lesson 13, where students are led through drafting their conclusions for their personal narratives.

- In grade 4, Unit 1, Lesson 14, students focus on revising their personal narratives. The *Teacher's Guide* states, "In this activity, you will work with your partner to find places to strengthen your writing. You will also help your partner strengthen their writing. As you read and listen, remember to think about showing rather than telling by using specific language and strong details." An example of the writing process support for editing is found in Unit 1, Lesson 6. The primary focus of the lesson is punctuating dialogue. Students review the rules of punctuation as they edit.

- Materials include opportunities for students to use elements of the writing process through publishing a personal narrative. For example, the *Teacher's Guide* introduction in Unit 1 states, "In lessons nine through fifteen, students will use the writing process to publish a personal narrative of their own. We want students to realize that they are all capable of personal writing, that they all have something of interest to say about themselves, and that writing personal narratives can be a fun and creative outlet. Most of the writing assignments are connected to practicing skills, such as writing dialogue or practicing similes and metaphors, that students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions with their classmates. The unit also emphasizes planning and revision skills." Materials include opportunities for students to use elements of the writing process. For example, the *Teacher's Guide* introduction in "Unit 6" states, "In the writing lessons, students will engage in an extended writing project, while continuing to practice the various stages of the writing process. They will begin by drafting a character sketch and then will write, publish, and share an original adventure story. While working on the adventure story, students will focus on character development, dialogue, verb choice, and revision methods."

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 and support students through each element of the writing process. In grade 4, Unit 4, Lesson 11, the teacher provides instruction on writing an opinion paragraph and supporting opinions with facts from the text. The materials guide the teacher by stating, "The first step to writing an opinion paragraph is to state your opinion. Students should have completed the sentence starter on the Planning an Opinion Paragraph Chart on Activity Page 10.3 in a previous lesson: If I could choose to be a person who lived during the Middle Ages, I would choose to be a (serf/knight/craftsman/monk/nun)." The materials continue with, "Tell students that you will model how to support your opinion with reasons. Remind students that you have been modeling with the 'lord' social class throughout this unit." The *Teacher's Guide*s students through the planning and drafting process by using a graphic organizer. As the lesson concludes, the materials state, "Have each student share his or her reason sentences with a partner." Additional support is also provided in a sidebar, which states, "For students who

need additional support, you may choose to work with a small group and guide them in turning notes into reason sentences." In grade 4, "Unit 4, Lesson 12", the "Primary Focus" states, "Students will draft and edit an opinion paragraph about lords and serfs." The lesson models important components to consider to include in their paragraphs, including transition words and phrases.

- The grade 4 materials provide direct and explicit guidance for teachers to model each of the five elements of the writing process to compose coherent texts. For example, in Unit 3, the *Teacher's Guide* includes grade-level guidance and examples for teachers on how to model drafting detailed descriptions of a character. This includes strategies such as think-aloud, discussions, and background reading to generate ideas. Additionally, students will practice writing using detailed descriptions of a character. Students observe the teacher modeling an example to show thoughtful word choice when writing. In Unit 3, Lesson 8, the *Teacher's Guide* gives explicit guidance for teachers to instruct students in editing their personal narratives: "Next, have students edit their documents. Tell students to open Activity Page 8.2. Tell students that they will use this as an editing checklist. Review rules of punctuation, especially end punctuation and capitalization. Emphasize the need to put dialogue inside quotation marks. Remind students that they thought about pronouns earlier in the process; tell them to be sure their pronoun use is correct."

- Grade 4 materials provide direct and explicit guidance for teachers to model each of the five elements of the writing process, including sharing. In Unit 3, Lesson 12, the *Teacher's Guide* gives explicit guidance for teachers to provide students with a model to follow for presenting their personal narratives. Students will share writing with classmates and think about the descriptive details. After groups have shared, the whole class will share highlights from their groups, highlighting what stood out for them. In "Unit 3, Lesson 8", students are supported through the writing process by conferring with their teacher to receive feedback about their writing. The *Teacher's Guide* states, "They will also have the opportunity to have a writing conference with the teacher for additional feedback, as needed." Questions are included for the teacher to use to guide their conferences. Some questions include, "Tell students to think about the relationship they wrote about in their personal narratives. Did another person or event ever change your relationship with this individual?"

- Materials include guidance for the teacher to support students during the writing process through conferencing and revising. For example, the Check for Understanding in grade 4, Unit 6, Lesson 13 guides teachers to check in with students to ensure that they are revising and writing effectively. Teachers guide students in using the Argumentative/Opinion/Informational Writing Rubric on Activity Page 3.3 to identify areas of strength and areas that need improvement in their writing. For example, if there are areas that need work, students should work to complete them through revision by adding, deleting, combining, and rearranging ideas.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- Materials provide guidance for teachers to provide direct, explicit instruction on how to structure sentences. For example, the grade 4, "Unit 1, Lesson 3", *Teacher's Guide* provides the following guidance on crafting a topic sentence: "Model how to create a topic sentence using the information in the graphic organizer. Reference the charts and remind students that a topic sentence should include a specific subject important enough to write about. After students complete the 'Lords' column of the graphic organizer, guide them to conclude that lords had power over serfs. This general summary statement about lords is an effective topic sentence because it helps the writer stay focused and write about one consistent topic in the paragraph." In grade 4, "Unit 5, Lesson 2", the teacher materials provide instruction on sentence structure and syntax when writing cause and effect statements.
- Materials provide guidance for teachers to provide direct, explicit instruction on syntax at the sentence level. In grade 4, Unit 8, Lesson 3, the lesson plan gives explicit instruction on writing a detailed explanation of a simile, "Tell students you will model writing a more detailed explanation of a simile analyzed during the previous lesson. The explanation will expand upon the meaning of the simile. Besides expressing a complete thought, what features do all sentences need to have?" Students examine syntax when they are directed to check that each sentence has a subject and predicate. Additionally, in grade 4, Unit 9, students ask clarifying questions after they are directed to review simple sentences they revised to make compound sentences. Students will determine how they can incorporate conjunctions to make their writing clear.

- Materials provide guidance for teachers to provide direct, explicit instruction on vocabulary at the sentence level. For example, in grade 4, Unit 4, Lesson 5, teacher materials provide instruction on using vocabulary within sentences. The lesson instructions state, "In the chapter, you read, 'Between the years 1000 AD and 1350 AD, fueled by trade, towns began to grow.' Fuel means 'to give strength to or cause something to happen.'" Then the teacher uses the word "fueled" in a sentence. The materials then state, "Think of something you are enthusiastic about, or are interested in. Who or what fueled your enthusiasm for that thing? Be sure to use the word fuel in your response. Ask two or three students to use the target word in a sentence." The guidance in the *Teacher's Guide*, Unit 5, Lesson 2 explains how placement of root words can affect ~~the~~ parts of speech. Teachers are directed to explain that prefixes can be added to the beginning of words, and suffixes can be added to the end of words, which can cause the part of speech of the word to change.

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 provide models and support to guide the implementation of writing tasks, starting at the sentence level and bridging to composition writing. For example, in grade 4, Unit 1, Lesson 1, the *Teacher's Guide* provides explicit instruction on writing a complete paragraph sentence by sentence. Teachers model and work with the class to compose a paragraph about the first day of school using the first-person plural. Paragraphs include an introductory sentence, two or three supporting sentences, and a concluding sentence. Students read the description of a good paragraph in Section 2, Activity Page 1.1 then name the three sections of a good paragraph, and as they identify them, the teacher will write them on the board.

- The materials provide models and support to guide the implementation of writing tasks, starting at the sentence level and bridging to composition writing systematically. In grade 4, Unit 4, Lesson 3, students receive instruction on drafting an informative paragraph that includes topic sentences, detail sentences, and a concluding sentence. The materials start with instruction at the sentence level, such as, "A great sentence starter begins with the topic of this unit. Here are a few possibilities you could model by writing on the board/chart paper: In Europe in the Middle Ages, lords were powerful members of society." Then the instructions state, "Explain that a good topic sentence states the main idea of the paragraph." As the lesson progresses, the materials suggest, "Next, model how to create detail sentences using notes from the Lords and Serfs Graphic Organizer. Explain that because the notes in the graphic organizer are paraphrased fragments (in our own words), they must be transformed into sentences to become the three detail sentences: one about homes, one about work, and one about power." Students are then reminded to write complete sentences with a subject. The lesson progresses with writing multiple sentences and moving into paragraph writing.

- The materials include guidance for teachers to provide systematic, direct, and explicit instruction in writing, starting at the sentence level and building to paragraphs and then complete writing pieces. In grade 4, Unit 4, Lesson 10, the "Focus Phrase" states, "Students will plan an opinion paragraph by stating their opinion and supporting it with facts from the text." Within the lesson, the materials state, "Explain that the first step to writing an opinion

paragraph is to state your opinion. A sentence starter for stating an opinion about being a person in the Middle Ages might be: 'If I could choose to be someone who lived during the Middle Ages, I would choose to be a (serf/lord/knight/craftsman/monk/nun).'" The lesson progresses with, "Tell students you will write an opinion paragraph about being a lord using the notes you took on the Pro Chart to help you." The teacher displays a large Opinion Paragraph Chart and Pro Chart to assist students in writing a paragraph.

- Materials provide systematic, direct, and explicit instruction that starts at the sentence level and builds to compositions. For example, in grade 4, Unit 1, Lesson 3, students complete Activity Page 3.3, which asks them to, "Choose sensory details that describe one of the foods you listed on the previous page. For sound, you might describe the noise the food makes while it cooks (e.g., hot dogs on a grill sizzle and soda fizzes when it is first opened) or the sound it makes when you bite into it (apples crunch)." The supports for the lesson include providing an adjective word bank as well as instructions for the teacher to "Provide sentence starters (e.g., The shape of _____ is _____; _____ smells like _____.) to support writing sensory details." In Lesson 4, teacher guidance states, "Students present a memory to a partner", where students discuss the food experience from the previous lesson. Finally, in Lesson 6, teacher guidance states, "Tell students that, now that they have organized and brainstormed the events and details to make a complete food narrative, it is time to put them all together in two paragraphs."

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

- The teacher materials include comprehensive supports, including well-designed lesson plans, models and/or exemplars, and protocols to support student sentence-level writing. For example, in grade 4, Unit 9, the *Teacher's Guide* states, "Read this question aloud to students: David wants to combine the ideas in sentences 1 and 2. Write a new sentence that combines these ideas in a clear and effective way. (1) It did not rain for a long time in William's village. (2) They could not grow crops for food." The materials provide time for students to write and share their responses with the class.

- The materials provide direct and authentic examples of complex sentences for teachers and students to discuss and analyze in whole or small-group settings, allowing students to acquire increasingly complex sentence structures to implement in their writing. For example, in grade 4, Unit 4, Lesson 5, the *Teacher's Guide* includes systematic and explicit opportunities for students to engage in increasingly complex sentence-level revising: "Remind students that complete sentences have subjects (who or what the sentence is about) and predicates (what the subject is doing). Sentence fragments can be transformed into sentences by the addition of the part of the sentence that is missing—either a subject or predicate." In grade 4, "Unit 9, Lesson 10", the "Primary Focus" states, "Students will revise and edit drafts for complete simple and compound sentences." The lesson includes explicit instruction on using conjunctions to connect words, phrases, and sentences. As the lesson continues, the materials provide guidance for direct instruction, such as, "Before ending the lesson, ask students to choose one simple sentence from their writing. After they choose one sentence, ask them to try to make their sentence a compound sentence by adding a conjunction. In grade 4, Unit 9, Lesson 12, students are asked to identify simple sentences within their writing

that can be combined to create a compound sentence. The materials state, "Have students look to find simple sentences that need to be combined to make a compound sentence. Remind students about using conjunctions to connect their ideas. Explain to students that today they are going to use this checklist to help revise and edit their own work and the work of a partner." Students use a checklist to assist them in making revisions and edits to their writing. The materials further suggest that students be reminded to revise their work by adding, deleting, combining, and rearranging ideas.

- Materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing using a rubric. For example, the grade 4, Unit 6, Lesson 8 *Teacher's Guide* states, "Refer to the displayed Adventure Story Rubric and have students turn to Activity Page 8.4. Tell students they will use the Adventure Story Rubric to revise the introduction they drafted during Lesson 8." As teachers model the story draft, the rubric will be used to revise the introduction. Additionally, the teacher will point out areas of success and need for improvement in the hook, as well as in the description of characters and the setting. Grade 4, Unit 6, Lesson 17 asks students to explain the difference between revising and editing. Then students review the rubric and editing checklists, Students begin revising based on the rubric, tackling the larger issues first before moving on to smaller details.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials provide opportunities for students to practice and apply conventions of academic language both in and out of context. Indicator requirements for appropriate use of different verb tenses are met. In grade 4, Unit 5, Lesson 14, the Primary Focus states, "Students understand how to form the past tense of irregular verbs, use adverbs that convey frequency and degree, and use prepositions." Within the lesson, students learn about irregular verbs by writing irregular verbs out of context and applying changes in verb tense within sentences. Instruction then proceeds to understand how adverbs convey frequency and degree. The materials state, "Ask students to what extent the students are finished. *(almost)* Explain to students that the word almost is an adverb that conveys degree. The word *almost* shows to what degree something is done." Next, the lesson covers prepositions and prepositional phrases. The materials state, "Explain to students that a prepositional phrase is a phrase that begins with a preposition and is followed by an object (e.g., We climbed up the hill). A prepositional phrase answers the same questions, how, when, what, where that a preposition answers about something in a sentence. Write the following sentence on the

board. Read the sentence aloud to students. The cat walked slowly above the box. Ask students where the cat is walking. (above the box)." The lesson continues with additional practice, and students are then instructed to complete an activity page independently.

- The materials provide opportunities for students to practice and apply conventions of academic language both in and out of context. In grade 4, Unit 4, Lesson 2, students explore the function and relationships between nouns and adjectives. Within the lesson, students review common and proper nouns and how adjectives are used to describe nouns. They are asked to give examples of proper nouns to add to the list created by the class. As the lesson progresses, the materials state, "Write the following sentences on the board and work with students to identify nouns and adjectives. Label nouns with n. Label adjectives with adj. Draw an arrow from each adjective to the noun it describes." At the conclusion of the lesson, students are asked to be aware of adjectives while reading and to apply adjectives in their writing. The lesson provides guidance for the teacher, such as, "Conclude by pointing out that good writers make frequent use of adjectives to make their writing more interesting. Encourage students to take special note of adjectives when they are reading the chapters in their Reader, as well as to use adjectives when they are discussing or writing about the Middle Ages." Students are then asked to complete an activity page independently.

- Materials include practice and application out of context when students compose various texts. For example, in grade 4, Unit 4, Lesson 5, students complete the Student Activity Book, page 9.3 about reflexive pronouns. Students practice selecting the correct pronouns for provided sentences and at the end of the activity page students write their sentences using reflexive pronouns. For example, the *Teacher's Guide* for Unit 6, Lesson 17 states, "Remind students to correct any pronouns and irregular past-tense verbs according to the rules they have learned. " The Activity Book for Unit 6 includes Activity 4.3 for students to complete after a whole group lesson over reflexive pronouns. The directions state, "Rewrite each sentence using a reflexive pronoun."

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

- The materials include opportunities for students to write grammatically correct paragraphs using correct capitalization and punctuation. For example, in grade 4, Unit 5, Lesson 10, the teacher dictates a sentence for the students to write. The materials state, "Have students write the following sentence as dictated. The colonies worked toward independence from the British monarchy. Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation."

- The materials include student workbooks in which students write grammatically correct sentences aligned with grade-level TEKS. For example, in grade 4, Unit 3, Student Activity Book, page 10.1, students answer discussion questions in complete sentences. Instructions state, "Talk about the following questions with your partner using Excerpt 10 to help you. Then write your answers below. Use complete sentences with appropriate capitalization and punctuation."

- The materials include frequent opportunities for reading responses that require students to write in complete sentences or paragraphs. For example, in grade 4, Unit 8, materials include opportunities for descriptive writing with a focus on type of rock or other item in the rock cycle. Students will write one paragraph in which they personify a rock or item in the rock cycle. As they write, students are reminded that there are specific parts in a descriptive paragraph. Students are asked to identify the topic sentence, the detail sentences, and the concluding sentence of the paragraph. Additionally, Unit 6, Activity Book, Activity Page 9.4 states, "Working in pairs, write a complete sentence for each of the following words. Be sure to use correct capitalization and punctuation."

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

- The materials include opportunities for systematic practice and application of grammar and usage both in and out of context. For example, in grade 4, Unit 4, materials provide a systematic progression of teaching grammar and usage over the course of several lessons. For example, in Lesson 2, the students understand the function and relationships between nouns and adjectives. During this lesson, they apply their understanding out of context and then move to application in sentences. The materials state, "Write the following sentences on the board and work with students to identify nouns and adjectives. Label nouns with n. Label adjectives with adj", then, "Conclude by pointing out that good writers make frequent use of adjectives to make their writing more interesting. Encourage students to take special note of adjectives when they are reading the chapters in their Reader, as well as to use adjectives when they are discussing or writing about the Middle Ages." As the unit progresses, the materials include opportunities for students to apply their understanding of prepositions, verbs, adverbs, subjects, and predicates. At the conclusion of the unit, students apply their understanding in a unit assessment. The "Editing Checklist" has been provided and includes questions and statements such as, "Is correct grammar used? Sentences are complete with subject and predicate. Adjectives and adverbs are used correctly."
- The materials include opportunities for systematic practice and application of punctuation both in and out of context. For example, the grade 4, Unit 3, Lesson 3, *Teacher's Guide* provides a mini-lesson on dialogue where the Primary Focus states, "Students will determine where to place quotation marks to set apart dialogue in a text." Additional teacher guidance states, "Point out that the pronouns in the second sentence she and her changed to I and my in the first sentence with dialogue, because those are the words Lisa would use when she is speaking rather than the words Celeste would use when describing the situation." In grade 4, Unit 8, students practice inserting commas and writing addresses with correct capitalization and punctuation. There are multiple opportunities for this type of practice throughout this unit.
- The materials include systematic opportunities for out-of-context application of usage. For example, the grade 4, Unit 1, Lesson 11, *Teacher's Guide* provides a mini lesson on vital verbs. Then, in the Unit 1, Activity Book, students practice on Activity Page 11.3. Part 1 states, "Write two new versions of the following sentences. In each of your new sentences, replace the verb in bold with a more vital verb." Students apply their new skill out of content in Part 2, "Now you will use your new verb skills to add some vital verbs to your own personal narrative. Review

your personal narrative writing from today and the previous lesson. Choose a sentence with a verb that could be more vital. Copy the sentence below and then rewrite it using a more vital verb." In grade 4, Unit 5, Student Activity Book, Page 6.3, students fill in a chart combining the subject of a sentence and the action verb and write how they "agree." Students are directed to complete the "agreement" column of the chart by combining the subject with the action verb so that the subject and verb agree. In grade 4, Unit 8, Lesson 7, students use an Editing Checklist to ensure there is correct usage, grammar, and punctuation of their informational flier.