Publisher Name	Program Name
Texas Education Agency, Open Education Resources	*Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1*
Subject	**Grade Level**
English Language Arts and Reading	5

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

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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 support instruction at grade level when evaluated using research-based measure of text complexity.

Challenges

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

Summary

Bluebonnet Learning is part of the K–5 Reading Language Arts program. The grade 5 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 5 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 5 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. 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. An overview of the *Pacing and Scope and Sequence Guide* is provided in the program implementation guide for grade 5. Some of the concepts taught in grade 5 are writing personal narratives, paraphrasing and summarizing texts read, and making inferences. Some of the knowledge-based units taught are about the Renaissance period, early American Civilizations, and World War II.
- The resource provides a *Pacing and Scope and Sequence Guide* in the "Course Level Materials" that details when TEKS and ELPS will be addressed, organized by unit with unit titles provided. In the *Program and Implementation Guide*, a detailed explanation is included for teachers, coaches, and district instructional staff instructing how to read the scope and sequence chart. For example, a key specifies abbreviations used across the *Pacing and Scope*

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and Sequence Guide. The days, unit titles, and lesson numbers are outlined at the top of the chart. The TEKS taught in each lesson are listed across the unit in the middle of the chart. Finally, the ELPS provided in each lesson are listed at the bottom of the chart across the units.

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 *Pacing and Scope and Sequence Guide* supports instruction across 170 days and also provides options for a 180 or 210-day calendar year. 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."
- The *Pacing and Scope and Sequence Guide* includes Pausing Point days throughout each unit, which are highlighted on the year-long pacing guide. These days have been included to extend or accelerate student learning as needed to accommodate local calendars. Pausing Points are additional lessons that can be added or removed from each unit depending on time. For example, the Pausing Point in "Unit 4" includes Remediation, with a focus on writing. This writing lesson begins with students revising and rewriting their persuasive essays completed earlier in the unit using the persuasive rubric and the editing checklist to guide their revisions. The teacher then meets with each student to review his or her plan for revision and offer guidance for him or her to use moving forward. The Enrichment section asks students to read sections of *Don Quixote* in the student activity book that contain richer, more complex vocabulary and syntax. These lessons are extensions of the lessons in the unit and can help to change the number of days that each unit includes. The *Program and Implementation Guide* states, "These days can be increased or decreased to accommodate local school calendars."
- Embedded in the scope and sequence PDF are color-coded bands that indicate additional days that can be used for various instructional calendars. The time spent on each unit can be adjusted based on need 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 *Program and Implementation Guide* includes information about the integrated foundational skills and how the unit is designed around anchor texts to ensure a clear rationale for the course of study and explains the sequence of units. In the "Approach to Instruction" section, the guide 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 the course of 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."
- The *Pacing and Scope and Sequence Guide* lists each unit and the standards that are covered. For example, in "Unit 3: Early American Civilizations: Myths, Pyramids, and Kings", "Lesson 1" begins with TEKS 5.7.D (retell, paraphrase, or summarize texts) and 5.6.A (establish a purpose for reading) and Lesson 14, at the end of the unit, contains TEKS 5.2.C (write legibly in cursive) and 5.6.H (synthesize information to create new understanding).

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.

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

- 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 materials provide an "Observation" tool as a resource for coaches and/or administrators to document specific look-fors during classroom observations, as well as an opportunity for glow-and-grow feedback. Specific look-fors include "Teacher has lesson materials ready as established key component routines" and "Teacher shares lesson objectives with students in an oral and/or written capacity." In the section titled "Supports for All Learners", look-fors include "Teacher effectively implements instructional approaches and strategies outlined in the lesson, and the teacher uses engagement strategies throughout the lesson." The materials state, "This is not an evaluative tool, but rather a support for coaches and/or administrators to collect observable data." This reference tool is used to promote the implementation of high-quality materials.

- The material provides program implementation guidance within the *Program and Implementation Guide*. The material provides guidance on how to use the observation tool stating, "This is not an evaluative tool, but rather a support for coaches and/or administrators to collect observable data. Coaches and/or administrators can use the data collected to develop individualized coaching plans for teachers or grade-level teams. The data may also be used to develop campuswide or district-wide professional learning sessions as needed."

- Materials include a *Lesson Internalization Coach Guide,* which provides coaches with information to support teachers in lesson implementation. For example, under Step 3, the guide states, "Prepare to teach each activity with an activity deep guide, guidance for coaches is provided." The guidance explains that during collaborative planning, teachers should utilize lesson rehearsals to practice addressing the most critical takeaways from each lesson.

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 content. This introduction includes necessary background information, instructional content, and the rationale behind the unit. For example, in grade 5, "Unit 7", there is a section titled "Why the Content Matters," which states, "This knowledge-building unit for fifth-grade students supports the development of both historical knowledge and cultural literacy."
- The materials provide a complete unit overview that outlines prior learning, core content objectives, important information about the unit, and academic vocabulary associated with the unit.
- Each teacher edition includes a detailed introduction section after the "Contents" section to provide teachers with the background content knowledge and academic vocabulary necessary to teach the unit effectively. Each introduction includes many different sections, such as "Writing Activities" and "Performance Activities," to provide plenty of information for educators.
- Each unit includes an introduction that provides background knowledge to ensure effective teaching of the concepts in the unit. For example, the grade 5, "Unit 2", *Teacher's Guide* provides background content knowledge about the Renaissance, allowing the concept to be taught effectively: "The Big Idea of this unit is that the Renaissance was a cultural movement that began in Italy and then swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class. This increased wealth allowed merchants and businessmen to become patrons and support artists. Scholars, philosophers, and artists turned both to the Bible and to the works of the ancient Greeks and Romans for inspiration. This unit provides students with a broad exposure to the art and literature of this time period through the works of renowned artistic masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare."

- Another example of provided background information occurs in grade 5 RLA, "Unit 4", in a section called "Why the Don Quixote: A Hopeful Knight's Tale Unit is Important." This section provides information, including, "Students will learn about literary stereotypes, which are images or ideas of a particular type of person or group that can help craft a story or guide an audience to a certain perspective." Another example is found in "Unit 6", "Introduction to Shakespeare." Daily lessons include multiple bullet points and a suggested time stamp. These bullet points give an overview of the unit and writing that will be completed in each lesson.
- Each lesson includes an academic vocabulary section, which includes words necessary to teach the lesson effectively. For example, the grade 5, "Unit 2", *Teacher's Guide* provides the definition "fresco, n. a style of painting in which the artist first applies a layer of plaster onto a wall and then paints directly on the wet plaster; once dry, the paint and plaster become a part of the wall," which is specific to the Renaissance theme of the unit. For example, in grade 5, "Unit 7", the unit introduction highlights vocabulary development by stating, "This unit helps students build vocabulary across a variety of knowledge and skill domains. The following tables contain all Core and Literary Vocabulary words in the unit as they appear in the text and lessons." Another example is found in "Unit 8, Lesson 1", "Reading." Teachers are provided a list of vocabulary words and a chart denoting if words are tier 2 or tier 3 academic vocabulary.

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. These letters inform families about the classroom learning experiences, important content information, and cross-curricular connections. For example, in grade 5, "Unit 2: The Renaissance: Art and Culture", the letter provides parents with an understanding of what their students will learn by stating, "Students will learn about the rise of the middle class that resulted from increased trade with other countries." Another such example occurs in grade 5, "Unit 3: Early American Civilizations: Myths, Pyramids, and Kings." The parent letter states, "Students will explore the geography, climate, innovations, discoveries, and overall history of each of these civilizations. Students will be exposed to a variety of complex texts."
- In another example grade 5, "Unit 6: Novel Introduction to Shakespeare: A Midsummer Night's Dream", the parent letter provides parents with Conversation Starters consisting of questions parents can ask their students to promote discussions. The questions include "'What is onomatopoeia?" and support parent engagement.

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 5, "Unit 2: The Renaissance: Art and Culture", the reading objective is "Students will explain the relationship between factors that inspired the Renaissance movement using evidence from the text." Different portions of the lesson are designed to meet content and language objectives in activities geared toward listening, speaking, reading, and writing.
- The materials in grade 5 also include a "Lesson at a Glance" table that details grouping, time, and materials needed for each lesson. For example, in "Unit 2", the "Lesson at a Glance" table explains when introducing the primary focus, the grouping expected is the whole group, and the time allotted is 5 minutes. This table goes on to break down the reading block, which takes 60 minutes of the lesson. This includes "Introduce the Reader, Read for Gist, and Reread to explain."
- 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 Lesson," which highlights the learning objectives across

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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 5, "Unit 7, Lesson 1", the primary focus is "Reading-Students will review prior knowledge and ask questions about the topic of the unit. TEKS 5.2C; TEKS 5.6B; TEKS 5.6E." 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. This "Lesson at a Glance" chart contains the lesson breakdown, grouping recommendation, time allotted, and materials: "Reading (60 min.), Whole Group, World War II, Activity Page 1.3."

- 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 5, "Unit 7, Lesson 1", *Teacher's Guide*, "Core Connections," the teacher is directed to "tell students they will begin a unit focused on the role the United States played in World War II and before reading the first chapter, you will discuss some things they may already know that will help them understand what they will learn in this unit." Later in the lesson, the teacher directs the students back to "Activity Page 1.1", where students are asked to respond to the second question, which asks them to record questions they already have about the topic of World War II.

- The lesson plans include several opportunities for students to respond to questions throughout the unit. For example, in grade 5, "Unit 4, Lesson 1", *Teacher's Guide*, questions are provided to pause and ask during the read-aloud as well as guidance of what a student reply should be: "Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. • Read page 1 aloud. Inferential. The word fantastic has several different meanings. You are probably most familiar with the word meaning 'great or wonderful.' The word fantastic also means 'far-fetched or created by someone's imagination.' What words in this sentence give you a clue about the way in which the author uses 'fantastic'?"

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

- The individual lessons in the *Teacher's Guides* are labeled with a banner at the top that gives the title of the lesson section and the suggested time allotment, such as "Introduce the Primary Focus (5 MIN)" in grade 5 "Unit 2." This section instructs the teacher to "post the primary focus and invite students to read aloud."

- 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 5, "Unit 7, Lesson 1", the "Lesson at a Glance" chart says Reading will take 60 minutes, broken down into components, such as "Introduce the Chapter-10 minutes, Read Aloud-30 minutes, Discuss the Chapter-15 minutes, and Word Work-5 minutes."

- Throughout the *Teacher's Guide* lesson resources, 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. For example, in grade 5, "Unit 8, Lesson 1", the *Teacher's Guide* breaks down the 45-minute reading lesson into "Read-Aloud: Chapter 1, Part 1 Whole Group/ Independent

20 min. Word Work: Scientific Terms Whole Group 5 min. Read-Aloud: Chapter 1, Part 2 Whole Group 20 min." In another example, in grade 5, "Unit 9", *Teacher's Guide*, "Lesson at a Glance" provides a chart with the required time for each lesson component. The writing block total, 40 min, is broken into two suggested parts: "Research Preparation, 20 min, and Research Skills Application, 20 min.

- The materials include guidance to regularly engage in tasks, such as oral/writing prompts for responding to lessons so that students can apply their knowledge. For example, in RLA grade 5, "Unit 9, Lesson 15", "Check for Understanding", students are asked to name the most memorable fact they learned about the experiences of African Americans from 1865 to present.

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 5, "Unit 7, Lesson 1", the "Lesson at a Glance" chart states that Reading will take 60 minutes, broken down into components, such as "Introduce the Chapter for 10 minutes, Read Aloud for 30 minutes, Discuss the Chapter for 15 minutes, and Word Work for 5 minutes."
- The materials have an *Advance Preparation Guide* that provides teachers with a list of recommendations, materials, tips and notes to prepare in advance for the lessons of each unit. For example, the grade 5, "Unit 6, Lesson 7", *Teacher's Guide*, "Advanced Preparation," states, "Prepare slips of paper for 'Tossing Lines' game. • Optional: Prepare a bulletin or poster board to display students' visual research—with sections for each group of characters (upper-class Athenians, workmen, and fairies)—plus markers/tags to label individual characters." In another example, in RLA grade 7, "Unit 10, Lesson 1", "Core Connections," guidance states, "Prepare and display an enlarged version of the World Map in World War II, which students will revisit over the course of the unit. A copy of this map appears in Activity Page SR.1. Alternatively, you may access a digital version of this in the digital components list."
- The materials contain suggestions and guidance for time considerations so that learning experiences do not skim lightly over concepts but support students in spending sustained time developing content and skills in grade-appropriate areas. For example, in RLA grade 5, "Unit 7, Lesson 1", "Lesson at a Glance," the 30-minute core connections block is further broken down into time blocks: "Introduction for 20 minutes, Examine the Map for 5 minutes, and Introduce the Timeline for 5 minutes."

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 column titled "Gifted/Talented Students," 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."

- 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 5, "Unit 7, Lesson 2", there are opportunities for extended practice noted as "Challenge, Take-Home Material, and Support." The section titled "Take-Home Material" instructs teachers to "Have students take home Activity Page 9.2 to complete for homework." These resources are designed to be flexible, allowing students to complete them at their own pace and independently. For example, in grade 5, "Unit 7", "Pausing Point for Differentiation of Instruction," "Enrichment," directions state, "Invite students to write a narrative from the perspective of a journalist or a photographer who witnessed some of the events in the war."

- Educational online activities throughout digital learning platforms offer interactive learning activities to extend and enrich the lesson or unit objectives. For example, in RLA grade 5, "Unit 3", *Teacher's Guide*, "Supplemental Resources" section states, 'Supplementary materials are available on the program's online materials.

- The materials include optional enrichment during the units to be used for extended practice. For example, in grade 5, "Unit 6, Lesson 10", students will perform sections of the Shakespeare plays with the take-home materials provided. The guidance states, "Have students make a Bottom's head' mask or costume component for the next lesson's performance. Remind them that the head needs to be something an actor can wear to show Bottom's transformation but that it must not cover the actor's mouth, as Bottom needs to be able to talk. Encourage students to be creative."

- The materials provide enrichment during the "Pausing Point" of grade 5, "Unit 8." The *Teacher's Guide* states, "If students have mastered the content and skills in the Chemical Matter unit, their experience with the unit concepts may be enriched by the following activities: Students may read the enrichment selections contained in the Reader. 'A Pioneering Chemist' describes the life of Percy Lavon Julian, an African American chemist who was a pioneer and set up his own lab. 'Abundant, Amazing Aluminum' describes the extraordinary history and uses of this element. The Activity Book contains activity pages students can complete as they read these selections."

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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, in grade 5, "Unit 1" includes the "Beginning-of-Year Assessment" in order "to help you determine whether students have adequate preparation for grade 5 instruction." Another example occurs in grade 5, "Unit 7", which includes formative tasks for students to complete, including multiple-choice questions, open-ended questions, exit tickets, and activity pages. For example, in a grade 5 lesson, "Unit 3", *Teacher's Guide*, "Check For Understanding" instructs teachers to "Ask students to provide sentences using the word attract. (Answers may vary.) Pull students struggling to develop sentences into a small group for a quick re-teach." Grade 5, "Unit 7," also includes a summative "Unit Assessment" administered at the conclusion of the unit. This unit assessment includes comprehension questions, morphology, grammar assessment, fluency assessment, writing, and STAAR-aligned item types.
- The materials contain a *Program and Implementation Guide* in the "Course Level Materials" section. This document includes a table with 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.

- Materials include a variety of assessments throughout the unit. At the course level, diagnostic assessments are provided at the beginning of the year (diagnostic), middle of the year (diagnostic), and at the end of the year (summative). When to give these assessments is in the *Pacing and Scope and Sequence Guide*. At the lesson level, formative assessments are provided in the teacher's overview of the lesson and detailed throughout the lesson. At the unit level, the materials include summative unit assessments, which vary according to the types of tasks and questions throughout the course. For example, the grade 5, "Unit 9, Lesson 14", *Teacher's Guide*, outlines the summative project of the creation of a Juneteenth book. Another example occurs in grade 5, "Unit 8, Lesson 14", *Teacher's Guide*; the "Unit Assessment" provides opportunities for students to "read two selections, answer questions about each, and respond to a writing prompt…answer grammar and morphology questions evaluating the skills they have practiced in this unit." Another example occurs in RLA grade 5, "Unit 14", "Unit Assessment 14.2", providing a reading comprehension passage followed by multiple choice questions and a "Short Constructed Response" question.

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

- The materials include the definition of formative assessments and their purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. For example, the *Program and 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." "Daily Formative Assessments" are described, including a purpose statement that "Determines individual student and class mastery of identified TEKS-aligned primary focus objectives." The text also states, "The daily formative assessments are aligned to each lesson and allow students to demonstrate learning success on that day's instruction" and that the purpose of daily formative assessments is to determine 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."

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 5, "Unit 7", teachers receive specific instructions for administering the "Unit Assessment." The "Administration Guidelines" for the "Unit Assessment: Optional Fluency Assessment" detail procedures for the teacher. Bullet 4 states,

"Explain that you are going to ask them to read a selection aloud, and you are going to take some notes as they read. Also, explain that he or she should not rush but read at their regular pace." The materials include formative assessments at the unit level with instructions for the teacher to ensure proper administration.

- 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 5, "Unit 7, Lesson 12", teachers are instructed to provide two formative assessments. The lesson specifies the language to be used to ensure consistent administration and also provides support information, such as "Tell students they will add to the Timeline of World War II they started earlier in the lesson. Display the World War II Times and have students turn to their individual timelines on Activity Page 1.2." In another example, in "Unit 7", guidance includes, "Make sure each student has a copy of Activity Page 15.2." Clear instructions are given to teachers to administer the unit assessment and then analyze the results. The formative assessment in RLA grade 5, "Unit 5, Lesson 1," guides the teacher to state, "Students will use a freewriting guide to respond to 'A Psalm of David, Psalm 23.'"
- The *Program and Implementation Guide* includes a "QTI Assessment Guidance" section. 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."

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

- The materials provide the TEKS correlation for each assessment item and the answer keys for each assessment. For example, in "Unit 8, Lesson 13", "Unit Assessment Analysis," there is a chart that provides the Item number and type, Correct Answer, and Standards such as, "3 - Literal- Deposits underground from seawater from Great Lakes - TEKS 5.7C."
- In the *Teacher's Guide*, the materials indicate how they align with the grade level subject in a manner 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 appropriately organize information to track character development. TEKS 5.6F, TEKS 5.7C, TEKS 5.8.B, TEKS 5.10.G." Another example occurs in Grade 5, "Unit 6, Lesson 8." The formative assessment states, "Activity Page 8.1 Character Organizer: Identify character motivation and use adjectives to describe characters. TEKS 5.7C, TEKS 5.8B," which aligns to the learning objective, "Students will compare characters in *A Midsummer Night's Dream* using evidence from Act 2, Scene 1. TEKS 5.6H; TEKS 5.7C; TEKS 5.8B."

- 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 5, "Unit 1", a "Beginning-of-Year Diagnostic Assessment" is included to "help you determine whether students have adequate preparation for grade 5 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 Page 1.3", as well as a "Speaking and Listening Observational Checklist."
- The materials include a summative unit assessment at the end of units. For example, in grade 5, "Unit 8", the summative assessment addresses TEKS taught in the Unit, such as standards 5.3.B and 5.7.C. This assessment includes multipoint and writing questions.

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

- The materials include formative and summative assessments items that are TEKS-aligned and vary in levels of complexity. For example, in grade 5, "Unit 7", the "Unit Assessment" includes TEKS-aligned assessment questions ranging from literal to inferential to evaluative. The assessment 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.
- In the *Teacher's Guide*, the questions are labeled with the level of complexity. The guide states, "Evaluative. Why do you think 'Remember Pearl Harbor became a rallying cry for the U.S. war effort during World War II?" Another example occurs in grade 5, "Unit 8." The formative assessments ask students to use textual evidence to identify literary and informational details and clearly describe an object's physical properties. Each of those activities asks students to address the standards at varying levels of complexity. Another example occurs in "Unit 8, Lesson 4", "Formative Assessment," "Activity Page 4.3, Combine Sentences." Students will reduce and combine sentences of varying levels of complexity for meaning, interest, and style.
- The *Program and Implementation Guide* details the variety of question types included in the "Question and Test Interoperability Assessments": "Each assessment item has an objective that is designed to gauge students' mastery of the TEKS, with items that reflect a range of Depth of Knowledge (DOK) levels." The question items match those of the STAAR assessment.
- 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 to analyze the scoring of assessments. For example, in grade 5, "Unit 7, Lesson 15", the spelling assessment includes a "Spelling Assessment Analysis"' chart that lists the words from the assessment like "selection, direction, and liberation." The following pages include guidance about possible errors that students might make and how to record them in the chart such as, "Is the student consistently making errors on specific vowels? Which ones?"
- The materials contain instructions for teachers about scoring the test's "Unit Assessment Reading Comprehension" portion. For example, in grade 5, "Unit 7, Lesson 15", the reading comprehension item annotations and correct answers explain how to receive a point for a two-point question. The corresponding chart provides the answers for each question and the standard tied to the question. The writing portion also has a 1–4 rubric to grade the written answers.
- The *Teacher's Guide* supports teachers with implementing assessments throughout individual lessons. Materials include frequent opportunities for teachers to implement and respond to student progress. For example, in grade 5, "Unit 5, Lesson 2", the lesson provides suggestions

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for a formative assessment in the form of comprehension questions and writing practice. Another example occurs in grade 5, "Unit 3, Lesson 10", which states, "Ask students, 'Is there an action word in the first sentence?' Thumbs up for 'yes,' thumbs down for 'no.' (no) Ask students, 'Is there a linking verb in the first sentence?' (yes, smell) If several students answer incorrectly, explain to the class: to test whether a verb is a linking verb or an action verb, replace it with a to be verb." Another example occurs in RLA grade 5, "Unit 1" "Unit Assessment 14.2." The assessment includes a reading comprehension passage followed by multiple choice questions and a "Short Constructed Response" question, illustrating a variance in the types of questions asked.

- Materials provide "Assessment Analysis" in the *Teacher's Guide* to be used after each assessment. For example, in grade 5, "Unit 3, Lesson 14", the guide states, "Collect all spelling assessments for grading later. Use of the template provided at the end of this lesson to identify and analyze students' errors is highly recommended…Although any of the above student-error scenarios may occur, other misspellings are possible. You may find it helpful to use the analysis chart to record any student errors. For example: ◦ Is the student consistently making errors on specific vowels? Which ones? ◦ Is the student consistently making errors at the ends of the words? ◦ Is the student consistently making errors in multisyllabic words, but not single-syllable words?" This guidance allows the teacher to interpret errors in the spelling assessment.

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 throughout 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 give teachers the opportunity 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," it 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 5, "Unit 7", a "Pausing Point" is scheduled prior to the end of the unit. This additional time has been

provided for teachers to administer the "PP.1: Mid-Unit Assessment." During this "Pausing Point" period, suggestions for reinforcing skills, differentiating, and enrichment activities are provided.

- The materials include some checks for understanding that provide guidance based on how students respond to a prompt. For example, in grade 5, "Unit 3, Lesson 13", the *Teacher's Guide* states, "Have students turn to the paragraph they wrote about the Inca for their Codex Project. Tell students to review their paragraph about the Inca and underline the linking verbs with a wiggly line and action verbs with straight lines. Circulate among students and observe student work. Gather students in need of re-teaching in a small group for a review of action verbs vs. linking verbs."

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 style 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. By using the "SMART Goals and Goal Guide," students set their own goals in reading and consistently track their growth and progress using "strategic reflection to develop student's 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 14", the instructions state, "Make sure each student has a copy of Activity Page 14.2. Tell students they will read two selections, answer questions about each, and respond to a writing prompt."
- The materials provide an Independent Reading Guide to help students track their progress and growth in independent reading. For example, a SMART goal-setting page 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* explains the various sidebars teachers find throughout the lesson: "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...Embedded differentiation gives teachers in-the-moment opportunities for enrichment and extra support." The materials in the teacher guide provide a section titled "Universal Access." This section of the *Teacher's Guide* provides supports for struggling students. For example, it states, "For students needing moderate

support in the writing segment, ask them to use the following prompts for their descriptions in the writing segments of this piece."

- Teachers are given guidance for strategies to support learning within lessons, targeted for students who need additional support. Throughout each lesson, these support strategies are offered in sidebars titled "Support." For example, in grade 5, "Unit 7, Lesson 1", the "Support" section offers the following suggestion: "Provide sentence frames to help students talk and write about the people, events, and beliefs that may have led to the start of World War II: _____ was a person who did things that may have led to the start of World War II. For example, this person _____." Remediation suggestions are also included for further support. In grade 5, "Unit 7", "Pausing Point," a "Remediation" section is included, which states, "To reinforce student understanding of how to approach reading an informational text, consider inviting students to revisit one of the unit chapters and annotate it to demonstrate their understanding. For example, invite students to circle text features that enhance their understanding of the topic, highlight the central idea, and underline key details that support the central idea." Materials include an alternate passage to support teachers in scaffolding. For example, in "Unit 5, Lesson 1", *Teacher's Guide*, the sidebar states, "Provide students with a different version of the psalm for simpler language. [See TR1.2 for the NIV version of the poem."

- 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*, under the "QTI Assessments" section, the text states, "Question & 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 the teacher with sentence stems to aid students in explaining their thinking. For example, in grade 5, "Unit 9, Lesson 2", *Teacher's Guide*, "Writing," in the side column, there is a "Support Option" that says, "Allow students to work in pairs to orally complete the following sentence frame: Researchers and writers paraphrase the text because _____."

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 5, "Unit 7, Lesson 2", a vocabulary chart is 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." The materials include pre-teaching and embedded supports for unfamiliar vocabulary in the text. In grade 5, "Unit 8, Lesson 1", in the "Read-Aloud: Chapter: Welcome to Fossil Camp!", the fourth bullet states, "Preview the core vocabulary words before reading the chapter. Have them find the word on page 1 of the reader. Explain that each vocabulary word is bolded the first time it appears in

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the chapter." The teacher guide goes on to explain that students can use "Activity Page 1.2" while they work through each word and its meaning.

- 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 5, "Unit 8, Lesson 4", *Teacher's Guide*, "Check for Understanding," the directions state, "Once students have finished, ask pairs around the class to read out events in sequence. In each case, ask students, 'Did you include those details? If not, what would you add?' Ask the rest of the class to amend or add to their notes at the listen."

- Materials include embedded supports for unfamiliar vocabulary and references in text, including figurative language. In grade 5, "Unit 5, Lesson 11", the left sidebar, "Support," states, "Explain to students that 'fanned the flames' is figurative language that means to make something bigger. The orders from the government made people's prejudice and hatred bigger and worse." The materials include pre-teaching and embedded supports for references in the text. In grade 5, "Unit 5, Lesson 1", "Psalm of David," the teacher is provided instruction about the use of imagery. 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, "Explain that these are literary devices called imagery. Imagery is descriptive language or symbolism that helps readers create mental images..." Materials include embedded supports throughout the lesson that provide teachers with in-the-moment opportunities to discuss vocabulary. For example, in grade 5, "Unit 4, Lesson 6", *Teacher's Guide*, the sidebar states, "Point out that arms are a multiple-meaning word and in this context, it refers to weapons, not to the parts of the body." The lesson plans include the regular practice of frontloading three to five vocabulary words before reading in an explicit approach. For example, in grade 5, "Unit 8, Lesson 1", *Teacher's Guide*, "Read-Aloud: Chapter 1, Part 1", the directions state, "Begin by telling the students the first vocabulary word they will encounter in this chapter is 'mutter.' Have them find the word on page 1 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. Enrichment activities have been included in grade 5, "Unit 7, Pausing Point." In the" Enrichment" section, the text says, "If students have mastered the content and skills from the first half of the World War II unit, their experience with the unit concepts may be enriched by any of the activities listed below." The materials list several activities and questions to be used for enrichment, including "Enrich students' work with the core vocabulary and spelling words of this unit by inviting them to write a narrative that correctly incorporates at least five vocabulary words and five spelling words. Encourage students to be creative in their selection of the setting and characters, applying terms from World War II to a totally different context." Another example occurs in grade 5, "Unit 1", which includes the following character analysis enrichment activity.

"Pausing Point 4 (Activity Page PP.4)" facilitates "Switcheroo on Point of View," a fun writing activity to reinforce the lessons on point of view. The materials state, "Have students select a narrative they wrote during the unit that involves themselves and at least two other people. Break the class into pairs and have partners read their narratives to one another. Then, have students rewrite their partner's narrative from the point of view of another person involved." Additionally, the student "Activity Book" includes materials to help students complete the task. Another example is found in grade 5, "Unit 8", *Teacher's Guide*, "Pausing Point, Enrichment." The text states, "Students may read the enrichment selections contained in the Reader."

"A Pioneering Chemist" describes the life of Percy Lavon Jilian, an African American chemist who was a pioneer and set up his own lab. The "Activity Book" contains activity pages students can complete as they read these selections.

- 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 "Challenge" sidebars. For example, grade 5, "Unit 10, Lesson 1", *Teacher's Guide*, "Challenge," states, "Ask students to answer the following questions: What does the exchange between Lucy and Tumnus reveal about Lucy? About Tumnus? What predictions can you make about how Lucy will act in the next chapters?" Grade 5, "Unit 5, Lesson 2," contains challenge breakouts in the sidebars throughout the lesson. The teacher asks the students, ready for an extension, the following question, "Challenge students to write their apostrophe poems about a concept they have studied in science or social studies." 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.

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 guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. Each unit begins with clear objectives, "Advanced Preparation," and a "Lesson at a Glance" chart. 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. For example, in grade 5, "Unit 1, Lesson 1", *Teacher's Guide*, the teacher introduces "Think, Pair, Share" activities. The material states, "Write the words think, pair, and share on the board. • Have students read the instructions individually before meeting with their partner. Then, have partners restate the multiple steps of the Think, Pair, Share directions out loud before engaging in the activity. • Model completing the row of the graphic organizer comparing a personal narrative to a newspaper article." In grade 5, "Unit 5, Lesson 2", students view a model from the teacher about how to generate a partial list to write a poem about later. After that, there is a sample model that teachers can use to explicitly teach the skill. One direction for "Reading" states, "Encourage students to reflect on the words, ideas, or feelings they experienced in Lesson 1." The next bullet states, "Explain to students that people have had many different feelings about poetry throughout history." Information is also included for explicit instruction on modeling and explaining new content. It specifies, "Tell students that they will listen to a poem by the poet Robert Louis Stevenson. Next, Explain that after each poem in the Poetry Journal, they will find a section titled 'About the Poet/Biography of the Author.' This biography section

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contains information about the author of the lesson's poem." Directions continue throughout the lesson to support the teacher's instruction.

- Materials included explicit prompts for guided instruction throughout the lessons in the *Teacher's Guide*. For example, in grade 5, "Unit 2, Lesson 1", *Teacher's Guide*, students are reading along in the provided Reader. The *Teacher's Guide* details questions to ask while reading as well as expected student responses: "Read page 32 aloud. Tell students that a charter is a contract or written agreement. Inferential. In what other ways did growth in trade and the importance of a middle class affect the development of towns in the Middle Ages? » Answers may vary, but should include that the decision-making process changed because wealthy townspeople were sometimes allowed to make their own laws, and banks and universities were established." When introducing "Unit 7", teachers are given prompts and guidance to help students build their background knowledge. The first two bullets in the "Introduce The Unit" section state, "Tell students they will begin a unit focused on the role the United States played in World War II...and then go on to explain to teachers that they need to 'Distribute copies of the Activity Book.' Tell students to turn to Activity Page 1.1." The guidance tells teachers how they can use students' prior knowledge based on some of the things they might already know.
- The materials include examples of sample student responses to prompts. For example, in RLA grade 5, "Unit 8, Lesson 1", *Teacher's Guide*, directions state, "Ask students to volunteer characteristics of the text that identify it as informational. (Answers may vary, but could include: presentation of factual information to be presented clearly, and the use of diagrams. In the discussion, guide students to the conclusion that there is a clear purpose to the informational text: to convey information clearly and coherently."

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

- The materials include teacher recommendations for effective lesson delivery using a variety of instructional approaches. For example, the grade 5, "Unit 2, Lesson 1", *Teacher's Guide* gradually releases the responsibility during lesson delivery. The materials state, "Pause at the end of page 2, and ask, 'What is this page mostly about?' Model thinking about the gist for this page, and write the gist in the margin or on a sticky note." Then, during the "Check for Understanding," it states, "In pairs, invite students to turn and talk, discussing the gist of this page and writing it in the margin or on a sticky note. Cold call students to share the gist of page 3. If necessary, for students who are struggling, model using the headings, pictures, and captions to think aloud about the big idea of this page." In grade 5, "Unit 5, Lesson 9", teachers are instructed to "Divide students into their pre-arranged groups and ask each group to name as many things the speaker has lost as possible." Each group is then asked to share one item from their list. As the lesson continues, the teacher guides students to complete "Poet's Journal 9.1" and complete questions 1–6. In grade 5, "Unit 7, Lesson 1", students read chapter 1 of a text called "Steps Toward War." While reading the text, the lesson plan gives recommendations about questions to ask the class at varying levels, from literal to inferential, such as, "Based on the information in the text and what you already know about the words ally or alliance, what does it mean that some nations 'formed strong alliances with other

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nations?'" The lesson plan also gives a possible student response to help teachers determine students' level of understanding.

- The materials also include teacher guidance for effective lesson delivery using the Think, Pair, Share strategy. In grade 5, "Unit 7, Lesson 2", students are given the task of working in pairs to think and then share their thoughts about "How might the beginning of World War II have differed if Britain and France did not attempt appeasement for almost ten years?" A possible answer is included after the activity to give teachers an idea of student success. Another example occurs in RLA grade 5, "Unit 10, Lesson 1", *Teacher's Guide*. Instructions for Think, Pair, Share direct students to share about the purpose for reading a fictional text about an actual event: "Ask for a few volunteers to share their thoughts. After discussing, tell students that a fictional text about an actual event can help us relate to people of that time period."
- The materials provide teacher guidance on instructions to allow for participation and exploration within each lesson. The lesson format includes clear headings and subheadings to support instructional delivery. For example, in grade 5, "Unit 5, Lesson 5", "Reading" is broken down into effective steps such as "Pre-Reading, Figurative Language, and Close Reading." Each part of the lesson includes student exploration and student application. For example, the materials state, "Tell students that the first poem is titled 'The Copper Beech.' Have them turn to the poem and look at the title, then tell them that when beech is spelled this way, it refers to a kind of tree rather than a sandy strip of land by the ocean."
- The materials include instructions to support the teacher in providing various engaging instructional strategies. The materials provide guided instructions for tasks that allow active participation. For example, in the ELA grade 5, "Unit 8, Lesson 5", *Teacher's Guide*, "A Fossil Goes Missing," there is a bullet-pointed list of instructions for the teacher to follow: "Ask students to read the chapter in pairs. Explain that both students will read the first page silently, and then one partner will read that page aloud. As they read, ask students to complete the questions in Activity Page 4.1. One of each pair should complete the detective questions, and one should complete the science questions. Students should explain their questions and answers to their partner."

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

- The materials provide 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 5, "Unit 5, Lesson 11", a sidebar instructs teachers to "Pair students together to highlight/color-code various uses of figurative language in the poem." Within this same lesson, students are also instructed to "draw the literal and figurative meanings of each sentence. Give students several examples of personification."
- In grade 5, "Lesson 11", the "Lesson at a Glance" chart instructs teachers to conduct a "Whole-Class Read Aloud" with the whole group. Another activity, "Reading and Interpreting,"

is designated for either independent work or a whole group setting. In grade 5, "Unit 7, Lesson 5", students are tasked with working in partners in the section titled "Close Read of Speech Excerpt." Teachers are guided to "Assign students partners and direct them to work together to closely read and annotate Roosevelt's address and then answer the three questions below the text on Activity Page 5.1." After that, the groups of two are then assigned to another group of two to work as a group of 4. These different groupings allow students the opportunity to discuss their thoughts and understandings with many different students. The materials also provide many opportunities for students to work independently to show what they know without the help of others. In grade 5, "Unit 7, Lesson 6", students access "Activity Page 4.1" and independently record "the details they underlined in the text which identify how the United States contributed to the Allied war effort." There are many opportunities using the "Activity Pages" for students to show their learning without the help of other students in class. In RLA grade 5, "Unit 10, Lesson 2", *Teacher's Guide*, the fifth bullet point listed under the "Lesson Review" heading states, "Direct students to walk around and find a partner. When they have found a partner, students may give each of them a high five or fist bump. Then, tell student pairs to share information about the characters and their impact on the plot."

- The materials provide clear bullet points to support teachers in differentiating between the different types of practice used in lesson structure. 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 5, "Unit 8, Lesson 3", *Teacher's Guide*, "Writing," the directions state, "The lesson includes a Think-Aloud activity. Make your thinking visible to students by modeling the steps to solving a problem or completing a task. As you 'think aloud' while working through an activity, students observe your approach to finding information, drawing conclusions, considering questions, and testing ideas. Please note that students will be building on Kristal and Julian's character maps in Lesson 6, so each student should complete a map for at least one of these characters. You may wish to assign more advanced students to Julian."

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

Evidence includes, but is not limited to:

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

- The materials include dedicated 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 5, Unit 5, Lesson 11, a sidebar labeled "Emergent Bilingual Students" offers a suggestion for "Reading/Viewing Closely." A sample recommendation for students in the Beginning Emergent Bilingual phase is, "Work with students in a small group to highlight/color-code various uses of figurative language in the poem". As proficiency levels increase, the suggested support adjusts to meet student needs. In grade 5, Unit 7, Lesson 6, the EB sidebar states, "Invite students to listen to a partner read the core vocabulary on Activity Page 7.1. Encourage students to discuss the Big Question

using a combination of English and home language..." The sidebar highlights and includes guidance for in-the-moment accommodations for various levels of language proficiency. The Advanced/Advanced High supports state, "Challenge students to respond to the prompt on Activity Page 10.1 independently, using contextual information and core vocabulary words...".

- The materials include dedicated sections in the lesson plans for English learners (ELs), emergent bilingual students (EBs), or multilingual learners (MLLs), including details about accommodations for levels of language proficiency, e.g., Beginning/Intermediate/Advanced or Beginning/Developing/Expanding. For example, the *Program and Implementation Guide* states the materials are, "a set of Tier 1 instructional materials that include linguistic accommodations for EB students, with instruction that is communicated and sequenced. 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 [and] . . . engages EB students in quality content-area instruction and second-language vocabulary application."

- The units emphasize ways in which the teacher can build academic vocabulary as the unit progresses (anchor charts, cognate charts, image collages with labels, vocabulary walls, semantic gradients, etc.). For example, the *Program and Implementation Guide*, 'Language and Vocabulary Development, states, '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.'

- Materials include linguistic accommodation that engages students in using increasingly complex academic language. For example, teacher guidance in grade 5, Unit 3, Lesson 11 states, "Speaking and Listening Supporting Opinions Beginning Ask yes/no questions to prompt students to answer The Big Question. Intermediate Provide students with a verbal cue prior to asking them to contribute ideas to the discussion in the whole group. Advanced/Advanced High Allow students to offer answers/ideas at the beginning of the whole group share. ELPS 3.G"

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

- 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 5, Unit 4, Lesson 6 a sidebar provides support in "Exchanging Information." One recommendation for students in the Intermediate

phase is, "Use a pre-prepared sentence frame. I believe an example of Don Quixote's quixotic behavior is _____." As proficiency levels increase, the suggested support adjusts to meet student needs. The sidebar explicitly states the ELPS addressed with guidance for each proficiency level. For example, grade 5 Unit 3 Lesson 11 provides the following guidance "Beginning Students develop a paragraph with direct teacher support. Provide students with a paragraph template and a bank of transitional words and phrases," and references the following, "ELPS 5.F "

- 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. The materials make explicit references to the ELPS. For example, 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 *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 goes on to explain how the "Use of visuals (photos, graphs) and realia (real-life objects like maps, menus, etc.) connect the home language with English.

- The materials include information related to the state-approved ESL and bilingual program models and provide guidance and how the program can be used within the different models. For example, included in the *Program and Implementation Guide*, 'EB Student Strategies According to Language Program Models,' a table provides 'suggestions for biliteracy strategies that can be incorporated into the program and used with the instructional materials provided.' In grade 5, 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 5, 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 material states the purpose of the chart: "The following table shares suggestions for biliteracy strategies that can be incorporated into the program and used with the instructional materials provided." the chart includes a variety of state-approved programs with targeted strategies for Use of SLAR and ELAR,

Building/Activating Background Knowledge Through Oracy, Building Vocabulary and Assessment.

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 embedded guidance for teachers to support emergent bilingual students in building background knowledge, comprehension skills, and increasing student discourse. In grade 5, Unit 4, Lesson 2, the primary focus is to describe personal connections to the text, and identify and explain the author's craft. To assist emergent bilingual students, additional supports are included in the sidebar, titled "Exchanging Information." Teachers can provide stems to support communication and discourse, such as, "Use a pre-prepared sentence frame. Both ____and ____are ____." Additionally, in the sidebar titled "Language," teachers are prompted to, "Have students write complete sentences comparing the driver to the knight, focusing on the use of comparison language (e.g. like, similar to, in comparison, etc.)" These strategies help support background knowledge, student discourse, and increase comprehension. In grade 5, Unit 7, Lesson 10, the sidebar provides guidance for intermediate students by stating "Invite students to review the core vocabulary on Activity Page 7.1 with a partner." These sidebars are numerous throughout the lessons and offer varying types of support from vocabulary to building background knowledge.

- 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. The vocabulary chart included in each lesson breaks down Tier 3 and Tier 2 words and includes Spanish Cognates for the core vocabulary words. The Spanish Cognates can help EB students figure out unknown vocabulary words by connecting them to their native language. 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.

- 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.'

- The materials emphasize the critical nature of close reading for developing readers and include various strategies for building vocabulary, comprehension, background knowledge, and language proficiency. Materials include support using the "Emergent Bilingual Students" sidebar throughout the lessons found in the teacher guide. These sidebars address developing

academic vocabulary, increasing comprehension, and building background knowledge. For example, in RLA grade 5, Unit 8, Lesson 6, in the side column provided for Emergent Bilingual Student Strategies, 'Language Reading/Viewing Closely,' there are strategies provided for Beginning, Intermediate, and Advanced/Advanced High EB students. To support beginning students, it states, 'Provide additional sentences on familiar topics for the brainstormed words to allow students to decipher and apply the meaning.' To support Intermediate Students, it states, 'Provide additional sentences on topics related to the Reader to allow students to decipher the meaning of brainstormed words.' To support Advanced/Advanced High Students, it states, 'As necessary, give students additional examples of the words used in context.' In grade 5 Unit 10 Lesson 6, the sidebar support for an intermediate EB states, "Intermediate Preview academic vocabulary: topic, theme, and author's message. Encourage students to orally explain the difference between these three terms by filling in the sentence frames. The _____ is the author's ideas that are explored in the text. The _____ is a sentence that explains how the big ideas in this novel speak to real life. A _____ is one or two words that explain an idea that is seen over and over again in a story. The _____ is one way that we can identify a(n) _____ in a fictional story. " The sentence frames provide an opportunity for oral discourse while using vocabulary. In lesson 4 of the same unit, the sidebar support for an Advanced/Advanced High EB states, "Discuss with students words from their glossary that they can incorporate into their summaries. Have students orally express how to use these words in sentences prior to writing them. " The provided support allows the teacher to support the student with understanding the academic vocabulary of the lesson through oral discourse and written discourse at the student's EB level.

- Materials include support for cross-linguistic connections that aid in developing academic vocabulary and increase comprehension. Teacher Guide lessons include a "Vocabulary Chart" at the beginning of the lesson. This chart tiers vocabulary that will be in the lesson into "Tier 3 Unit-Specific Words, Tier 2 General Academic Words " The chart also details the type of vocabulary as "Vocabulary, Multiple Meaning Vocabulary Words, Spanish Cognates for Core Vocabulary, [or] Sayings and Phrases." Teacher instructions state, " 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." Cross-linguistic opportunities are included with specific words identified. For example, grade 5 Unit 10 Lesson 6 includes the cognates "*solemne, coraje, cordial,* [and] *merced*." 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. Activities embedded within the lessons add variety and enhance students' understanding of unit-specific words. In grade 5, Unit 4, Lesson 8, a vocabulary chart is referenced to support words from the unit text, "The Puppet Show" and "At the Duke's Palace." 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, "*brocado*" and "*Ciérigo"* providing general academic words, such as, "monumental". Another example is found in grade 5, Unit 5, Lesson 8. One of the unit-specific

words is deployed and the Spanish cognate for the word is *desplegado*. Later in the unit, there is guidance for teachers about when to help students make the connection between these words.

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 5, 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 5, "Unit 4, Lesson 7", after reading, students engage in a Think, Pair, Share activity in response to the question, "Why do you think that Don Quixote called himself the 'Knight of the Sorrowful Countenance?' Why do you think Don Quixote decided to change his name to the 'Knight of the Lions?' What might this change signify or mean?" Students are asked to share their thoughts with their partners, and then partners are asked to share with the class. Another example is found in RLA grade 5, "Unit 9, Lesson 4." The directions state, "Tell students they will be going on a virtual field trip during this lesson to begin finding answers or facts related to their Chapter 1 research questions. Explain that researchers often collect information about their topics from a variety of sources. Have students add information to their KWL chart while navigating the virtual audio tour of Emancipation Park in Houston, TX." "Check for Understanding" states, "Ask students to Think, Pair, Share with a partner to answer the following question: Why are research questions necessary for researchers? Explain."
- The materials offer opportunities for students to engage in purposeful presentations or performances. In the "Enrichment" section of grade 5, "Unit 4," "Pausing Point," teachers are provided with suggestions to deepen students' understanding of the unit. One bullet point states, "Students may work in small groups to write dialogue and perform any episode contained in 'Adventures of Don Quixote.'" Teachers are also given the suggestion, "Students

may want to write and then perform a mock trial in which Don Quixote is being judged for his destruction of Master Peter's puppets." These activities encourage students to demonstrate their learning, organize presentations for an audience, and showcase their understanding of the content.

- 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 5 level TEKS. For example, In grade 5, "Unit 5, Lesson 3" states, "In this lesson, students will participate in a class discussion activity that involves making a choice and expressing an opinion. Prepare students to engage with the content by writing the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas: ◦ I think the speaker's tone is sincere/insincere because_____." In grade 5, "Unit 6, Lesson 9", the lesson plans guide teachers in leading a discussion about the play "A Midsummer Night's Dream." These discussion questions allow students to express their opinions about the play. An example is, "At the end of Act 1, who is going to the forest with whom?" Another example is found in RLA grade 5, "Unit 6." The directions state, 'Read aloud the summary of Act 1, Scene 1. As you read, guide students through the discussion questions that follow. Record student answers on chart paper. Why do you think Hermia told her friend?"

- 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 5 TEKS. In "Unit 1, Lesson 5", students give feedback after an expert's presentation using provided sentence stems. The sentence stems include, "One of the things I liked best about your teaching was..." and "You made me think about the image in a new way when you said..." These stems give teachers guidance on how to help students feel confident with their responses.

- Materials include guidance for the teacher to support students in organizing presentations for specific purposes and audiences. For example, in grade 5, "Unit 10" concludes with students creating a presentation on the novel. Teacher guidance includes a "Novel Presentation Slides Template" and a "Good Presentation Skills" Anchor Chart in the "Unit 10" "Digital Components: Visuals" resource. The "Unit 10" "Activity Book" includes "Activity 1.2" and a "Presentation Rubric" that evaluates "Ideas and Analysis," which includes the students' need to "demonstrate awareness of purpose." The next section of the rubric addresses the "Organization and Creative Composition," where students should have a "well organized with purposeful structure and a creative opening." Finally, the rubric addresses "Language and Oral Skills", where students are expected to "communicate ideas effectively, use descriptive language purposefully to convey meaning, [and] use appropriate and correct language conventions."

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 5, "Unit 6, Lesson 2", teachers are instructed to "Tell

students that throughout the unit, they will read summaries of scenes before reading the scenes in Shakespeare's actual words. Direct students to the summary of Act 1, Scene 1 in the Reader (page 1). Tell students that as you read the summary of Act 1, Scene 1 aloud, they should follow along closely and circle all the character names they encounter." The lesson continues with explicit instructions provided by the teacher, and students follow and engage in those directions.

- The materials provide opportunities for students to follow and restate directions. For example, in grade 5, "Unit 1, Lesson 1", students receive instructions as the teacher introduces a personal narrative. The lesson asks the teacher to "Direct students to Activity Page 1.2 (Think, Pair, Share on Definition of Personal Narratives)." The teacher then writes "Think, Pair, Share" on the board. Students are asked to read the instructions before discussing information with their partner. When partners come together, they are asked to "restate the multiple steps of the Think, Pair, Share directions out loud, before engaging in the activity." The lesson concludes with students sharing their thoughts with their partners, and then students share their learning with another pair of partners. As the teacher listens in to conversations, the lesson states, "If certain partners are working particularly well, consider asking them to share their pair process, in addition to the substance of their comparisons."

- The materials include guidance and opportunities for students to follow instructions as directed by the grade 5 level ELAR TEKS. TEKS 5.1.B states, "Follow, restate, and give oral instructions that include multiple action steps." The section "Introduce the Chapter" has students "Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter." The lesson plan provides an opportunity for students to follow three steps to learn about the vocabulary words that they will encounter in the Reader.

- 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. In grade 5, "Unit 1, Lesson 7", "Digital Component 7.2", the lesson plan guides teachers in bullet form about having students restate the instructions for giving feedback out loud before having students share their narratives. The TEKS that is correlated to this task is 5.1.B, "Follow, restate, and give oral instructions that include multiple action steps." Grade 5, "Unit 7, Lesson 12," states, "Before students begin reading in pairs, have them turn to Activity Page 12.1. Have a student read the directions aloud. Explain that students will be identifying cause-and-effect relationships between American military strategies, victories, and innovations and the end of World War II. Remind students to take notes while they read and pay close attention to details in the text that represent the events and innovations that led to the end of World War II in the Pacific Theater. The Pacific Theater, Part 2: Circulate as students read to support their efforts, reinforce expectations, and remind them to annotate relevant information."

- 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 RLA grade 5, "Unit 8, Lesson 1", *Teacher's Guide,* "Read-Aloud: Chapter 1, Part 1" states, "Ensure each student has a copy of the Reader, 'The Badlands Sleuth,' and has located Chapter 1. As with previous units, preview the Reader by reading the title and allowing students to flip through and comment. Tell students they will read the first half of Chapter 1, 'Welcome to Fossil Camp!' 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 mutter. Have them find the word on page 1 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 a student read the definition." Another example occurs in grade 5, "Unit 7, Lesson 12", which states, "Before students begin reading in pairs, have them turn to Activity Page 12.1. Have a student read the directions aloud. Explain that students will be identifying cause-and-effect relationships between American military strategies, victories, and innovations and the end of World War II. Remind students to take notes while they read and pay close attention to details in the text that represent the events and innovations that led to the end of World War II in the Pacific Theater. The Pacific Theater, Part 2: Circulate as students read to support their efforts, reinforce expectations, and remind them to annotate relevant information."

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 allow students 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. In "Unit 5, Lesson 4", after reading the text, students discuss and share ideas through answering questions. Some of the questions in the lesson include, "What new pieces of evidence from the text support the view that Don Quixote is idealistic? What new pieces of evidence from the text support the view that Sancho Panza is loyal?" Another example is found in grade 5, "Unit 8, Lesson 8", *Teacher's Guide*, which states, "Once students have finished, ask them to review their maps with their small group, giving other students the opportunity to ask questions, and add the information to their own maps." This authentic opportunity allows students to clarify their understanding of the lesson by asking questions and listening actively through sharing information and ideas.
- 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. Additionally, "AR 17.1" provides a student-facing "Book Talk Guide" to assist readers as they are planning out their book talk. Another example is found in grade 5, "Unit 2, Lesson 1", "Discovering the Topic: The Renaissance." The first prompt that students are given is, "Based on what you heard and what you see in the image on page 29, describe life in a town in the Middle Ages." Students then have the opportunity to respond orally to the whole class.
- The materials in grade 5 provide opportunities for whole group discussions, small group discussions, and partnered conversations through think-pair-share protocols. This protocol is first introduced in "Unit 1, Lesson 1." The lesson plan states, "Think: During the first part of the activity, each of you will take a few minutes to individually think and brainstorm about an idea

or question. Pair: Next, you will discuss your thoughts with a partner and listen to what your partner thought about the same topic. Maybe your thoughts will develop based on what your classmate has to say; maybe the two of you will reach a new conclusion together. Share: Finally, you or your partner will have a chance to share your thoughts with the whole class." Grade 5, "Unit 1, Lesson 2," states, "Direct students to talk with their partners about the meaning of the word imagery. Then, they should carefully read, discuss, and answer the question with their partners. Give students about three minutes to discuss and answer the question. Have a volunteer share the answer they chose and explain their thinking. Tell students that the correct answer is d."

- 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 5, "Unit 10, Lesson 14", *Teacher's Guide,* "Sharing," students prepare a presentation on *The Lion, the Witch and the Wardrobe*. The guidelines say, "Remind students that it is important to offer feedback in a positive way. Direct students' attention to the sentence frames on the board or chart paper to help them formulate their feedback." The lesson goes on to state, "Model the differences between effective speaking habits and ineffective speaking habits. Speak clearly. (Mumble, then ask students how they think it should be done. Have a volunteer demonstrate speaking with enunciation.)"

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 materials provide a yearly scope and sequence overview. The individual unit overviews do not include a systematic sequence for sound-spelling patterns or syllable combinations. The *Program and Implementation Guide* provides a "Foundational Skills Year by Year" chart. Teachers can use the chart for guidance on what grade 5 skills are introduced. This document includes pacing for the year, unit titles, lesson numbers, and TEKS represented within each lesson. According to the chart, decoding or spelling is introduced in "Unit 2: The Renaissance: Art and Culture." While spelling words are introduced in "Unit 2, Lesson 8", *Teacher's Guide*, the materials state, "Tell students they will practice writing the spelling words. Remind students they may use the Individual Code chart on Activity Page SR.3 while they practice." 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.
- Lessons include practice with spelling grade-appropriate words correctly. However, a clear sequence for introducing the words has not been provided within the materials. The lessons contain spelling practice. For example, within grade 5, "Unit 2, Lesson 8", teachers follow the section "Spelling." The teacher's directions include, "Tell students they will practice writing the spelling words. Remind students they may use the Individual Code chart on Activity Page SR.3 while they practice." Students are instructed to turn to "Activity Page 8.4" and refer to the spelling words in the box.

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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.
- 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 grade 5, "Unit 4, Lesson 5", the teacher's 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." A "Pronunciation/Syllabication" chart has been included to guide students in breaking down words into syllables.
- The materials include guidance for teachers to teach and model instructional strategies with consistent routines for grade-level sound-spelling patterns and syllable combinations. For example, in grade 5, a "Lesson 6" *Teacher's Guide* 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…Note: 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 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. Student activities are modeled through explicit instruction. For example, in RLA grade 5, "Unit 2, Lesson 8", students practice writing the spelling words by filling in the blank of "Activity Page 8.4." 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 5, "Unit 4, Lesson 5", 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, 5.4 and 5.5" to reinforce concepts learned within the lesson. The additional activities have students practice spelling words out loud, write sentences, copy words on paper, and write words in alphabetical order. For additional support, a sidebar has been included to guide emergent bilingual students. Suggestions for practice include "Pair students so they can help each other read and pronounce words from the chart. Have partners work

together to use their knowledge of English spelling patterns to correct any mispronunciations and practice the correct pronunciations." Grade 5, "Unit 7, Lesson 3", "Check for Understanding," after introducing the spelling words, states, "Assign each student one of the spelling words. Play music, and have students mingle around the room. When the music stops, ask students to turn and talk with a nearby peer to identify a spelling pattern that their two spelling words have in common." The "Challenge" for this lesson states, "Invite students to choose a word and act out the definition, then spell the word aloud with the class."

- The materials include activities and resources for students to develop and practice their knowledge of grade-level sound-spelling patterns. Lessons refer to student activities that include using "Pronunciation/Syllabication" charts, working with partners to write sentences that include spelling words, and writing words alphabetically. For example, in grade 5, "Unit 3, Lesson 8" states, "Primary Focus: Students will apply grade-level phonics and word analysis skills to decode and encode targeted spelling words. TEKS 5.2.A.i; TEKS 5.2.B.ii. Tell students they will practice writing the spelling words. Remind students they may use the Individual Code Chart on Activity Page SR.8 while they practice. Have students turn to Activity Page 8.6, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from Lesson 6. Have students read #1 silently and fill in the blank. After students complete #1, call on one student to read #1 aloud with the spelling word in the blank." In grade 5, "Unit 4, Lesson 8", students are given additional practice with targeted spelling words. The lesson states that the students should practice writing the spelling words and work with a partner to create sentences with the words.

- Students have opportunities to practice and reinforce skills to decode and encode multisyllabic words, but they are predominantly worksheet-based and are not multimodal. For example, in grade 5, "Unit 2", "Activity Book 10.5", students practice their spelling words by matching the antonyms with the correct words from the word box. Another activity has students write the correct word from the word box to complete sentences. The "Activity Book" also includes "Spelling Practice Pages" that provide a variety of tasks. For example, "Unit 7" and "Activity Book 5.3" state, "Use your cursive writing skills to write the correct spelling word to complete each sentence. Words will not be used more than once." "Activity Book 12.3" states, "Use the space below to complete one of the following spelling practice activities. Copy the words three times and write the suffixes -tion and -sion in a different color. Write the words in alphabetical order. Scramble and then unscramble words." "Activity Book 14.1" states, "For each spelling word, work with a partner to write a complete sentence using the word." In RLA grade 5, "Unit 4, Lesson 8", students work independently to use the spelling words to write their own sentences.

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

The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials 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).

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. Instead, vocabulary words are introduced within a lesson and are connected to the reading text for that day. For example, in grade 5, "Unit 8, Lesson 2", the teacher states, "Identify the first core vocabulary word, and ask students to identify the word bolded in the chapter and in the glossary at the back of the book." A list is then provided to the students.
- The materials contain no systematic sequence for introducing regular and irregular high-frequency words during direct instruction. High-frequency words are included in the Readers, but there is no sequence for introducing these words in a systematic way.

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 5, "Unit 8, Lesson 2", the student expectation, 5.2.A.vi, is referenced. The lesson includes a vocabulary word list with words found from a text that students will read. The instructions state, "As with previous units, preview the relevant core vocabulary, identify the first core vocabulary word, and ask students to identify the word bolded in the chapter and in the glossary at the back of the book." 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 5, "Unit 8, Lesson 4", the lesson references, "As with previous units, preview the relevant core vocabulary, identify the first core vocabulary word, and ask students to identify the word bolded in the chapter and in the glossary at the back of the book" There is no reference to background knowledge on decoding or encoding of regular and irregular high-frequency words, even though the 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, TEKS 5.2A is referenced in grade 5, "Unit 8, Lesson 6", in a section titled "Introduce the Chapter." Within this section, the teacher's instructions state, "As with previous units, preview the relevant core vocabulary, identify the first core vocabulary word, and ask students to identify the word bolded in the chapter and in the glossary at the back of the book." There is no systematic approach for using regular or irregular high-frequency 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 5.2.Ai 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 5, "Unit 8, Lesson 10", 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. Materials include targeted vocabulary throughout units. The materials 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.

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 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 5, "Unit 8, Lesson 4", 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 for students to recognize, read, and write high-frequency words. The TEKS 5.2.A.v is referenced in grade 5, "Unit 8, Lesson 2", in a section titled "Partner Read." Within this section, the teacher's instructions state, "As with previous units, preview the relevant core vocabulary, identify the first core vocabulary word, and ask students to identify the word bolded in the chapter and in the glossary at the back of the book." Students do have the opportunity in grade 5, "Unit 4, Lesson 5," to Think, Pair, Share with other students using provided stems. Although the sentences include high-frequency words, there is no opportunity to read them in isolation.

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 reference syllable types. For example, in grade 5, "Unit 2, Lesson 10", the syllable types are referenced in a "Pronunciation/Syllabication" chart within a spelling lesson. Teacher guidance explains that students will practice 10 words associated with information from the Reader: "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. For example, you might note that the word rivalry includes a schwa sound (/ə/) in the second syllable of the word (that is, the second syllable is pronounced /vəl/, but spelled 'val') and then point out the 'al' spelling for /əl/ that is included on the Individual Code Chart."
- 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

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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, "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." After the isolated practice, guidance states, "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." The introduction of the "Foundational Skills Instruction Appendix" states, "In alignment with the grade-level TEKS, students in grade 5 are expected to apply their advanced phonics knowledge in reading and writing tasks. 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." The chart also tells what syllable type each word falls into.

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 or background knowledge for the teachers on syllable types, division principles, and research-aligned best practices for decoding and encoding. Syllable types are referenced within individual lessons by the use of a "Syllabication/Pronunciation Chart." In grade 5, "Unit 2, Lesson 10," the chart shows how certain targeted words are coded according to their phonetic sounds. The chart also tells what syllable type each word falls into. In grade 5, "Unit 4, Lesson 10", a spelling lesson includes syllable types within the "Syllabication/Pronunciation Chart." An example of a chart can be found in grade 5, "Unit 7, Lesson 6", *Teacher's Guide,* where teacher guidance states to "sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly."
- The materials organize syllable types or syllable division principles in a systematic way. The *Program and Implementation Guide* states that "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 grade 5 "Foundational Skills Appendix" mentions "Decoding and spelling words using advanced knowledge of syllable division patterns (5.2.A.iii) (5.2.B.iv)." The 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)." It goes on to mention, "Pronunciation: Display multisyllabic words and have students pronounce multisyllabic words aloud (architect, determination)." The guidance states, "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)." 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 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."

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 and in the form of cumulative review. For example, in grade 5, "Unit 7, Lesson 3", 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 3.3" offers additional practice for students. This lesson also includes another practice strategy in the form of a Challenge for the students. The text states, "Invite students to choose a word and act out the definition, then spell the word aloud with the class." Though this lesson references several types of practice opportunities, a cumulative review has not been included within the unit. The grade 5, "Unit 8, Lesson 6" *Teacher's Guide* states, "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." In grade 5, "Unit 2, Lesson 10", students are provided an activity to develop skills to decode multisyllabic words. Word work activities occur in most grade 5 units for students to engage in cumulative review. In grade 5, "Unit 2, Lesson 10", "Morphology," students are provided activities to practice skills to decode multisyllabic words. Learning Latin root syllables helps students decode many multisyllabic words. In grade 5, "Unit 2", Chapter 1" Reader, students reinforce skills to decode multisyllabic words through cumulative review. Students read and re-read the chapter to cumulatively review the taught vocabulary.

- The materials provide opportunities for cumulative review to decode and encode multisyllabic words. In grade 5, "Unit 8, Lesson 2", the materials include resources and activities for students to develop skills and practice decoding and encoding multisyllabic words with suffix -ment. In "Unit 8, Lesson 6", the materials include resources and activities for students to develop skills and practice decoding multisyllabic words with the roots "mit" & "mis." "Unit 8, Lesson 7" includes resources and activities for students to develop skills and practice decoding and encoding multisyllabic words with the roots "mit" and "mis." Later, in "Lesson 12", the materials include resources and activities for students to develop skills and practice decoding and encoding multisyllabic words with previously taught affixes and suffixes through cumulative review.
- The materials provide opportunities for students to practice new skills learned during direct instruction. For example, in grade 5, "Unit 7, Lesson 6", students explore five new words that have suffixes. The teacher introduces the new words by stating, "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 refer to the Pronunciation/Syllabication Chart to guide students in saying the words." After writing and pronouncing the words, students refer to the definitions and how to use the words in context. An additional opportunity has been included in the sidebar, titled "Support," which mentions to "have students create visual aids or flashcards for each word. Ask them to include not only the word itself but also images or symbols that represent the meaning. Visual cues can enhance memory and understanding."
- Students have opportunities to practice and reinforce skills to decode and encode multisyllabic words through the use of worksheets in the "Student Activity Book" and the use of the Readers, but they are predominantly worksheet-based and are not multimodal. For example, in grade 5, "Unit 2", "Activity Page 12.3", students are tasked with writing their spelling words in the correct sentence.

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 5, "Unit 7, Lesson 3", students are introduced to 10 new words with the suffix -tion. At the conclusion of the lesson, the lesson states, "Have students turn to Activity Page 3.3 and point out that these first 10 spelling words are there, as well as their definitions, for reference." This handout requires students to practice spelling words out loud, writing sentences, copying words on paper, and writing words in alphabetical order. This lesson does not include practice reading the words in connected texts. In "Unit 7," students are asked to "work with a partner to write a complete sentence using the word." The student reader provides the opportunity for students to practice decoding multisyllabic words using knowledge of explicitly taught syllables such as "expansionism, nationalism, determination, and transformation." 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 5, "Unit 7, Lesson 8", students are introduced to new spelling words, and the teacher prepares and displays the "Spelling Word Definitions and Examples Chart." Students are given worksheets to practice spelling. In "Unit 7, Lesson 9," students study "Chapter 8" of the student reader. This chapter contains words such as "mobilization, population, position, and profession," which provide additional practice of the introduced sound-spelling patterns.

- Materials provide opportunities for students to decode multisyllabic words. In grade 5, "Unit 3, Lesson 3", "Activity Page 6.4", the materials include a variety of activities for students to practice decoding and encoding multisyllabic words using knowledge of syllable types in isolation. In "Unit 3", "Activity Page 6.3", the 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 the "Unit 3" student reader, students practice decoding all spelling words in context.

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 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 5, "Unit 2", there is a clear sequence for how affixes are introduced throughout the unit. The materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. For example, in "Lesson 2", teachers introduce the prefixes "im-" and "in-." In "Lesson 4", students continue to practice these affixes, this time focusing on the meanings and usage of the words in sentences rather than in isolation. As the unit progresses, new affixes are introduced, such as "ex." 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. In RLA grade 5, "Unit 4, Lesson 3", "Morphology: Suffix -ness," directions state, "• Refer to the Suffixes Poster you displayed in the classroom. Review what a suffix is and review the suffix -ness that you added to the poster in Lesson 2, as well as its meaning: the state or condition of being. Remind students that –ness, which is usually added as a suffix to adjectives, changes the word to a noun." The words included in the lesson are "steadiness, emptiness, greatness, drowsiness, crispness, brightness." In "Lesson 3", the suffix -ness is

introduced, and then the root "vac" is introduced, and then it is practiced when students are tasked with completing sentences using words with that root.

- The materials include a systematic sequence for teaching TEKS throughout the grade 5 resource. The "Pacing and Scope and Sequence Guide" outlines the progression of TEKS across the year, including those with grade-level morpheme content. For example, in grade 5, educators can use this guide to identify when specific TEKS are addressed at the unit and lesson levels. TEKS 5.3.C, "Identify the meaning of and use words with affixes," is addressed in "Unit 2, Lessons 2, 4, 8, 10, 12, and 13". TEKS 5.2.B.vi is taught in "Unit 2: The Renaissance: Art and Culture," and then it is addressed again in "Unit 4: Don Quixote: A Hopeful Knight's Tale." It does outline a systematic sequence for introducing these grade 5 morphemes, as outlined in the TEKS. Teachers can reference this chart to understand the sequence of TEKS throughout the year.

- Grade-level morphemes are introduced in small groups systematically throughout the units. For example, in grade 5, "Unit 3, Lesson 2", "Students will be able to distinguish between root words and words with the prefixes il-, ir- and inter- and apply these skills in sentence composition." In "Lesson 4", students build on the prefixes to "use those words correctly in sentences." In "Lesson 8", students expand their knowledge to "distinguish between root words and words with the prefix inter- and use those words correctly in sentences and to define unknown words." A small introduction followed by practice is seen throughout the unit. For example, in RLA grade 5, "Unit 5", "Morphology," the primary focus states, "Students will recognize the root port and use topic-relevant words containing this root in sentences. Practice with the first sentence. 7. import, export, support; The colonists would _____ or send goods from the colonies to be sold in Great Britain. Ask students which word best fits the blank from the choices given. -export."

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 5, "Unit 2, Lesson 2," provides explicit information on teaching the prefixes "im-" and "in-." Teachers are given a "Primary Focus" phrase that states, "Students use resources to determine the meaning and word origin of unfamiliar prefixes and accurately read multisyllabic words with the prefixes im- and in- out of context." The lesson provides specific directions for the teacher, such as, "Write dependent on the board. Briefly discuss the meaning of the word and then use it in a sentence. (Dependent means 'needing something else for support.' For example, Newborn puppies are dependent on their mother to feed and take care of them.)" The lesson continues with detailed teacher instructions on how to introduce, model, and practice learning for students.

- 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 5, "Unit 2, Lesson 10", teachers help students identify the meanings of words that contain "serv." Along with explicit teaching suggestions, background information is included to

support teacher understanding and content delivery. For example, the text states, "serv is a Latin root." This information is helpful for teachers as they guide students through the content. By including additional information, the materials help teachers address any misconceptions with the pronunciation of words with "serv," such as "conserve." In RLA grade 5, "Unit 4", in the "Morphology" lesson over the suffix "-ness," the *Teacher's Guide* states, "Remind students that -ness, which is usually added as a suffix to adjectives, changes the word to a noun."

- The materials provide explicit instruction and guidance on how to teach morphemes in order to help students with reading comprehension (to support decoding and encoding). For example, in grade 5, "Unit 3, Lesson 13", the *Teacher's Guide* states, "Review the definition of root. A root is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning. Briefly review the root tract with students, reminding them that it means 'to draw' or 'to pull.' Direct students' attention to the Practice Root tract chart you prepared in advance. Tell students you will read a sentence aloud that is missing a word. Then, students must decide which word from the four options in the chart best fits in the blank. Point out that the word choices are listed in the left column, and the sentences are in the right column." Another example is found in RLA grade 5, "Unit 7", "Morphology: Practice Analyzing Words with Suffix -tion and -sion." The *Teacher's Guide* states, "Tell students you will give them two word choices. Then, you will read a sentence with a blank and they must decide which word choice is most appropriate in the blank. Practice with the following example: Divide or division? The teacher asked us to ___ into groups to complete the activity."

- The materials provide direct and explicit instruction on common morphemes and their meanings to support students decoding, encoding, and reading comprehension. The materials provide explicit instruction on how to use the Activity Book pages to support decoding, encoding, and reading comprehension. For example, grade 5. "Unit 3, Lesson 2", *Teacher's Guide*, states, "Continue in this manner for the remaining il- and ir- words, using the following chart as a guide. Shaded columns indicate that the information does not need to be written on the board. As you introduce the words, have students complete the chart on Activity Page 2.4."

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 5, "Unit 2, Lesson 2", students are introduced to the prefix "im-" and "in-." Through "Lesson 2", students are exposed to words in isolation. As the unit progresses, students have opportunities to practice words in context and understand the meanings of words. For example, in "Lesson 4", students read sentences, share meanings of words with "im-" and "in-" and then apply their learning in independent practice. An assessment is included at the end of the unit to evaluate student learning.

- 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 2", a Pausing Point section has been included to support differentiation for students. The materials state, "Please use the final four days of this unit (or three days if you chose to pause one day

after Lesson 6) to address results of the Content Assessment, Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology), and spelling assessments." Another example includes the provided print resources like worksheets found in RLA grade 5, "Unit 7", "Activity Guide 15.2." The instructions state, "In the sentences below, circle the word within the parentheses that correctly completes the sentence. 1. 'The new technology fascinated my parents (contribute, contribution, generate, generation), but it's just normal for us.'"

- The materials in grade 5 include 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). One example is in grade 5, "Unit 4", "Activity Book, Page 10.4." The worksheet is titled "Morphology Review." It states, "Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses." Materials include an "End-of-Year Morphology Assessment," which assesses the prefixes, suffixes, and roots taught throughout grade 5. Assessment is found in the "Unit 10", "Activity Book."

- The materials provide a variety of resources to develop, practice, and reinforce their grade-level morphological skills (through cumulative review). 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 5, "Unit 2, Lesson 2", the *Teacher's Guide* states, "Refer to the Prefixes Poster from Unit 1 displayed in the classroom and read it to students. Write the prefix in- on the poster and ask students to say the prefix out loud together. Write the meaning of the prefixes on the poster. (not)." Another example is found in grade 5, "Unit 3, Lesson 10." Students are introduced to the root "trac" and provide sentences using the word attract: "(Answers may vary.) Pull students struggling to develop sentences into a small group for a quick re-teach." In "Lesson 13", students practice in the following activity: "Have a student select the correct word to complete each sentence. (subtract, because it means to draw or take away from something) Ask remaining students to signal their agreement with their classmate's answer with a thumbs-up or a thumbs-down. If students are having trouble, ask which words they could eliminate from the list to narrow down the options. Remind students of word meanings if necessary."

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 suggested 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."

- The materials include opportunities for students to practice learned materials in decodable connected texts. Another example of decoding and encoding words in isolation occurs in grade 5, "Unit 5", which includes a "Middle-Of-Year Morphology Assessment," where students practice prefixes, suffixes, and roots they have learned so far. For example, question 10 asks, "A word ending with the suffix ist most likely describes." Another example occurs in RLA grade 5, Unit 8, Activity Guide 10.4, Morphology. The directions state, "Write the correct word to complete each sentence. 1. 'I waited outside the sheriff's office for about half an hour before he gave me ___ to enter.' (admission, permission, remission, emission)."
- The materials include lessons on morphological analysis that address grade-level TEKS. For example, in "Unit 4, Lesson 10", the objective for the morphology lesson is, "Students will create words using the prefixes il–, ir–, and inter–; the suffix –ness; and the root tract." The lesson begins with, "Students will review the prefixes il-, ir-, and inter-, and the suffix -ness and the root tract." The lesson goes on to have the teacher explain the meaning of the prefixes. Finally, students are tasked with creating words with the prefixes, 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 5, "Unit 2, Lesson 10", students are explicitly taught the root "serv" and provided time to practice and apply their learning in connected sentences. Within the same unit, "Lesson 12" introduces additional practice with "serv." 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. For example, in grade 5, "Unit 3", students learn that inter- means "among," "between," or "together." In "Lesson 2", the prefix inter-connects to the "Unit 3" Reader: "These civilizations saw themselves as deeply intertwined with nature." One example is in grade 5, "Unit 4", "Activity Book, Page 10.4." The worksheet is titled "Morphology Review." It states, "Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses." Another example occurs in RLA grade 5, "Unit 4", "Activity Guide 13.5", "Morphology Review." The directions state, "Write the correct word to complete each sentence. Ex: 1. Don Quixote read many books that illuminated the ___ of knighthood. (greatness, drowsiness, emptiness, steadiness)."

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 and how glossaries can support the understanding of unknown words. This guidance includes modeling and practice. In grade 5, "Unit 2, Lesson 9", *Teacher's Guide,* "Introduce the Chapter" section, the teacher tells students the first vocabulary word that will be read in the chapter is *norms*. Next, the *Teacher's Guide* states, "Have them find the word on page 60 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter. • Have students refer to the glossary at the back of the Reader and locate *norms*, then have a student read the definition." In grade 5, "Unit 7, Lesson 1" states, "Begin by explaining that each vocabulary word or phrase that is defined in the glossary for the unit is bolded the first time it appears in the chapter. Point out that the first vocabulary term they will encounter in this chapter is front. Identify the word on page 6 of the Reader. Have students turn to the glossary that begins on page 95 of the reader. Reiterate that the glossary contains definitions of all the vocabulary words in this Reader. Demonstrate how to find the word front, which appears on page 97. Have one student read the three definitions for the word. Explain that front is a multiple-meaning word. Point out that, in this text and later in the unit, the version of the word that will appear most often is the first definition: ∘ front, 1. n. the leading edge of a conflict and the zone where active military operations are occurring Offer an example of how the word front might be used in a sentence." The *Teacher's Guide* includes opportunities for students to determine the meaning of unknown words.

- The materials include lessons that incorporate the use of print resources to support students' understanding of words labeled as "vocabulary" words. This understanding includes definitions, syllabication, pronunciation, and parts of speech. In grade 5, "Unit 4, Lesson 1", students preview the core vocabulary before reading the chapter. The lesson instructions state, "Begin by telling students the first vocabulary word they will encounter in this chapter is armor," then, "Explain to students that in this unit the glossary is not included in the Reader itself, but is included as Activity Page SR.1 in the Activity Book. Have students refer to the glossary in the Activity Book, locate *armor*, and then have a student read the definition." The teacher then explains the part of speech and other forms of the word. Additionally, the teacher references the print resource "Individual Code Chart" to demonstrate how to pronounce the name Alonso Quixano. In RLA grade 5, "Unit 10, Lesson 8", the *Teacher's Guide* states, "Students work in small groups to look up words they 'want to know' in the glossary and write the definitions in the 'learned' column." In RLA grade 5, "Unit 10, Lesson 4", the *Teacher Edition* states, "Direct students to use the glossary, Activity Page 1.4, to learn the definition for each word. Then, tell students to create a hand movement or gesture to represent each of the vocabulary words."

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 support students in determining the meaning of unknown or challenging words. Materials include print resources that support students in determining the meaning and part of speech through the glossary provided in the "Student Activity Book." Within units, references are made to using resources to support student understanding of vocabulary. For example, in grade 5, "Unit 4, Lesson 3", a list of words has been included, and the lesson mentions that these have been compiled within the glossary. The words provided include the words, part of speech, and meaning, such as "squire, n. – a young man in the final stages of training to become a knight." Also, within "Lesson 3", teachers are provided with a pronunciation table to reference how to pronounce words within the text. The grade 5, "Unit 7", "Activity Book" includes the definition "deceive, v. to make someone believe something that is not true" as part of the "1.4 Glossary for World War II." Materials include a "Pronunciation Guide for Don Quixote: A Hopeful Knight's Tale" in the grade 5, "Unit 4", "Teacher Resources" section of the *Teacher's Guide*. The guide details the word, pronunciation with syllabication, and the page the word is found on in the reader, such as "Lápice, /lop*ee*sae/, 12."

- The resources include support on syllabication or word origin of key vocabulary words. In grade 5, "Unit 2, Lesson 2", the *Teacher's Guide* includes print resources to support students in determining the meaning and part of speech of words with the prefixes im- and in-. For example, bullet number 2 in the "Morphology" section of the lesson states, "They can also use a dictionary to find the origins of unfamiliar words and affixes, or where those words and affixes come from. Knowing the origin of a word or affix often helps a reader determine the word's meaning." The materials include print resources that support students in determining the meaning and part of speech through the glossary provided in the "Student Activity Book." The materials include print resources such as dictionaries and glossaries with definitions and

part of speech for words labeled as "vocabulary" words in texts and/or lessons. For example, in grade 5, students read a scientific text from the materials. The text includes pre-selected, content-specific vocabulary words that are bolded. Students can access a glossary that includes definitions, syllabication, pronunciation, and part of speech for the bolded vocabulary words. In RLA, grade 5, "Unit 9", the text "One Hundred Years of Black History 1865-1965" includes several bolded words, including abolitionist. The glossary in the "Core Vocabulary" section provides the following information on the word abolitionist: "abolitionist, n. someone who wants to end, or abolish, slavery." The grade 5, "Unit 7", "Activity Book" includes the definition "deceive, v. to make someone believe something that is not true" as part of the "1.4 Glossary for World War II."

- The 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 5, "Unit 3, Lesson 4", the materials provide guidance in working with the vocabulary word "distinct." The text states, "Explain to students that using print or digital resources are helpful when determining the meaning of a word. These sources can also be used to determine the syllabication, pronunciation, and word origin. Display an online dictionary such as the Oxford's Learner's dictionary. Demonstrate how to look up the word distinct. Tell students that during this unit they will practice using a dictionary to determine the meaning, syllabication and pronunciation, as well as the origins of words. These tools help readers recognize patterns in written language, as well as decode unknown words." In "Unit 3, Lesson 10", the text states, "Say the word primitive with me. Provide students with time to look up the word primitive in an online dictionary such as Oxford's Learner's Dictionary or a print dictionary. Direct students to find the pronunciation guide of the word primitive. Using the dictionary, have students tell a partner how many syllables are in the word primitive. Have students tell their partner the meaning of the word primitive as it is used in the sentence from the chapter. Primitive means 'simple and basic.' For example, We stayed in a primitive cabin that had no electricity or running water." The lesson further mentions, "What part of speech is the word primitive?" In addition, in grade 5, "Unit 4, Lesson 5", the instructions state, "Tell students that the root they will study this week is vac. Explain to students that we can use resources to research the origins of words. Display a resource such as Merriam-Webster Online Dictionary and type in the root vac. Show students that the origin of vac is Latin and that it means 'to empty.'"

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

- The materials support students in using context to determine the meaning of unknown words or new vocabulary words. This is accomplished through direct instruction and guidance in using context clues. The grade 5 TEKS that references context clues is "5.3.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." For example, in grade 5, "Unit 1, Lesson 3", the "Independent Reading" section presents words from the text, requiring students to use context to determine the meaning of the word "apprehensive." The question states that "Mr. Mykawa's wife says, 'Some men may be apprehensive about joining us.' Using context clues,

what can you infer that the word apprehensive means?" In grade 5, "Unit 1, Lesson 10" asks students the following question: "How can students figure out the meaning of an unknown word or phrase that is not in the glossary?" After students read two paragraphs from "Bruce McCandless II: Stepping Into Space," students are then asked, "The word tethered is a bit unfamiliar. What context clues help to understand the meaning of the word tethered?" After students are given the opportunity to answer the question, the teacher explains that not every word can be figured out from context clues, but some words can, and during this lesson, the focus will be on using context clues.

- The lesson plans include 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. For example, grade 5, "Unit 6, Lesson 5," states, "Ask students if they have any other underlined words or phrases in the scene. Give them 10 minutes to work with their partners to guess those answers from context and write their definitions in the margin in pencil. Come together as a class and go over some of the unknown phrases and words. If any remain undiscussed, ask students to look up their answers in the dictionary." In RLA grade 5, "Unit 10", the *Teacher's Guide* states, "Tell students that they will work with a partner to 'hunt' for the vocabulary words in the text. Then, partners should discuss what they think each word means. Remind them to read the sentences before and after each word to find context clues. Then, students should check the glossary, Activity Page 1.4, for the definition of each word."

- The materials include lessons to support the use of context to determine the meaning of vocabulary or unfamiliar words. This is accomplished through modeling and practice. For example, in grade 5, "Unit 1, Lesson 10", the teacher models and provides opportunities to practice the skill. At the beginning of the lesson, the teacher directs students to review the chart "Think as You Read." The chart includes a bullet that states, "context clues that help you understand new words and phrases." As the teacher reads aloud, they model using context to determine the meaning of words, stopping at the word "jetpack" and asking, "What is a jetpack? What clues are in the text that could help you understand the word jetpack?" Later in the lesson, the teacher is prompted to "Ask students how they can figure out the meaning of an unknown word or phrase that is not in the glossary." In "Lesson 10", "Student Activity Book, Page 10.2", students write the definition of the word tethered using context clues, and then question number 2 asks students to reread the passage and select the opposite of tethered. The lesson concludes with the teacher explaining that today's focus will be on using context to determine unfamiliar words.

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, meeting the requirements of this indicator. 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. For example, in grade 5, "Unit 1", Student Readers include texts that would engage and interest the reader, such as a personal narrative called "Bruce McCandless II: Stepping into Space." In grade 5, students read various genres, including nonfiction about Renaissance Art and Culture and World War II, and fiction, including *Don Quixote* and *The Lion, the Witch, and the Wardrobe*. The "Unit 7" introduction discusses the importance of the text in the unit and how it helps to build cultural literacy. The section "Why the Content Matters" states, "This unit serves an important role in building cultural literacy. The texts offer rich descriptions and explanations of the historical circumstances in several countries during all phases of World War II."
- The materials include a diverse collection of grade-level texts. Student Readers are incorporated across and throughout the grade-level materials. In grade 5, "Unit 1", the introduction provides information on the texts included in the unit's Reader. The collection

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features authentic text to support students in understanding the unit's content and vocabulary. The introduction states, "The Personal Narratives Reader contains two short essays, and the Anthology contains two excerpts from longer works, which students will read over the course of the 13-lesson unit. These narratives provide the jumping-off point for many of the activities in the unit, including class discussions, close reading exercises, and exploration of literary devices and features of the genre." Student Readers support students with the knowledge and content to be learned over the course of the unit. Students engage with the content of the Student 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.

- The 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 5, "Unit 6", students have the opportunity to explore Shakespeare's *A Midsummer Night's Dream* in a grade-appropriate manner. Students adjust their reading fluency by reading *A Midsummer Night's Dream* to build prosody. The Introduction section of the *Teacher's Guide* sets up the purpose for reading the texts included in the unit. For example, in grade 5, "Unit 7", it states, "The Reader for this unit, World War II, includes complex informational texts and prepares students in grade 5 for the increased vocabulary and syntax demands that aligned texts will present in later grades. The texts in this unit, including primary source documents, focus on the significant events and individuals related to America's involvement leading up to, during, and beyond World War II. Through their readings, students will learn about the key battles of the Pacific and European Theaters and what it was like on the home front for those providing support from afar. This will enhance their understanding of events while providing them with ways to connect with the individuals who were directly impacted by the war. Students will apply their knowledge to examine how the war's outcome, an Allied victory, has helped to establish America's role as a leading industrialized nation and set the stage for the current economy."

- 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 5, "Unit 8", "Chemical Matter: Detectives, Dinosaurs, and Discoveries," states, "The Big Idea of this unit is that matter can be transformed by physical and chemical changes, which result in the extraordinary diversity of our physical world. This unit introduces students to the concepts of matter, physical and chemical changes, and elements and compounds. It is not presented as a standard informational text but written as a detective story. Chemical content is introduced gradually and through the context of the protagonist's experiences, giving students constant examples of the practical interest of these ideas."

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, meeting indicator requirements. This is accomplished through flexible groupings. For example, in grade 5, "Unit 4, Lesson 11", 20 minutes of partner reading is included. 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 partners for help with sounding out or defining words as necessary. Have students complete Activity Page 11.1 with their partners while they read." An additional "Note" supports adapting partner reading and discussing/answering questions based on the needs of the class. The next phase of the lesson, "Chapter Discussion," brings the class back together to share and discuss what they read and the questions partners answered together.

- The materials include practice tasks to develop word reading fluency in groups. In grade 5, "Unit 6, Lesson 9", the text states, "In preparation for reading the next part of Act 2, Scene 2, divide the class into three groups. Have students open to Activity Page 9.2 and turn to the choral reading script. Explain that they are going to read a modified script that has some of the most important lines from this section of the play. This script has less lengthy sections of dialogue so that it can be read chorally. Each group will be assigned a character so they can read this script as a group. After they read these sections together, they will read the entire act with a partner. Assign each group a character (Demetrius, Helena, or Lysander) and read through the excerpt with each group reading its character chorally. Variation: Divide the class into groups of three to read the rest of the scene, with each student within a group taking a character. Encourage students to have fun reading with expression. When students have finished, have them read Act 2, Scene 2 in their reader with a partner."

- The materials include opportunities to build fluency through repeated reading of grade-level text, meeting indicator requirements. The "Fluency Supplement" contains recommendations for students to read the target text aloud. 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 "Fluency Supplement" 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." A five-day performance routine is outlined 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 materials include activities that help develop word reading fluency as students read independently. Some examples include silent reading time in the schedule so they can practice previously learned concepts, skills, and strategies independently. In "Program Resources" and "Independent Reading Guide," a chart is designed to help teachers create a

designated time, place, and routine for Independent Reading. The chart includes recommended minimum time (twice a week for at least thirty minutes), place (is the space conducive to reading quietly and thoughtfully?), and books (review where you may find books). The chart also includes procedures for early/emergent, developing, and independent readers.

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 5 materials include resources for teachers to support students in reading independently for a sustained period, meeting indicator requirements. This is accomplished through frequent, intentional reading 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 "Communicating Expectations." This section includes multiple bullet points giving teachers options for introducing independent reading. The second bullet point states, "Identify a routine for independent reading, such as naming a designated time and place for regular 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. For example, in the "Independent Reading Guide," "Monitor and Assess," the guide states, "track goals and progress regularly, 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 invited to celebrate the reading achievements of their students.
- The materials include tools for teachers to support and engage students in independent reading. This is accomplished through addressing student needs before, during, and after reading. The "Program Level Resources" feature an "Independent Reading Guide" designed to develop and engage students with independent reading. This guide encourages students to read a variety of books, self-select books that interest them, develop fluency, celebrate their reading, and become readers who engage with books for a sustained period of time. It also includes the "Seven Steps to Implementing a Successful Independent Reading Program." These seven steps are outlined in detail to support teachers in implementing a strong independent reading program that engages students and fosters their growth as readers. In grade 5, "Unit 10, Lesson 1", students are invited to recall the text after reading: "After students have completed their independent reading of Chapter 2, ask the following discussion questions. 1. Literal. What does Tumnus refer to Lucy as?"

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. The 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 provide opportunities for 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 5, "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 provide additional opportunities for 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 5 "Student Activity Book" provides excerpts from the texts in the Reader for students to reread a home with a family member, meeting the indicator requirements. In "Unit 3, Lesson 3", an excerpt from "Golden Age of the Maya" is provided for opportunities for rereading for fluency practice. After re-reading, an extended constructed response question was included for students to answer to show their comprehension. The question asks, "The paragraphs in this excerpt describe a number of clever ways the Maya people met the challenges of their diverse landscapes to provide food for themselves. Which method or solution do you think was the most clever? Use specific details from the text to explain your answer."

- The materials provide opportunities for students to develop fluency skills through a "Fluency Supplement." Individual units refer to this supplement for additional practice, meeting indicator requirements. For example, in grade 5, "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. At the conclusion of 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 5" have been included to support teachers in analyzing percentile rank at different points of the year.

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)	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)	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 5, "Unit 10, Lesson 4" asks teachers to model how to write a sentence using transition words: "First, the children arrived at the Professor's house. Emphasize using a comma after the transition word." The instruction 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 5 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 5, "Unit 9", "Writing," Students will use their research to develop their own *Beyond Juneteenth* Book. The end of the assignment states, "In grade 5, 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 unit." For example, in grade 5, "Unit 4, Lesson 5", the text states, "Remind students they are expected to write legibly in cursive." Similarly, in "Lesson 6", students are asked to complete Activity Page

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6.2. The text states, "Students are expected to write legibly in cursive." Cursive handwriting is connected to the content of the lesson, but 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 5, students are expected to write legibly in cursive. The grade 5 expectations state, "In grade 5, 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 for students to master these skills, encourage them 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 5, "Unit 4, Lesson 1", students identify the character traits of Don Quixote. Teacher directions state, "Have students write each of these answers in a 'Character Trait' box. Students are expected to write legibly in cursive." Another example within this unit is in "Lesson 4", as students are writing a claim. The teacher's directions state, "Students are expected to write legibly in cursive."

- The materials provide a variety of activities and tasks for students to authentically practice and develop grade-level appropriate handwriting skills. 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 5, "Unit 6", Activity 4.2 states, "Use the space below to write your revised letter. Remember that letters begin with a salutation and end with a polite closing and signature. Be sure to use correct spelling, grammar, and punctuation when writing your letter legibly in cursive." The "Activity Book" then provides the space for the students to write. In RLA grade 5, "Unit 9," "Writing," students will use their research to develop their own *Beyond Juneteenth* book. The end of the assignment states, "In grade 5, 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 unit." In RLA grade 5, "Unit 8, Lesson 1", teacher directions state, "Ask students to write silently on Activity Page 1.3 for 10 minutes. Tell them not to write down what the object is on the page, or it will ruin their partner's ability to guess. Students are expected to 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 indicator requirements through systematic, research-based skills instruction in literature. For example, in grade 5, Unit 4, students learn grade-level content through a unit titled "Don Quixote: A Hopeful Knight's Tale." The unit introduction states, "The classic novel that students will be reading and discussing in this unit also provides opportunities for students to build content knowledge and draw connections to the social studies subject area. You may build on class discussions to support students in making cross-curricular connections to the strand of Culture from the Social Studies TEKS." In previous grades, students receive instruction on "Classic Tales: *The Wind in the Willows*" (grade 3) and "Contemporary Fiction" (grade 4).
- The materials intentionally design units through a multi-year learning sequence to make connections and build knowledge of topics, year by year, meeting indicator requirements. The *Program and Implementation Guide* gives an overview of the different literature, science, history, and art topics covered throughout the program. In grade 5, students learn about topics including The Renaissance, Early American Civilizations, and Chemical Matter. The *Program and Implementation Guide* states, "Within each unit, the materials provide multiple resources

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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 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, and in grade 5, the content continues to World War II. In grade 5, Unit 2, teachers are given guidance about connecting to Social Studies TEKS to support student understanding of the topic as they read about philosophers and artists. In RLA grade 5, the *Teacher's Guide*, Unit 10 includes a section called "Prior Knowledge," which states, "Students who have received instruction in the program in grades K–4 and up to this point in grade 5 will have some pertinent background knowledge for this unit."

- 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, meeting indicator requirements. For example, in RLA grade 5, Unit 9, the teacher guide states, "Explain that researchers often collect information about their topics from a variety of sources." In grade 5, Unit 6 exposes students to literature and the arts through Shakespeare's play *A Midsummer Night's Dream*: "By the end of this unit students will know the story and major characters of *A Midsummer Night's Dream,* be able to explain how Shakespeare was and is performed, and have a strong set of tools to decipher Shakespeare's plays (and many other challenging and unfamiliar texts) in print or performance." Additionally, historical knowledge is built. Materials state, "It is important to note that *A Midsummer Night's Dream* was written at a time when women were not allowed to act on a stage, and all the parts were played by men. Now women play many roles in theater, both onstage and offstage."

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

- 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. Indicator requirements are met 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. 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. In grade 4, the content continues with a unit about the American Revolution, and in grade 5, students participate in a unit titled "World War II." As students' background knowledge grows, so does their understanding of the content and knowledge being taught. The Unit 3 Introduction states, "Students who have received instruction in this 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 with a particular focus on the bolded objectives that follow will be presented in the Core Connections lesson. Students

who received instruction in this grade 1 unit will build upon this knowledge in the current grade 5 unit." Additionally, the grade 3 unit "Astronomy: Our Solar System and Beyond" connects to the grade 4 unit "Geology: This Rock You're Standing On" and the grade 5 unit "Chemical Matter."

- The materials systematically build topics throughout the year to broaden students' overall understanding and knowledge of the world, meeting indicator requirements. For example, 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 ELA 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 5, students begin the year with an in-depth study of personal narratives. Within this unit, students will study four personal narratives, two short essays, and two longer pieces of work. As the grade 5 Scope and Sequence continues, students move into a unit titled "The Renaissance: Art and Culture," where students will read texts that support the cross-curricular connection. As the year progresses, units cover a range of content and knowledge areas, including Early American Civilization, Introduction to Shakespeare, World War II, and Chemical Matter.

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. Indicator requirements are met through opportunities to dive deeply into provided texts. The "Pacing and Scope & Sequence Guide" for grade 5 provides the recommended number of instructional days to be spent on each unit, such as Unit 8 having 17 instructional days, Unit 9 having 15 instructional days, and Unit 10 having 16 instructional days. For example, in grade 5, Unit 2, the introduction states that the unit contains 16 days of instruction plus four Pausing Points that can be used for differentiated instruction. Another example is found in grade 5, Unit 1, where students engage in a 19-day unit on "Personal Narratives." This unit includes four personal narratives, two short essays, and two longer excerpts. The materials feature a "Student Anthology" with texts titled "Rosa Parks: My Story" or "Step by Step: A Boy Goes to Washington." The personal narrative mentor texts within this unit connect to the overall theme of the unit, allowing students to explore and deepen their understanding of reading and then craft their own personal narrative over the course of 19 days. Units are designed for students to spend extended time on connected knowledge-building topics and texts. For example, the grade 5, Unit 7, introduction states, "This introduction includes the necessary background information to teach this unit. The unit contains 15 daily lessons, plus one Pausing Point day that may be used for differentiated instruction. This Pausing Point is intended to follow Lesson 8. If you use this day after Lesson 8, you may administer an Activity Page to assess students' understanding of the content at this midpoint. Alternatively, you may use the day to focus on the writing, spelling, grammar, or morphology skills addressed in Lessons 1–8. Each entire lesson will require a

total of 90 minutes. Lesson 15 is devoted to the Unit Assessment, in which students read two passages and answer a variety of multiple-choice and constructed response questions based on their readings. It is recommended that you spend no more than 16 days total on this unit."

- The materials include units containing diverse text to deepen students' understanding of the content and knowledge of a given topic. Indicator requirements are met through the use of knowledge-building texts of various genres. For example, the grade 5, Unit 6, introduction states, "The *A Midsummer Night's Dream* unit is an immersive Quest incorporating fifteen 90-minute ELA lessons. The Quest treats Shakespeare's comedy *A Midsummer Night's Dream* as both literature and a living text for interpretation and performance. Over the course of the Quest, students will read, write, act, direct, design, and watch *A Midsummer Night's Dream*." For example, in grade 5, Unit 4, the introduction of the unit "Don Quixote: A Hopeful Knight's Tale" states, "This unit uses a trade book, Adventures of Don Quixote, as the Reader. The trade book includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands aligned texts will present in later grades. This unit also includes two supplemental excerpts from Core Classics: The Adventures of Don Quixote that may be used for enrichment." Over the course of 18 days, students will engage with fiction texts 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, meeting indicator requirements. 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 5, students read about personal narratives in Unit 1, and later in the year, in Unit 4, students will use that learning to read Don Quixote. In grade 5, Unit 3, the text that is read throughout the unit is called "Maya, Aztec, and Inca." Throughout the unit, students will read about "civilization's geographic location, way of life, developments, and downfall."

- 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 5, Unit 4, Lesson 8, students write complete sentences in the present tense using subject-verb agreement. Students are reminded that sentences have two parts, and the predicate includes a verb. A sample sentence connecting to the unit content is written on the board and shared with students: "The Duke hurries back to the castle to prepare for his guests' arrival." In this same lesson, the "Morphology" section's primary focus is, "Students will correctly form complete sentences using words with the root vac." Through instruction, students apply the root "vac" to sentences. 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 5, Unit 3, Lesson 2, students identify subjects and predicates in sentences. These sentences are based on the content that was read during the reading portion of the lesson about the Maya. The two provided example sentences are, "Archaeologists study the remains of past civilization and They survey the land where ancient people lived."
- 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 5, Unit 4, Lesson 8, students write

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complete sentences in the present tense using subject-verb agreement. Students are reminded that sentences have two parts, and the predicate includes a verb. A sample sentence connecting to the unit content is written on the board and shared with students: "The Duke hurries back to the castle to prepare for his guests' arrival." In this same lesson, the "Morphology" section's primary focus is, "Students will correctly form complete sentences using words with the root vac." Through instruction, students apply the root "vac" to sentences. 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 5, Unit 3, Lesson 2, students identify subjects and predicates in sentences. These sentences are based on the content that was read during the reading portion of the lesson about the Maya. The two provided example sentences are, "Archaeologists study the remains of past civilization and They survey the land where ancient people lived."

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, which connects to the current unit students will be learning. For example, in grade 5, Unit 4, the introduction states, "Students who received instruction in this program in grades K–4 will already have pertinent background knowledge for this unit. For students who have not received prior instruction in this program, introductory knowledge with particular focus on the bolded objectives that follow will be presented in the Core Connections lesson in Lesson 1." Prior units of particular interest are "Fairy Tales and Folktales" (grade 2), "Classic Tales: *The Wind in the Willows*" (grade 3), and "Personal Narratives" (grade 5). In "Lesson 1," "Core Connections," teachers are provided with information to link to students' prior knowledge. The lesson materials state, "Explain that before reading the first chapter of the Reader, you will discuss some things they may already know that will help them understand what they will learn in this unit." The materials connect to background knowledge acquired in previous years to support students with on-grade-level learning. In Unit 2, Lesson 1, the Core Connections section guides

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teachers to remind students of what they have learned in previous grade levels. Give an example of something that inspired you. For example, guidance states, "Remind students who participated in the program in previous grades that they have learned about several civilizations from ancient times. Cold call a student to explain what we mean when we refer to ancient times. Listen for responses like, 'Times long ago.' If further clarification is needed, remind students that ancient Greece and ancient Rome were civilizations that were located in Europe many, many years ago."

- Materials activate and supply background knowledge through the Core Connections Lessons at the beginning of units. For example, in grade 5, Unit 7, Lesson 1 states, "Core Connections Students will review prior knowledge and ask questions about the topic of the unit." For example, in RLA grade 5, Unit 8, "Prior Knowledge," the teacher guide states, "Most of the content in this unit is new to students, whether they have received instruction in the program K-4 or not. Students studying with this program, however, will have received introductory knowledge on the following: Plants: How do they Grow (K), Cycles of Nature: Clouds to Raindrops (grade 2), Geology: This Rock You're Standing On (grade 4)."

- The materials use consistent language across the grade levels to support knowledge building. For example, in RLA grade 5, *Teacher's Guide,* Unit 9, "What Students Have Already Learned" states, "The following units, and the specific core content that was targeted in those units, are particularly relevant to the lessons in Juneteenth and Beyond: American Independence (grade 1), The U.S. Civil War (grade 2), Colonial America (grade 3), All that Jazz (grade 3), and Personal Narratives (grade 5)."

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, in grade 5, Unit 4, the lesson Introduction 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, "In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs and will write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text."

- 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. For example, in RLA grade 5, *Teacher's Guide*, Unit 8 states, "Most of the content in this unit is new to students, whether they have received instruction in the program in K–4 or not. Students studying with this program, however, will have received introductory knowledge on the following: Plants: How Do They Grow? (grade K), Cycles of Nature: Clouds to Raindrops (grade 2), Geology: This Rock You're Standing On (grade 4)."

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. For example, in grade 5, Unit 4, the unit 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 "Don Quixote: A Hopeful Knight's Tale." For instance, within this introductory lesson, the teacher projects or places an image on the board and discusses the darkness around the castle, then mentions the borders and protections that are in place for the castle. During Core Connections, the teacher also prepares a clip of characters jousting to help build content for the upcoming unit. The teacher also makes connections to what students have learned in grade 4 about the Middle Ages. Grade 5, Unit 7, Lesson 1 states, "Core Connections Students will review prior knowledge and ask questions about the topic of the unit. Reading Students will use details from the text to build context for understanding the people, events, and beliefs that led to the start of World War II." These connections help enhance student connection to the text and unit.

- The materials include targeted context to support student learning within each unit or text. In grade 5, Unit 4, Lesson 1 includes a Core Connections section that provides context and connections to help students understand the foundation of the unit and build content needed for 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 lesson states, "Explain that before reading the first chapter of the Reader, you will discuss some things they may already know that will help them understand what they will learn in this unit." The lesson also states, "Explain that the story of Don Quixote was originally written in the early 1600s by Miguel de Cervantes Saavedra, who lived in Spain. Point out the location of Spain on the map of Europe and have students name the continent on which Spain is located." The Core Connections lesson further mentions, "Tell students they will read a text entitled 'Gloomy Castles and Jousting Knights' in order to identify factual information about knights in the Middle Ages." By including a lesson dedicated to building core context and activating background knowledge, students gain a clear understanding of the unit's content.

- Each unit starts with background information about the main topic. For example, in grade 5, Unit 2, Lesson 1 gives an introduction to the Renaissance: "Explain to students that in this unit they will be learning about the Renaissance movement, which happened many years ago. Tell students that today they will learn about what inspired, or influenced, the start of the movement." In RLA grade 5, *Teacher's Guide*, Unit 8 contains a section called "Why the Chemical Matter Unit is Important." This section states, "The Big Idea of this unit is that matter can be transformed by physical and chemical changes, which result in the extraordinary diversity of our physical world. This unit introduces students to the concepts of matter, physical and chemical changes, and elements and compounds. It is not presented as a standard informational text but written as a detective story. Chemical content is introduced

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gradually and through the context of the protagonist's experiences, giving students constant examples of the practical interest of these ideas."

- The materials include illustrations and maps that build background knowledge before reading the main selection of the unit. For example, in grade 5, Unit 3, Lesson 1 begins with introducing students to a horizontal time: "Tell students they will begin a unit called 'Early American Civilizations' and the Reader for this unit is called 'Maya, Aztec, and Inca.' Ask students: Based on the title of this Reader, which early American civilizations do you think we will study in this unit? Students should identify the Maya, Aztec, and Inca civilizations. Explain that before reading the first chapter of the Reader, you will discuss some things students may already know that will help them understand what they will learn in this unit. Direct students to the timeline you created on the board/chart paper. Students may have worked with a similar timeline before."

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 ideas develop from one lesson to another to encourage student discourse on repeated big ideas. For example, in grade 5, Unit 4, Lesson 1 states, "Read the title and The Big Question, asking students to listen carefully to the selection as it is read aloud in order to answer 'The Big Question.'" The question is, "Why was there a need for knights and castles during the Middle Ages?" These "Big Questions" engage students and prompt thinking prior to and throughout reading. Another example occurs in RLA grade 5, *Teacher's Guide*, Unit 10. The *Teacher's Guide* states, "Remind students that in each lesson, they will use the sticky note to write the focus question of the lesson. Direct students to write down the focus question for the lesson on a sticky note: How was Edmund's journey through the wardrobe different from Lucy's? What does this reveal about each character?"
- 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 5, Unit 6, "Essential Questions and Prompts," states, "Unit-level Essential Question: How did Shakespeare use literary devices to enhance his works? Lessons 1–5 Guiding Question: How did the ideas of the Renaissance shape Shakespeare's work?"
- Materials include a variety of tasks for the students to respond to the questions as they engage with the unit's theme. For example, in grade 5, Unit 2, Lesson 1 begins with helping build students' background knowledge about the Renaissance period. Students turn and talk about the features they notice on a map of the area they will be learning about. Then, students text, both with the teacher and independently, to help them answer the big question: "What factors inspired the Renaissance movement?" The exploration theme of the Renaissance period is

reinforced throughout the unit. Finally, students will write an informational paragraph about da Vinci's ideas and accomplishments. In grade 5, Unit 7 states, "Remind students of the Big Question of the lesson: Why was it so important for the Allies to win the Battle of Britain? Ask students to turn and talk with a peer to identify and underline any words and phrases in the last section of the text that help them respond to the Big Question." Then it states at the end of the lesson, "Have the students access Activity Page 7.2 and respond to the prompt on the page that asks them what Churchill's words show them about why defending themselves against the Germans was so important for Great Britain and the Allied forces. Collect Activity Page 7.2 when it is complete and review student responses individually."

- The materials offer various ways for students to engage with and respond to questions about overarching themes or big ideas through listening, speaking, reading, writing, and thinking. For instance, in grade 5, Unit 4, Lesson 3, students are asked to read a portion of the text, "Don Quixote and Sancho Panza," and answer comprehension questions throughout the reading. At the conclusion, students are asked to "Summarize the evidence from the text that leads the reader to conclude that Sancho Panza is realistic and loyal. Consider how this evidence supports a major theme, or message, of the story." As students identify a theme within the text, they will record their findings and supporting text evidence on a separate document. This lesson provides students with opportunities to think, read, write, listen to others, and discuss their ideas. In ELA grade 5, *Teacher's Guide*, Unit 8 states, "Remind students that in previous lessons they practiced using information from multiple sources to explain chemical content. Tell students that today they will use some of the same techniques in their work as detectives to answer this question: Should the sheriff investigate the missing fossil?" In grade 5, Unit 2, the introduction explains that "Students will read about the rise of the middle class due to increased trade with other countries, the importance of patrons in supporting the work of artists, and the increasing attention to, and inspiration from, the works of ancient Greek and Roman philosophers and artists."

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

- The materials provide opportunities for students to synthesize information and concepts across texts within and across units. For example, in grade 5, Unit 5, the introduction states, "The Poet's Journal has been designed to reinforce the unit's integration of reading and writing poetry. The journal resembles a writer's notebook rather than a textbook or student workbook. By synthesizing reading materials, comprehension activities, and writing components, the Poet's Journal indicates the extent to which reading, writing, and understanding poems are inherently connected." Throughout the unit, students engage with poems and synthesize information to form new understandings when reading multiple texts. The "Poet's Journal" provides opportunities for students to read and apply that learning to their own poetry writing. In grade 5, *Teacher's Guide,* Unit 7, Lesson 14 states, "Students will synthesize their knowledge from across the unit to draw conclusions about the role of the United States in World War II." The lesson then provides the following small group discussion questions for students to synthesize and apply their understanding to the world around them, "1. Overall, what should people most understand about the influence the United States had during World

War II? 2. What can students today do to commemorate the people and events of World War II outside of the classroom?"

- Materials provide opportunities for students to synthesize knowledge and concepts learned within and across lessons and units through engaging tasks. For example, the grade 5 materials present Unit 3 on Early American Civilizations. As students learn about these civilizations by reading informational texts, students are prompted to write a written response that explains the similarities and differences between two topics they have learned about over the course of the unit. In RLA grade 5, *Teacher's Guide*, Unit 9 states, "Tell students they will synthesize, or take all of their information they learned today about reading documents to answer the following question: What was the purpose of the Emancipation Proclamation and how did it affect enslaved Americans between 1863 and 1865? Allow students to synthesize and use the information from their Paraphrasing Text charts to write a response to the Quick Write Prompt: What was the purpose of the Emancipation Proclamation and how did it specifically impact enslaved Americans between the years of 1863 to 1865?" In grade 5, *Teacher's Guide*, Unit 7, Lesson 10 provides the opportunity for synthesis within the lessons: "Students will synthesize information to summarize the role the United States played in the Allied victory in Europe, including the roles specific Americans played." Students partner read chapters in the Reader and then respond to discussion questions that allow them to synthesize their learning. Students synthesize knowledge and concepts across the unit in Lesson 14, "Students will synthesize their knowledge from across the unit to draw conclusions about the effects of World War II." Students use Activity Pages to "identify one of the lasting effects of World War II and explain why it is significant."

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

- The materials provide projects to conclude each unit. The projects require students to synthesize and extend upon the knowledge learned through the unit's core texts. For example, in grade 5, Unit 3, Lesson 13, the culminating task asks students to "Explain the similarities and differences between particular Maya, Aztec, and Inca myths." To complete this task, students have to use what they learned when they read the text for the unit that is titled "Maya, Aztec, and Inca." in grade 5, Unit 10, the introduction states, "Lesson 14 is devoted to students' presentations of their final projects" and "Students use the notes and writing activities completed throughout the unit to create and share a presentation using the novel. They will use their journals, notes, and activity pages as a basis for the presentation that will highlight important themes, moments, and characters from the novel." Students receive information about the final project throughout the course of the unit. In Lesson 9, the text states, "Remind students that while the focus question is about Aslan and Edmund, they should still pay attention to other character interactions. This includes the relationship between Aslan and Lucy and Aslan and Susan. Tell students that these interactions may be crucial to the character analysis they write in their final project." As students read the novel *The Lion, the Witch, and the Wardrobe,* they develop new understandings, which they can synthesize and extend upon in their final project.

- The materials include projects that encourage students to make connections between the unit topic and content standards (i.e., science and social studies standards) through culminating tasks, such as a presentation. Indicator requirements are met through the application of student expectations. In grade 5, Unit 10, Lesson 12, students begin to develop and draft *The Lion, Witch, and the Wardrobe* presentations. "The Novel Checklist" gives details about what students are expected to include in their presentations, such as summary, text structure, and compare and contrast of characters.

- The materials provide projects to conclude each unit. The projects require students to synthesize and extend upon the knowledge learned through the unit's core texts. For example, in RLA grade 5, Unit 10, students will complete a final project called "*The Lion, the Witch, and the Wardrobe* Presentation," creating either a digital slideshow or poster to review the main aspects of *The Lion, the Witch, and the Wardrobe.* The "Novel Presentation Checklist" includes sections for Summary, Text Structure, Key Idea vs. Theme, and Novel Review, where students write about what their favorite part of the unit was and why.

- The materials include projects that engage students to make connections with the overall theme or unit topic and make connections across texts. For instance, in grade 5, Unit 4, Lesson 4, students are introduced to a project that will span the course of the unit. Students will engage in an extended writing project, which will apply their learning from the texts being read and apply to a persuasive essay. The lesson states, "Tell students they will begin working on their unit project—a persuasive essay in which they evaluate Don Quixote's actions and determine whether or not his actions are justified by his beliefs about knighthood and chivalry." This project requires students to synthesize what they have learned from the text read and the content covered throughout the unit.

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. The letters include conversation starters that provide opportunities for students to apply new learning beyond the classroom. For example, in "Unit 6", students learn about idioms in class and read Shakespeare's *A Midsummer Night's Dream*. One of the conversation starters states, "Let's investigate English idioms that come from Shakespeare altogether. Follow up: Have you heard any of these before? Let's try to use one in conversation!" In Unit 5, "Poetry: Collage of Words," 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, "You have been learning about tone. What is tone? Follow up: What are some different kinds of tone? Can you give me an example?"

- The materials include opportunities for students to continue learning and exploring the unit topic beyond the classroom. For example, in grade 5, Unit 4, the Pausing Point states, "Students may write a new adventure involving Don Quixote and Sancho Panza that takes place during the same historical period as the original Adventures of Don Quixote, or they may choose to create an adventure in which Don Quixote and Sancho find themselves in contemporary times." Another opportunity provided is that "Students may want to write and

then perform a mock trial in which Don Quixote is being judged for his destruction of Master Peter's puppets. Different students may assume the perspective of Don Quixote's attorney, presenting arguments in defense of Don Quixote's actions; the prosecutor, presenting arguments about the destruction Don Quixote created; the judge; and witnesses." These additional activities allow students to extend their learning from the unit's content and text into final projects, deepening their understanding by analyzing and applying the knowledge gained throughout the unit.

- Materials provide opportunities for students to apply new understanding beyond the classroom through enrichment opportunities. For example, Unit 7 includes the following enrichment opportunity during the Pausing Point: "Invite students to interview a teacher, family member, or community member, and ask if they know about or have had a personal experience with World War II. Invite students to contact local veterans' organizations if practical. Direct students to summarize their interview, then write an explanation of connections to the unit. Students may share, either with a small group or with the class, their summary of the interview and their connections to the unit."

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 5 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 Unit 2, Lesson 1, a chart is present 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 *philosophy* and *patron* are considered tier 3 words, while words such as *expression* and *cultural* are considered tier 2 words. In Unit 2, Lesson 3, students are introduced to the vocabulary words for the unit, which 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 that the first vocabulary word they will encounter in this chapter is *uncharted*. Have them find the word on page 20 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter. Have students refer to the glossary at the back of the Reader and locate *uncharted,* then have a student read the definition." RLA grade 5, Unit 8 provides the word *plateau* as an example of a tier 3 word and *embed* 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 5, Unit 10, Lesson 5, a Word Work section is included in the lesson plans to support the application of the vocabulary word *gloating*. With the teacher, students say the

word and discuss the definition. The teacher describes different situations, and students raise their hands if what the teacher describes is something someone would have *gloated* about. Students keep their hands down if what the teacher describes is not something someone would have *gloated* about. Examples include "Winning a game against opponents who are older" and "Losing in a race against a friend." Students analyze how the word *gloating* helps them to understand Edmund and his impact on the plot.

- The materials include a variety of opportunities for the application of vocabulary acquisition. For example, in RLA grade 5, *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 5 materials include practice and application opportunities with appropriate content, language scaffolds, and support for teachers to differentiate vocabulary development for all learners. For example, in Unit 2, Lesson 10, the section "Reread 'Women In the Renaissance'" has guidance for teachers to provide extra support for students while rereading the text, "Using established procedures, have students read the chapter in pairs. Students may ask their partner for help sounding out or defining words, as necessary. Have students make a note of vocabulary, phrases, or concepts they do not understand, noting the page number, so they may seek clarification." In 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."
- The materials include scaffolds and supports for teachers to differentiate vocabulary development for below-, on- and above-level learners. For example, in grade 5, Unit 5, Lesson 1, a sidebar support tip for teachers states, "to facilitate the learning of poetic terms and devices, it is helpful for students to create a series of poetry flash cards to which they can add new terms and definitions as they are introduced. Give students a stack of flashcards, or have them create them from binder paper, and tell them the cards will be useful for review throughout the unit." In RLA grade 5, Unit 9, the Teacher Guide states, "Support: During the Read-Aloud, point out vocabulary words to students who need additional support."
- Materials include practice and application opportunities with language scaffolds and differentiation for vocabulary development. For example, the "Emergent Bilingual Support" for grade 5, Unit 7, Lesson 8 states, "Beginning | Encourage students to reference the provided visuals as they listen to the text read to them by a partner to support comprehension of significant events that occurred in the Pacific Theater. Encourage students to sketch and label instead of writing to complete Activity Page 8.2. Intermediate | Encourage students to reference Activity Page 8.1 as they read the text to support comprehension of significant events that occurred in the Pacific Theater. Then, students can use Activity Page 8.1 to assist them in responding to the question on Activity Page 8.2. Advanced/Advanced High | Encourage students to reference Activity Page 8.1 and look for the key vocabulary words as they read the text. Invite students to add to the definitions provided using details from the text."

- 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, in grade 5, Unit 7, Lesson 2 states, "Challenge: Have students create a concept map to categorize the vocabulary words and visually represent possible connections among them. Students should add lines between words and include explanations to show relationships between them. Encourage students to refer to their concept maps as they read Chapter 2, revising their maps as their understanding of each term changes or develops." Later, during the read-aloud section of the lesson, the materials provide "Support: Help students understand the meaning of *Wehrmacht* (pronounced /vermakht/), and why the German military might be called a "war machine."
- 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 5, *Teacher's Guide*, Unit 10 states, "Think-Pair-Share: Ask students to share a quick connection (or story) using one of the vocabulary words. Have students use the word in a sentence correctly with their partner."

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

- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, within the grade 5, Unit 4, Activity Book, students read chapter 4 from "Adventures of Don Quixote" and answer a question using complete sentences. Students write a brief summary of the adventure, using the core vocabulary words *spoils, friars,* and *bewilder*. In RLA grade 5, *Teacher's Guide*, Unit 10 states, "Tell students that they will work with a partner to 'hunt' for the vocabulary words in the text. Then, partners should discuss what they think each word means. Remind them to read the sentences before and after each word to find context clues. Then, students should check the glossary, Activity Page 1.4, for the definition of each word." Within grade 5, "Unit 10, Lesson 9", a Word Work section is included to support vocabulary development for the word *coward*. Students begin by reviewing the definition of the word *coward* and discussing when someone might be a *coward*. Students use the word *coward* in their answers. Two or three students use the target word in a sentence, with the teacher providing support to make sure it is a complete sentence. Finally, students are presented with 5 words, and they have to determine if the word is a synonym or antonym of the word *coward*.
- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, in grade 5, most lessons include a Word Work section with students doing certain tasks with words from the readers. An example states, "Note: Today's Word Work departs from the usual practice of selecting a vocabulary word from the chapter to instead highlight a popular, modern idiom derived from Machiavelli's legacy. 1. Machiavelli's ideas about how a leader should govern gave rise to a new word, which is a synonym for clever in a dishonest way. This word is *Machiavellian*. 2. Say the word *Machiavellian* with me. 3. *Machiavellian* means using clever tricks to achieve something." In another example, students preview vocabulary during pre-reading activities in Unit 10, Lesson

3, with the following instructions, "Preview the core vocabulary words from Chapters 5 and 6 prior to reading. Tell students that they will work with a partner to 'hunt' for the vocabulary words in the text. Then, partners should discuss what they think each word means. Remind them to read the sentences before and after each word to find context clues. Then, students should check the glossary, Activity Page 1.4, for the definition of each word."

- Materials include a variety of tasks in which students engage in academic vocabulary. Materials include purposeful word work that connects to the text students are reading. For example, in grade 5, *Teacher's Guide*, Unit 7, Lesson 8, students engage with the word *morale*: "1. In the chapter you read, 'The third was to boost American *morale* after Pearl Harbor.' 2. Say the word *morale* with me. 3. *Morale* means 'the mental and emotional condition of an individual or a group concerning a task or goal to be accomplished.' 4. The soccer team's win boosted everyone's *morale,* and they were excited to celebrate their achievement together. 5. Sometimes, the words surrounding the bolded word in the text can give you clues to its meaning. Sometimes, the meaning is even provided directly in the passage. 6. What words in this text give you clues or ideas about the meaning of the word *morale*? ◦ 'After Pearl Harbor, President Roosevelt pushed his military leaders to come up with some way to strike back at the Japanese homeland. This attack had several goals...The third was to boost American *morale* after Pearl Harbor.' 7. What part of speech is the word *morale*? » noun 8. If a team's *morale* is high right before a big game, how might it affect the way they play? » The team might play well and with a lot of confidence. 9. If a team's *morale* is low right before a big game, how might it affect the way they play? » They might lack the confidence and motivation needed to perform at their best. Use a Discussion activity for follow-up. Have students talk with a partner about a time when they had to do a task and their *morale* was low, or a time when they had to accomplish a task and their *morale* was high. Remind students to use the word *morale* in complete sentences as they discuss with their partner."
- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, in grade 5, Unit 2, Lesson 3, students are given the task of using Precise Vocabulary: "Explain to students that, as they look back through the chapter, they should record any words they think they may want to use in their paragraphs. Give an example of a word that might be used, and record it on the displayed plan (for example, *accomplishment* or *explored)*. Tell students that they should leave the right-hand column, 'Explanation of Evidence,' blank for now. Give students 15 minutes to independently look back through Chapter 3 for evidence that supports each reason they identified. Tell students to record the evidence and any precise vocabulary words they think they may want to use in the appropriate spots on their graphic organizers."

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

- The materials include the use of visualization to support students in key academic vocabulary acquisition. For example, in RLA grade 5, *Teacher's Guide*, Unit 8 states, "For the reading segment, students needing support may find it helpful to spend a moment visualizing the setting before beginning Activity Page 1.1." In another example, the *Teacher's Guide* in Unit 10,

Lesson 2 states, "Preview the core vocabulary words from Chapters 3 and 4. Allow students to reference the vocabulary words in the glossary, Activity Page 1.4, while providing their meanings. Pause after each word. Instruct students to draw a quick and small sketch next to the word in the glossary."

- The materials provide explicit nonverbal teaching techniques and effective use of visual design to enhance tier 2 and tier 3 vocabulary acquisition. For example, in RLA grade 5, *Teacher's Guide*, Unit 10 states, "Preview the core vocabulary words from Chapters 3 and 4. Allow students to reference the vocabulary words in the glossary, Activity Page 1.4, while providing their meanings. Pause after each word. Instruct students to draw a quick and small sketch next to the word in the glossary."

- The materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary. For example, in grade 5, Unit 2, Lesson 8, the "Emergent Bilingual Students" sidebar for students at the beginning level suggests, "pre-teach select academic and unit specific words critical to understanding the text using visuals, word webs, or concept definition maps." In grade 5, Unit 6, Lesson 12, students add gestures to keywords within Puck's speech. The activity is described as follows: "In this activity, students first physicalize some keywords in the speech, which will help them commit the speech to memory. They then speak the speech, adding the physical gestures they have come up with. Finally, they read for meaning and work on committing the speech to memory." In grade 5, Unit 7, Lesson 2, a challenge sidebar encourages students to "create a concept map to categorize the vocabulary words and visually represent possible connections among them. Students should add lines between words and include explanations to show relationships between them."

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 5, Unit 9, students explore history as they learn about important historical events such as Juneteenth, The Emancipation Proclamation, The Great Migration, the civil rights movement, and the decisions that led to making Juneteenth a Federal Holiday. The teacher material states, "Over the course of their reading, students will gather information that they will use in their final informational book 'Beyond Juneteenth.' Students will use an inquiry-based model to conduct their research by generating their own questions and clarifying those questions by identifying and gathering relevant information from a variety of resources. Students will use texts presented during the lessons, as well as other locally approved resources, to answer research questions about the historical timeline studied." Grade 5, Unit 9, Lesson 7 materials include graphic organizers with titles and generic questions to guide students during the research process. For example, Activity 3.3 is included to help students plan the research questions for their "Beyond Juneteenth" books.
- The materials contain age-appropriate research instruments to aid teachers and students in generating and following a research plan. For example, in grade 5, Unit 2, Lesson 7, students engage in research processes to research an artist of the Renaissance in order to write an

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informational piece. The teacher guides students in determining what sources will be used to gather research, reviews note-taking techniques to include paraphrasing information, and provides a graphic organizer in Activity 7.4 so that students can record notes as they research. The teacher "displays Chapter 4, 'Michelangelo and Raphael,' from the Reader and models searching for information for each note-taking category" then "underlines or highlights relevant information in the text and thinks aloud about which category the information falls under." In RLA grade 5, *Teacher's Guide*, Unit 9 states, "Project or draw Digital Component 1.4: Bibliography Page, Chapter 1 on chart paper for students to reference throughout the unit. Project this display, Digital Component 1.2, Research Process, or draw it on chart paper for students to refer back to during the unit." Later in grade 5, Unit 9, Lesson 7, the materials also include graphic organizers to help students draft their concluding sentences for their books.

- Materials include opportunities for students to engage in the research process throughout grade 5, Unit 9. Indicator requirements are met through gathering information: "Over the course of their reading, students will gather information that they will use in their final informational book. Students will use an inquiry-based model to conduct their research by generating their own questions (TEKS 5.13.A) and clarifying those questions by identifying and gathering relevant information from a variety of resources. (TEKS 5.13.C) Students will use texts presented during the lessons, as well as other locally approved resources, to answer research questions about the historical timeline studied (5.13.C)."

- Materials include opportunities for students to engage in the research process and synthesize information gathered throughout Unit 9, "Juneteenth and Beyond" by synthesizing information gathered into student-created books. In Lesson 1, students "write questions they have about Juneteenth in the Wonder column on the Juneteenth row of their individual KWL chart. Allow student volunteers to share their questions with the class. Tell students that the questions about information they know, wonder, or learned will guide their research in this unit." In Lesson 3, students "use previously gathered, locally approved resources to answer their own research questions." Students synthesize their learning to create "informational Beyond Juneteenth books" throughout the remainder of the unit.

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 5, Unit 3, Lesson 2, the teacher introduces a primary and secondary source related to a topic and explains that "reading a variety of primary and secondary sources can provide a clearer or more complete understanding of an event or time period." After reading the text, the teacher asks an evaluative question to students, "What do we learn from reading Charnay's account of the environment that we do not learn from reading a secondary source alone?" In grade 5, Unit 9, Lesson 7, the teacher provides guidance to support students in understanding the difference between primary and secondary sources using examples the students have read in class. The teacher explains that "a primary source includes information that is a first-hand account, created by or involving someone who participated in or witnessed the events. Primary sources include actual work or documents the person created or is personally involved in." The teacher reminds students about the

Emancipation Proclamation primary source they read and asks, "If you were studying President Lincoln during the time he wrote the Emancipation Proclamation, what primary source could you use?" Teachers are invited to further explain by telling students that primary sources include actual work or documents the person created or is personally involved in, such as art, photographs, interviews, and other artifacts. Unit 9, Lesson 7, "Check for Understanding," states, "Have students turn to a partner and explain the difference between a primary and secondary source." Grade 5, Unit 9, "Digital Components: Visuals," includes a "Primary and Secondary Sources T-chart" that provides text examples for each to assist students with this task. A discussion question that follows the T-chart is, "Would a copy of a personal diary entry written by your inventor be a primary or secondary source? (primary)."

- Grade 5 materials include guidance and opportunities for students to differentiate between primary and secondary sources. For example, in Unit 9, Lesson 7, the lesson segment begins with the teacher explaining the primary and secondary sources to the students. There is a digital component, a visual T-chart detailing each type of source. The materials provide the necessary resources for students to gather and review information from various sources. For example, in RLA grade 5, *Teacher's Guide*, Unit 9 states, "Explain that researchers often collect information about their topics from a variety of sources. Tell students that they will start with the assigned audio link but can navigate other audio links in the program's online materials related to information for their research question."

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. In Unit 3, Activity 2.6, students "underline the fragments in each sentence that are important facts about geographical features of Mesoamerica. Then, paraphrase the important information and write your words and phrases in the Paraphrasing column."
- Materials include opportunities for students to paraphrase while avoiding plagiarism. For example, grade 5, Unit 3, Lesson 2 states, "Tell students that today they will work with sentences from the text to practice: identifying important words and phrases, or fragments, that provide specific facts and details about geographical features of Mesoamerica; paraphrasing, which is restating information in different words. Explain that in order to take notes on a topic and use information from an author, it is important to use the information without plagiarizing. Plagiarizing is taking ideas or words exactly or very closely as written by an author and using them in your own writing without giving the author credit for the ideas or words."
- The materials provide instruction and guidance for students about how to paraphrase or say things in their own words. For example, in grade 5, Unit 2, Lesson 7, the teacher reviews note-taking techniques and reminds students that "paraphrasing means putting someone else's ideas in your own words. Plagiarism means using someone else's words without giving them credit." The teacher reminds students to record notes in fragments and use paraphrasing to avoid plagiarism. In grade 5, Unit 9, Lesson 2, the teacher models paraphrasing text using the digital component 2.1. The teacher explains that writers "paraphrase text to help avoid plagiarizing and to demonstrate that they understand what they have read." The teacher

models writing a direct quote from the Student Reader primary source, "The Emancipation Proclamation," and writing a paraphrased sentence of the direct quote from the text. The teacher also shows a plagiarism example to help students compare the two. Students explain how they know when a text is plagiarized. Then, students practice paraphrasing excerpts of the article "The Emancipation Proclamation." In grade 5, Unit 9, Lesson 8, the lesson plan guides the students in summarizing some of the sources they are using in their writing. The bullets included in the lesson state, "Ask students if they recall, from their reading of the Emancipation Proclamation primary source in Lesson 2, what it is called when a writer uses someone else's words without giving them credit. (plagiarism) Explain that students will look for clues in the text that help them summarize the central idea in their own words."

- The materials provide lesson plans that guide teachers in demonstrating how to quote the authors directly when responding to questions. For example, in RLA grade 5, *Teacher's Guide*, Unit 9 states, "Model writing a direct quote from the Student Reader primary source 'The Emancipation Proclamation' and writing a paraphrased sentence of the direct quote from the text, highlighting and discussing keywords that helped you understand, as seen below." There is a chart provided with a direct quote using quotation marks and a paraphrased text. An example of plagiarism is also included in the chart.

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.

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. The 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 materials explicitly addresses the multigenre 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." The materials provide a variety of texts in TEKS-aligned genres for each grade level. For instance, in "Unit 3", students read informational texts about Early American Civilizations, and in "Unit 4", students read the fictional text *Don Quixote*. In grade 5, students experience a range of fiction genres, such as fiction, informational, poetry, and drama. For instance, in "Unit 6", students read *A Midsummer Night's Dream,* exploring the genre of drama aligning to grade level TEKS 5.9C. In "Unit 7", students read informational text about World War II. 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, meeting indicator requirements. For example, in grade 5, *Teacher's Guide*, "Unit 10" lists "Digital Components 1.1–1.7" for *The Lion the Witch and the Wardrobe* by C.S. Lewis 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. The units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program." The guide states, "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, in grade 5, *Teacher's Guide*, "Unit 8" states, "The texts used in the reading comprehension assessment, 'The Ancient Art of Making Salt' (informational text) and 'The Atomic Ice Cream Shop' (literary text), have been profiled for text complexity using standard quantitative and qualitative measures." In grade 5, "Unit 10", the "End-of-Year Assessment" section 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." The materials include texts that grow in complexity level across the year. 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. Each book develops a particular area of knowledge for exposure of rich vocabulary with layers of meaning for comprehension skill development. Student Readers increase in text complexity as students progress through the K–5 learning continuum." 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, in grade 5, *Teacher's Guide*, "Unit 2" states, "The Reader for this unit, Patrons, Artists, and Scholars, includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands aligned texts will present in later grades." The grade 5, "Unit 7, Lesson 15", "Unit Assessment" states, "These texts are considered worthy of students' time to read and meet the expectations for text complexity at grade 5. The texts feature core content and vocabulary from the World War II unit that students can draw on in service of comprehending the text." 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.

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Texts are well-crafted and are of publishable quality.

- The texts included are well-crafted. The materials include grade-level literary texts that provide rich characterizations and stories that present multiple perspectives. For example, in grade 5, "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 were written from a variety of racial, cultural, and geographic perspectives." The grade 5, "Unit 6" introduction states, "The reading in this unit takes two forms, both included in the Reader: summaries of Shakespeare's text and excerpts from the plays. The summaries vary slightly in style, from straightforward narrative paragraphs to hybrid texts that incorporate some of Shakespeare's language. The excerpts are Shakespeare's language, with cuts incorporated and, occasionally, single-word substitutions for particularly challenging vocabulary. All cuts and substitutions have been made with attention to maintaining the original rhythm." The grade 5, "Unit 7" introduction states, "The Reader for this unit, World War II, includes complex informational texts and prepares students in grade 5 for the increased vocabulary and syntax demands that aligned texts will present in later grades. The texts in this unit, including primary source documents, focus on the significant events and individuals related to America's involvement leading up to, during, and beyond World War II. Through their readings, students will learn about the key battles of the Pacific and European Theaters, and what it was like on the home front for those providing support from afar. This will enhance their understanding of events while providing them with ways to connect with the individuals that were directly impacted by the war. Students will apply their knowledge to examine how the war's outcome, an Allied victory, has helped to establish America's role as a leading industrialized nation and set the stage for the current economy."

- The grade-level texts were previously published literary stories that are of publishable quality. For example, the grade 5 text in "Unit 4" is free of spelling and grammar errors and includes rich vocabulary and engaging images to support the text. *Don Quixote* is a previously published classic novel. The grade 5 text in "Unit 10" is free of spelling and grammar errors and includes rich vocabulary and engaging images to support the text. *The Lion, the Witch, and the Wardrobe* is a previously published classic novel. 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. In grade 5, "Unit 8, Chapter 3", "A Fossil Goes Missing", there is an image of the desert with a sentence that states, "The dig site is here."

- The language of grade-level informational texts in the materials reflects the rich vocabulary and academic language appropriate to the discipline represented. For example, in grade 5, "Unit 8", "A Fossil Goes Missing", the second paragraph contains the sentence, "Matt *slathered* butter on a piece of toast." *Slathered* is identified in the vocabulary chart as a tier 2 word. Later in the chapter, there is a complex sentence that reads, "Before Amy realized what she was doing, she opened the sketchbook and quickly flipped through the pages until she came to one full of detailed drawings of the little fossils from the gully." The *Program and*

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Implementation Guide states the "program 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 5, "Unit 9", informational texts have been included within the Reader, offering a range of text structures and features with academic language supported throughout the unit.

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

- The materials include traditional, contemporary, and classical texts across multiple content areas. The *Program and Implementation Guide* states that " instructional materials explicitly address the multigenre strand of TEKS through an array of texts to include literary nonfiction, fairy tales, folktales, poetry, informational text, and drama." In grade 5, a contemporary text included in "Unit 10" is The Lion, the Witch, *and the Wardrobe*. A classical text included in "Unit 4" is *Don Quixote*.
- The grade-level texts include a wide range of topics, themes, cultures, perspectives, and genres, all prompting knowledge-building relevant to the unit of study through the use of distinct, varying texts. The *Program and Implementation 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." For example, in grade 5, "Unit 1", the texts support the knowledge content of the unit on "Personal Narratives." The introduction to "Unit 1" includes information about the student Reader, stating, "This unit examines the genre of personal narratives, which includes four personal narratives. The Reader contains two short essays, and the Anthology contains two excerpts from longer works. Two of the texts are works of nonfiction written by a first-person narrator involved in the events being described. Two historical figures are the focus of the other two narratives of the unit. Their narratives were fictionally crafted from each person's point of view, based on the historical time period and record of their lives." For example, students read excerpts from "*Shinpei Mykawa*" about a Japanese naval officer. Later in the unit, students read excerpts from Rosa Parks' book.
- The grade-level texts include a wide array of topics, themes, cultures, settings (including time periods), and genres, but all of the texts promote relevant knowledge-building. For example, the *Program and Implementation Guide* states the "materials explicitly address the multigenre strand of TEKS through an array of texts to include literary nonfiction, fairy tales, folktales, poetry, informational text, and drama."

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. . .program continually engages students with rich content knowledge. The RLA units across grades K–5 allow students to make

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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 5, "Unit 1", students examine personal narratives and apply genre characteristics the author uses to craft their own narratives later in the unit. The sample texts included are engaging and reflect various backgrounds. The personal narratives provided are *Rosa Parks: My Story* and *Step by Step*.

- The materials include authentic grade-level texts that are age and ability-appropriate. The texts are engaging and reflect various backgrounds. For example, in grade 5, "Unit 1" is all about personal narratives and includes text of various genres and content areas. For example, students read excerpts from "*Shinpei Mykawa*" about a Japanese naval officer. Later in the unit, students read excerpts from Rosa Parks' book *My Story*. In grade 5, "Unit 5", there are many different poems included that are relevant, engaging, and reflect different backgrounds and experiences. The first poem students read is "Psalm 23" from the *Bible*. Many students will have background knowledge about this, and those who do not will be engaged with this relevant topic. Later in the unit, students read a poem called "Advice" by Dan Gutman, and many students will relate to the topic of dealing with hurtful words from friends. In grade 5, "Unit 3", the introduction introduces teachers to the text used within the unit. The materials state, "This unit examines the fiction genre through a classic novel, *Don Quixote*. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of *Don Quixote*" and "You may build on class discussions to support students in making cross-curricular connections to the strand of Culture from the Social Studies TEKS." In grade 5, *Teacher's Guide*, "Unit 9" states, "In this unit, students will explore over a hundred years of history as they learn about important historical events such as Juneteenth, The Emancipation Proclamation, The Great Migration, the civil rights movement, and the decisions that ultimately lead to making Juneteenth a Federal Holiday. They will learn about various historical figures that were impacted by these events by analyzing their challenges, opportunities, and accomplishments."

- Teacher 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."

- The materials include authentic grade-level texts that are age and ability-appropriate. For example, in grade 5, the "Unit 10" *Teacher's Guide* states, "Explain to students that this novel unit will help them grow in their reading abilities and enjoyment of authentic texts. The author's blend of elements of fantasy and historical fiction creates an engaging adventure for the reader."

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)

- Materials allow students to interact with grade-level texts in each lesson. For example, the grade 5 *Teacher's Guide*, "Unit 7, Lesson 4," states, "Explain that, as students read, they should annotate the text in two ways. First, they should underline details in the text that suggest how Pearl Harbor may have changed Americans' opinions about entering the war. Second, they should star sections of text evidence they might want to add to Activity Page 4.1. Point out that annotating those sections instead of immediately adding them to their graphic organizers will allow students to make sure they can record the textual evidence they notice without missing anything during the reading."

- Student texts in materials include questions that require students to apply their understanding of the text through listening, speaking, and writing. In grade 5, "Unit 1, Lesson 1", students spend 30 minutes learning about personal narratives and talking to a partner about their understanding. In "Lesson 2", students spend 20 minutes listening to a read-aloud and then reading on their own. Following the reading activity, students compose a "Moment" narrative. In grade 5, *Teacher's Guide*, "Unit 10" states, "Ask the following discussion questions. Tell students to record their thinking on Activity Page 1.1 in the Influence on Plot column. 1. Literal. Why did the children get sent to this big house in the country? » They had to leave their home in London because there were air raids happening there during World War II. 2. Inferential. Why is

it important that the house is so large and has many empty rooms? What influence could this have on the plot?» The children are going to explore the house and the woods, and maybe they will get into some trouble. 3. Inferential. Why is Lucy interested in the wardrobe? » Lucy is inquisitive or curious to know what is inside."

- Materials include Student Readers. The guidance states, "Students engage with the content of the Readers daily, with a new focus on extracting meaning from texts and using the text to aid in speaking, listening, and writing. Each Student Reader represents complex grade-level texts for equitable engagement of all learners and allows teachers to provide instructional scaffolding based on students' needs."

- The materials include texts with oral and written text-based comprehension questions that include literal, inferential, and evaluative questions. For example, in grade 5, "Unit 1", the introduction states, "Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences." Throughout the lessons, students respond to comprehension questions after reading. In grade 5, "Unit 2, Lesson 1", students read the text "Merchants, Markets, and Mud: Towns in the Middle Ages" with teacher support. Questions included are at both the evaluative and inferential levels, such as, "Based on what you heard and what you see in the image on page 29, describe life in a town in the Middle Ages. Evaluative. What changes affected the middle class during the Middle Ages?" In grade 5, "Unit 4, Lesson 13", students respond to questions such as "Literal. Contrast the way Don Quixote and his friends respond to the news that Don Quixote is at the end of his life. Inferential. Why does Don Quixote say he is no longer Don Quixote but Alonso Quixano?" Evaluative questions are also included within the lesson, such as, "If you wrote your own epitaph for Don Quixote, what would it say? The epitaph should include specific character traits and supporting evidence you recorded on Activity Page 1.3." In grade 5, *Teacher's Guide*, "Unit 8", "Read Aloud: Chapter 1, Part 2," states, "Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. 1. Inferential. What do Felix's questions suggest about his interests?" Later the teacher guide states, "As they read, ask students to complete the questions in Activity Page 4.1."

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 5, "Unit 2, Lesson 1", students begin reading the text "An Italian Rebirth" as a class. As students read they are given opportunities to turn and talk with a peer about the gist of what they just read. Next, students work to identify factors that inspired the Renaissance movement. Students work independently and in pairs. They must respond critically after reading the text and support their answers with evidence. Finally, students orally share with a partner the answers to the following questions: "Explain how the interests and activities of humanists like Petrarch and his followers inspired the Renaissance movement. How did people and their interests contribute to the Renaissance?" Guidance suggests, "Think-Pair-Share. Have students interpret the following quote from Shakespeare in relation to humanism: 'What a piece of work

is man!' Ask several students to share the information exchanged between partners in the Think-Pair-Share activity." Grade 5, "Unit 7, Lesson 4," provides opportunities for students to listen to the text: "Read the next three paragraphs on pages 32–33 aloud as students follow along in their Readers." Next, students think about the text as the teacher prompts, "Ask students what they could star in this section of the chapter as potential evidence and on which side of their graphic organizers they would place the evidence." The lesson also provides questions for the teacher to ask as the students justify their thinking: "After hearing about experiences at Pearl Harbor from Miller and other American soldiers, how do you think the American people's opinion about entering the war were affected?" Finally, in the Check for Understanding, students are guided by the following questions: "Think-Pair-Share. How did the events at Pearl Harbor change Americans' opinions about entering the war? Why?"

- 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. 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 5, "Unit 4, Lesson 11", questions are included as students conclude reading and engage in a chapter discussion. Some of the questions include, "What does Don Quixote say is 'the most difficult knowledge of all? What evidence from chapters 14, 15, and 16 support the view that Sancho is wise?" In grade 5, *Teacher's Guide*, "Unit 9," states, "Allow partners to orally share information gathered from the text about entrepreneurs with the class. • Tell students to think about one entrepreneur they are interested in researching further for their books. • Have students complete the open response for Lesson 6 at the bottom of Activity Page 6.1 as their Exit Ticket." In grade 5, *Teacher's Guide*, "Unit 10" states, "Ask students: What other stories have you read where the character(s) have a conflict similar to Edmund's and his siblings? » Answers may vary, but students should identify a scenario in which betrayal caused the conflict between characters. • Use these questions to guide discussion about betrayal in other texts. ∘ Whose actions most influenced the conflict? ∘ What were their motivations? ∘ How were the motivations of one character interpreted by the others? ∘ How did the conflict make the characters feel?"

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

- The materials include opportunities for students to discuss aspects of grade-level texts, such as the author's purpose. For example, in grade 5, "Unit 7, Lesson 5" states, "Assign students to partners and direct them to work together to closely read and annotate Roosevelt's address and then answer the three questions below the text on Activity Page 5.1. Inform students that you will collect Activity Page 5.1 at the start of the next lesson. • Circulate as students work, offering support as needed with prompts such as the following: ∘ Why do you think Roosevelt selected that word or phrase? ∘ What does this word or phrase choice tell you about Roosevelt's purpose or audience? ∘ Restate the meaning of that phrase or sentence in your own words. How does it add to the message of the address?"

- Materials include opportunities for students to discuss aspects of grade-level texts, such as vocabulary. For example, in grade 5, "Unit 2", students do Word Work with the word *embodiment*: "Literal. What does *embodiment mean?* » The word *embodiment* refers to someone or something that is a visible representation or example of an idea, concept, etc. Evaluative. The townspeople of Florence, Italy, considered St. George the *embodiment* of their town spirit. What does this tell us about the townspeople of Florence? » Answers may vary, but should include that the people of Florence saw themselves as strong and ready for whatever challenges came their way, just like St. George." After reading about the attack on Pearl Harbor in the Student Reader, the "Unit 7, Lesson 5" Word Work section analyzes the vocabulary word *infamy*: "Use a Discussion activity for follow-up. Have students turn and talk with a peer to identify and discuss the possible reasons why the date of the attack on Pearl Harbor is described as 'a date which will live in *infamy*.' Have students discuss how such an event can impact a nation's history and the way people think about that history." In grade 5, *Teacher's Guide*, "Unit 10," states, "Think-Pair-Share: Ask students to share a quick connection (or story) using one of the vocabulary words. Have students use the word in a sentence correctly with their partner...With a partner, explain a time you had a *mercy* given to you. Be sure to use the word *mercy* in your discussion. 8. Ask the students to consider how *mercy* could be a topic in the story. Is there enough text evidence to support this?"
- The materials include various activities aligned with different discussion formats to promote engagement and understanding of specific elements of text. For example, in grade 5, "Unit 4, Lesson 8", a variety of discussion questions are represented within the lesson. After reading a chapter, the teacher facilitates a classroom discussion using questions such as, "Which event in these two chapters best supports the idea that Don Quixote is idealistic or quixotic? We have described Don Quixote as idealistic and Sancho as realistic, comparing and contrasting these character traits. Nonetheless, what evidence in the chapter 'At the Duke's Palace' shows that Sancho is also idealistic, even if only momentarily? Why do you think the author chose to have Sancho break his literary stereotype as a faithful servant to the hero of the story?" The teacher directions also state, "Encourage all students to contribute to the whole group discussion by providing sentence frames using comparative language."
- The *Teacher's Guide* contains varied activities aligned with different discussion formats to promote engagement and understanding of specific elements of the text, such as text features. In grade 5, "Unit 2", students interact with the text by building their background knowledge about the Renaissance by labeling a map of the location and reading to get the gist. In grade 5, "Unit 3", students review their prior knowledge in "Lesson 1" and are introduced to a vertical timeline. Students will use this timeline throughout the unit. Students conduct a Think-Pair-Share about the timeline and its labels.

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)

- Materials include lessons that enable students to engage with a variety of reading skills paired with the text by making and confirming predictions. For example, in grade 5, *Teacher's Guide*, "Unit 7, Lesson 1" states, "Evaluative. Think-Pair-Share. How do you predict Germany will

react to the terms of the armistice? » Answers will vary. Some students may suggest that Germany will fail to honor the terms of the armistice." Later in the same reading, the teacher guidance states, "Invite students to share any questions that may have come up for them while reading this section of the chapter."

- The *Teacher's Guide* has tips for shared-reading lessons that include modeling and guiding students to engage in comprehension strategies such as making inferences. For example, in grade 5, "Unit 7, Lesson 2", teacher guidance states, "Inferential. Why did the other world powers want to avoid a war with Germany? » Germany was expanding and growing more powerful, which made other world powers feel scared about how it would affect their own country to go to war with Germany." In grade 5, *Teacher's Guide*, "Unit 10," states, "Facilitate and monitor student discussions. Pull a small group of students who are struggling to provide support as needed.• Have students work with a partner to infer some themes that might be important in this novel. Tell them to work together to answer the question at the bottom of Activity Page 1.1. Remind them that if they can infer a topic, such as friendship or bravery, they should think about what kinds of problems are likely to happen in order to infer the themes. Remind students that a theme is a lesson or message that the story teaches the reader, not just a topic."

- The materials include reading response prompts on a regular basis, providing students with the opportunity to show and deepen their comprehension through written expression. For example, in grade 5, *Teacher's Guide*, "Unit 10," states, "After students read Chapter 13, prompt student response to the text with the following comprehension questions:1. Literal. What happened to Mama on her journey home? How did this impact her return home? (Mama tripped over a root and hurt her ankle. She had to crawl back to make it home before the morning.) 2. Inferential. Why did Mama plan on telling the doctor a different story about how she got hurt? (Mama planned on lying to the doctor because she could not let anyone know that she was bringing the Rosens and others to the boat to escape.)"

- The materials include opportunities for teachers to model and guide students in using comprehension strategies to support their understanding of the text. For example, in grade 5, "Unit 4, Lesson 1" includes a teacher "Support" sidebar, which states, "Explain to students that a paraphrase is taking a portion of the text and putting it into their own words. On the board, model for students how to create a paraphrase for one of the brainstormed character traits." The lesson continues with directions that state, "Refer to and direct students' attention to the board/chart paper where you wrote the 'How to Paraphrase' setup. While prompting students for examples of Don Quixote's personality traits, model the paraphrasing process by using the following character trait-Chivalrous." Throughout the modeling process, the teacher guides students to apply their learning to complete the rest of the graphic organizer, "Character Chart: Don Quixote," independently.

- The materials include regular opportunities for students to respond to text, demonstrating their comprehension through written expression. For example, in grade 5, "Unit 3", "Student Activity Book page 2.2," has students read chapter 2, "Golden Age of the Maya," and answer questions about the text. These questions include practice paraphrasing words from the text and a challenge question that states, "In your journal, write a dialogue of the barter, or trade, exchange between you and the person with whom you are trading. Be sure to reread the paragraph on page 11 and include information from the text. You may also wish to reread pages 12 and 13 for additional ideas to include." In grade 5, "Unit 4, Lesson 4", after reading

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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 does the barber ask Sancho not to tell Don Quixote that he saw them, and why will they be in disguise? Contrast the ways Sancho's wife and the women in Don Quixote's household react to their return." After answering each question, students are asked to provide the page number where they found their answer.

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 guidance and supports to ensure all students can access grade-level text while maintaining the rigor and meaning of the materials through embedded supports. Indicator requirements are met through activation of schema and prior knowledge. For example, in grade 5, "Unit 3, Lesson 1", the lesson plan provides an opportunity for students to build their background knowledge: "Tell students they will begin a unit called 'Early American Civilizations' and the Reader for this unit is called 'Maya, Aztec, and Inca.' Ask students: Based on the title of this Reader, which early American civilizations do you think we will study in this unit? Students should identify the Maya, Aztec, and Inca civilizations. Think-Pair-Share: Discuss the features of the timeline and its labels." In grade 5, "Unit 4, Lesson 1", the 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 'Don Quixote: (/kee*hoe*tae/) A Hopeful Knight's Tale'; the Reader for this unit is also called 'Adventures of Don Quixote.' Explain that before reading the first chapter of the Reader, you will discuss some things they may already know that will help them understand what they will learn in this unit." In grade 5, *Teacher's Guide,* "Unit 10," states, "Tell students that today they will look at the children's dialogue, feelings, and actions as the plot develops. They will use this information about their background knowledge to make inferences about the characters' relationships. Explain to students that after they read Chapters 7 and 8, they will work with a partner to find text evidence about each character. Then, as a class, they will discuss the evidence and their background knowledge to analyze the characters' relationships and conflicts."
- The materials include guidance and supports to ensure all students can access grade-level text while maintaining the rigor and meaning of the materials through embedded supports. For example, in grade 5, "Unit 4, Lesson 2", teacher guidance includes questioning suggestions for

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use in a small group discussion of the text that has been read. The text states, "Use the following questions to discuss the chapter." Some of the questions include, "The passage you read today includes the same characters, character traits, and adventures as the first chapter from The Adventures of Don Quixote. In what ways are these passages similar? How does the setting reflect the culture of this time?" In grade 5, *Teacher's Guide*, "Unit 9", there is a section titled "Universal Access"', which states, "To scaffold the teaching of theme, allow students to complete a T-chart on recurring events within the text and reasons why the events occurred."

- The materials also include teacher supports to ensure all students can access the grade-level texts. The sidebars throughout grade 5, Unit 3 give extra support to ensure that students can maintain the rigor of the text and lesson expectations. As students continue to read the lesson text, "The Rise of Early American Civilizations," the sidebar states, "Remind students about the specific civilizations on the Civilization Cards placed on the timeline. Ask which civilizations developed along a river." In Unit 7 Teacher Guide Lesson 12, the class reads from the student reader, and the following support is provided in the sidebar: "Support| Explain that raising a flag on a territory symbolizes conquering it. Explain that the raising of the flag was inspirational for many because the world saw the resolve and bravery of those in the American military."

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

- The materials in grade 5 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, or options for illustrating the text. In "Unit 3", there is a Pausing Point (additional lessons to provide enrichment or remediation opportunities) that states, "Students may self-select and independently read one or more of the enrichment selections contained in the Reader. One selection, 'A Spanish Conqueror's Impressions,' is an adaptation of a letter that Cortés wrote to Charles V, King of Spain, describing the Aztec city of Tenochtitlán and its advanced civilization. Students will also be fascinated by 'Ice Maiden of the Andes,' an account of the unexpected discovery of an ancient Inca mummy." In the grade 5 *Teacher's Guide*, "Unit 1" 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)

- Materials provide additional analysis of grade-level texts for those students who demonstrate proficiency. For example, in grade 5, "Unit 4, Lesson 4", students are asked to complete a formative assessment over the reading of chapter 6, "Back to La Mancha." Some of the questions include, "How do the priest and the barber get Don Quixote in a cage? How do Don Quixote and Sancho each respond to being taken back home by the priest and the barber? Is there any connection between the way each responds and the character traits you have identified for each?"

- Materials include print and digital resources with guidance for planning and delivering intervention and enrichment instruction to support and challenge students' literacy development. For example, in grade 5, *Teacher's Guide*, "Unit 8", a Pausing Point states, "Please use the final four days of this unit to address results of the Unit Assessment (for

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reading comprehension, grammar, and morphology). Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class."

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.

- The 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 5, "Unit 7", *Teacher's Guide,* introduction states, "The Reader for this unit, World War II, includes complex informational texts and prepares students in grade 5 for the increased vocabulary and syntax demands that aligned texts will present in later grades. The texts in this unit, including primary source documents, focus on the significant events and individuals related to America's involvement leading up to, during, and beyond World War II."
- The materials include information about the text complexity of the individual student readers. 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." It also mentions that "Student Readers increase in text complexity as students progress through the K–5 learning continuum."
- The materials include qualitative and quantitative measures of complexity. The grade 5, "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 "Stepping into Space" has 3,398 words, and the organization of the text is chronological. There are a variety of simple, compound, and complex sentences, and the organization of the text is chronological and includes some figurative language and literary devices. The *Program and Implementation Guide* also now includes a section explaining the rationale for text selection. For example, materials state, "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. 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" indicating that there is some measure for grade-level placement. The *Program and Implementation Guide* states the "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 5, "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 "Stepping into Space" has 3,398 words, and the organization of the text is chronological. There are a variety of simple, compound, and complex sentences, and the organization of the text is chronological and includes some figurative language and literary devices. 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...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 guidance for teachers on student accountability with independent reading. The "Independent Reading Guide" features "Seven Steps to Implementing a Successful Independent Reading Program," where the materials prompts teachers to provide frequent times for students to share and discuss their thoughts about the books they read and encourage discussion and debate. Several engaging activities are within the chart provided, with each activity holding students accountable to what they have independently read. The "Independent Reading Guide," Step 4, "Provide Regular Opportunities for Conferencing and Interaction with Students," states, "Strategic reflection develops students' awareness of how they read and how they can improve upon their reading experiences. Build in time for reflection through one-on-one conferencing. Encourage them to maintain a reading log. In the "Independent Reading Guide," the "Discussion Questions and Application Activities" section states, "Use the following prompts, questions, and activities to help students reflect on, explore, and apply what they have read. Use grade-level standards to adjust discussion questions and application activities." Some of the activities include summarizing text from a paragraph or several sentences or drawing a picture of what was read and include a caption.
- The materials include explicit guidance for teachers on how to monitor students' comprehension during independent reading. For example, in grade 5, "Unit 1, Lesson 3", students are instructed to read a chapter independently. At the conclusion of reading, suggested questions are provided to monitor comprehension. A sample question included is, "Based on what you've learned about Mr. Mykawa so far, what type of person is he?" In grade 5, "Unit 10", as students read *The Lion, the Witch, and the Wardrobe,* they will keep a reading

journal to save their sticky notes, graphic organizers, and activity pages. Guidance states, "Tell students that as they read the first two chapters, their thinking will evolve, or change. Explain to students that the graphic organizer, Activity Page 1.1, will help them analyze details in the story. Then, they will make inferences about the major themes of the story. Remind students that a theme is a lesson or message that the story teaches the reader, not just a topic." Materials provide graphic organizers the teacher can use to monitor students' comprehension in the "Student Activity Book" that accompanies reading passages. For example, the grade 5 *Teacher's Guide*, "Unit 6, Lesson 10," states, "Have students read the selection individually, then complete the Character Organizer on Activity Page 10.1."

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

- The materials include texts that are used for whole-class modeled reading and independent reading. The texts included within the Reader are grade-level texts and include texts that vary in complexity to support readers above or below grade level. In grade 5, *Teacher's Guide*, "Unit 10" states, "Ensure each student has access to the following text: Grade 4: 799 Words, ReadWorks passage 'Walking Tall.' Note: There is another 'Walking Tall' passage on ReadWorks about Ruby Bridges that is a Grade 3, 376 Words passage. This is not the text used in this lesson. However, you may opt to access that version to differentiate as needed with your students." In grade 5, "Unit 4", the "Unit Assessment" section states, "These texts are considered worthy of students' time to read and meet the expectations for text complexity in Grade 5. The texts feature core content and unit vocabulary from The Renaissance unit that students can draw on to comprehend the text."
- 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. The "Independent Reading Guide" provides suggestions on careful selection of texts. The guide includes suggestions on where to select texts for independent reading, including the Reader, classroom library, school library, local public library, and area bookstores. The "Independent Reading Guide" provides the following guidance for additional texts: "A key part of an independent reading program involves ensuring that students have access to a variety of books" and suggests teachers reference student readers, conduct classroom book swaps, and leverage classroom libraries, school libraries, public libraries, and bookstores to source additional texts.
- The materials in grade 5 include texts designated for independent reading that have varying qualitative features. For example, in grade 5, *Teacher's Guide*, "Unit 9" states, "Direct students to browse the research materials purposefully, selecting resources that are likely to address the research questions they have selected from the KWL chart and Activity Page 7.1. Support students in self-selecting text from the available resources. • After choosing their selected research materials, tell the students to read independently to collect information and take notes on Activity Page 7.2. Remind students to return to Activity Page 7.1 to record questions for further research during and after reading their selected research materials."

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, including goal setting. Teachers are directed to support students with goal setting with the directions, "For example, if a student's goal is to read twenty-five pages each week, help them understand that they need to read five pages per weekday to reach their goal" and references the Goal Guide to guide students in creating SMART goals. The "Independent Reading Guide" includes holding students accountable through monitoring achievable goals by checking in with students at the end of the week, checking reading logs, and setting and adjusting reading targets as needed.
- The grade 5 "Independent Reading Guide" gives guidance about a plan for students to self-select high-quality texts. The "Monitor, Assess, and Encourage Reading Experiences" chart has a section titled "Book Selection," which guides teachers to use reading conferences to understand students' reactions and support students in making different decisions if they did not enjoy their book. These suggestions include asking if they want to be entertained when they read, or if they want to learn about a specific topic to help them pose this question to themselves. The "Independent Reading Guide" features "Seven Steps to Implementing a Successful Independent Reading Program," which helps create a designated time, place, and routine for Independent Reading. To independently select books, the guide suggests, "Students select a book of appropriate rigor, independently, using a strategy such as the five-finger test. The five-finger test is when a student opens a book to a page and starts reading. Each word they don't know on the page, they put up a finger. If it gets to five fingers before the end of the page, the book is too difficult." 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. The "Equip Students to Engage, Interact, Make Good Choices, and Be Accountable" chart has many ideas to guide teachers in holding students accountable and helping them be successful independent readers, such as book talks.

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)

- Materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension. The *Program and Implementation Guide* states, "Text-based responses included. . .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." For example, in grade 5, "Unit 2, Lesson 3", students use text evidence to support the understanding of the "Big Question" of the unit, "How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?" Students use "Activity Page 3.2" to fill in a chart with evidence from the text that supports the idea that a person can do anything they set their mind to do. The grade 5, "Unit 6, Lesson 9" *Teacher's Guide* provides a "Living Character Map" activity to recap the story up to this point by reviewing the names of characters learned so far and briefly discuss each character's role in the play. Students are prompted to designate one part of the classroom as Athens and one part as the forest and stand in each place with the respective location card." The teacher then provides the following discussion question: "At the end of Act

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1, who is going to the forest, and with whom?" Students discuss, and then students holding the character cards walk to the forest location as directed.

- Most formal and informal tasks focus on texts students are reading/listening to and require close attention to the literary or textual elements as students justify their thinking. For example, in grade 5, "Unit 2, Lesson 3", students use text evidence to complete informational paragraphs. The *Teacher's Guide* prompts teachers to remind students that, in addition to strong reasons, informational paragraphs must include evidence that supports the reasons. Teachers are guided to ask what kind of evidence paragraphs should include and listen for responses with concrete details, quotes, or other information and examples that support the topic.
- Materials include text-dependent questions and tasks that require students to use evidence from the text to support claims. For example, in grade 5, "Unit 4, Lesson 4", the text directs teachers to tell students that, when writing a persuasive essay, they will first need to develop a claim and that in persuasive writing, a claim is a strong opinion that can be backed up (supported) with a reason and evidence from the text. In this lesson, students are asked to respond to the prompt, "Do Don Quixote's good intentions justify his actions?" The grade 5, "Unit 7" introduction in the *Teacher's Guide* describes the core purpose of the unit as follows: "Students will use the information they gather from the texts they read to create a claim and write argumentative paragraphs in which they provide facts and evidence to support the claim."

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 key ideas and details of texts. For example, in grade 5, "Unit 5, Lesson 3", students are asked questions about the key ideas and details of poetry and asked to provide text evidence. The lesson states, "What tone does the speaker have, and what details in the poem help you recognize that tone?" The materials provide guidance for teachers by providing an exemplar response and key evidence from the text to support the claim. 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. For example, in grade 5, "Unit 9", the *Teacher's Guide* states that students will gather information that they will use in their final informational book by using an inquiry-based model to conduct their research and generating their own questions and clarifying those questions by identifying and gathering relevant information from a variety of resources.
- Materials include questions and tasks that require students to use text evidence when evaluating the details of high-quality texts. For example, in grade 5, "Unit 10", students study the novel *The Lion the Witch, and the Wardrobe*. In "Lesson 1", students use the "Unit 10" "Activity Book" to evaluate key details. As the teacher reads chapter 1, they stop and ask questions and model how to add details to the graphic organizer. Later in the lesson, teachers are prompted to direct students to read chapter 2 independently and continue writing key details about the characters and setting on Activity Page 1.1. The teacher addresses the author's craft through the author's use of similes in the chapters, such as 'sobbing as if its

heart would break. At the end of "Lesson 1", students choose a character to write a character analysis using text evidence for key ideas and details about their chosen character. Teachers are guided to direct students to look at Activity Page 1.3 and explain how they will write their chosen character's name at the top, then record details about their thoughts and actions in the chart. Teachers are prompted to remind students that they will need to provide text evidence for each inference so that they can write a character analysis paragraph on the lines below the chart.

- The materials include questions and tasks which require students to use text evidence when evaluating the language and craft of high-quality texts. For example, in grade 5, "Unit 5, Lesson 4", students read and discuss poetry. Throughout the reading, the teacher asks comprehension questions that focus on language and craft, and students use text evidence when responding to the questions. Some examples include, "There is a purpose in using anaphora. What does the speaker here seem to be stressing by repeating the word when? Give a reason based on the poem that helps explain your answer." Another example is, "Based on the image and the anaphora in these lines, how do you think the speaker might feel about the lecture? Use details from the poem or image to explain why you think he feels this way. And yet another example is, "In line 5, the speaker describes his feelings at the lecture. What words does he use to describe how he started to feel?" These questions guide students in responding by using evidence to support their answers.

- The materials include questions and tasks which require students to use text evidence when evaluating the structure of texts. For example, in grade 5, "Unit 10", students analyze text structure and use text evidence to support an appropriate response. The guidance states, "Explain that some stories can be analyzed through a story arc. Tell students that often stories don't fit neatly into this structure but that it can still be useful to help a reader understand what is going on." Teachers are prompted to spend 10 minutes reviewing the story arcs using the graphic organizer on Activity Page PP.4 as a guide and explain each term and model on the board/ chart paper, using the story 'Little Red Riding Hood.' In grade 5, "Unit 4, Lesson 1", students are asked questions about the beginning stages of the story's plot structure. The lesson also includes questions specific to the reading of the text. Students are asked, "What is the setting of the fictional story Adventures of Don Quixote? Reread the first two paragraphs of the chapter. How do they set the scene for Don Quixote's rather strange behavior as described in the remainder of the chapter?" Teacher guidance is provided in the materials through listing text evidence relevant to the questions. In this example, the relevant text evidence provided to teachers explains that Don Quixote became obsessed with reading books about knights. The adventures described in the books were so exciting he decided he wanted to become a knight.

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 paraphrasing what they have read. For example, in grade 5, "Unit 2, Lesson 2", the *Teacher's Guide* prompts teachers to direct students' attention to the primary focus and underline the word paraphrasing. Then, the guide prompts teachers to ask

students what this term means and explain to students that they will now paraphrase the information they collected about the techniques and features of Renaissance art and architecture by putting the information they collect in their own words. In grade 5, "Unit 4, Lesson 1", students are tasked with paraphrasing text. While prompting students for examples of Don Quixote's personality traits, teachers are guided to model the paraphrasing process by using the character traits chivalrous with the following evidence from the text:, 'One day, he decided to become a knight, for he wanted to right all that was wrong in the world, and punish evil.' the materials provide the following paraphrasing example: "The man wanted to help the less fortunate by stopping terrible people from doing harmful things to others." In grade 5, "Unit 9", the *Teacher's Guide* prompts teachers to ask students to paraphrase what Dr. Martin Luther King Jr. said in the 'Letter from Birmingham Jail' about fighting unjust laws. The guide provides the exemplar evidence from the text to support student answers. Then, students are prompted to reread the excerpt of 'Letter from Birmingham Jail' that references Shadrach, Meshach, and Abednego' to create a gist statement.

- The materials include questions and tasks that require students to support their claims and justify their thinking through summarizing what they have read. For example, in grade 5, "Unit 10", the *Teacher's Guide* states, "Remind students that a summary should include only key information, so they do not need to add many details that are not part of the 5 Ws (Who, What, When, Where, Why)." Some prompts provided to teachers to support student comprehension are: "Who are these two chapters centered around? What happened to that character and what was their response? When did that happen to the character? (time of day) Where did these events happen? ∘ Why did this happen and why did they have that response?" Teachers are directed to remind students that they may change the order of the 5Ws when writing their summary to help them logically communicate.

- The materials provide questions and tasks that ask students to discuss key ideas derived from the evidence they have found. In grade 5, "Unit 2, Lesson 6", students are tasked with identifying the central ideas in "The Bankers Who Loved Art" and then explaining how they are supported by key ideas from the text. The *Teacher's Guide* prompts teachers to model rereading pages 42 through 45, thinking about the central idea of the text using the title, headings, and bolded words to identify the central idea. Teachers then conduct a think aloud about repeated words and phrases to identify repeated ideas and use the gist statements from the first reading of the chapter to think about the central idea that the Renaissance patrons commissioned art for many different reasons.

- Materials include a variety of strategies for students to complete tasks that require students to support their claims and justify their thinking. For example, in grade 5, "Unit 1, Lesson 5", the "Primary Focus" of the lesson is for students to explain the purpose of the text, citing text evidence. In the lesson, students complete an exit ticket at the conclusion of reading by writing a paragraph that summarizes the purpose of the text, citing text evidence to support their claim. The grade 5, "Unit 7", *Teacher's Guide* introduction states, "A key objective of the unit is teaching students to write argumentative essays. The extended writing work in this unit asks students to compose a five-paragraph argumentative essay in which they present a claim, provide facts and evidence to support the claim, and explain how the evidence they selected supports or refutes their claim." Students build their essays throughout several lessons devoted to planning, drafting, and revising their work. In the task, students justify their thinking using a variety of resources to compose an argumentative essay.

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

- The questions and tasks are designed to meet the levels of cognitive complexity required by the TEKS at each grade level. In grade 5, "Unit 2, Lesson 7", students are allowed to Think-Pair-Share about the central ideas and then they complete a chart in the Student Activity Book. Guidance prompts teachers to invite students to turn to Activity Page 7.2 and explain that they will use this chart to explain how a central idea is supported by key details using one of the central ideas they just identified: that there were many ideals of behavior during the Renaissance. In grade 5, "Unit 4, Lesson 1", the "Primary Focus" of the lesson states, "Students will identify the beginning stages of the story's plot structure (e.g., setting, main character), make inferences regarding a character's personality, and paraphrase parts of the story." In the lesson, questions are asked to support the lesson focus, such as, "Who are the two main human characters and one animal character introduced in chapter 1, and what role does each play in the story? What evidence from the text leads the reader to conclude that Don Quixote is eccentric; idealistic; curious; brave?" Students are prompted to record this information in the boxes in the column labeled 'Evidence from Text' on Activity Page 1.3 and draw an arrow from the 'Character Trait' box to the box in which they write evidence from the text.
- Materials include support and challenge sidebars designed at different levels of complexity. For example, in grade 5, "Unit 1, Lesson 1", the sidebars prompt teachers to consider modeling the pair section of the activity in front of the class with a student before having students work in pairs. The sidebar lists a challenge of having students come up with additional genres of writing to compare with personal narratives (e.g., novels, plays, poems, etc.)."
- The materials include questions and tasks for students to demonstrate critical, literal, and evaluative comprehension of texts. For example, In grade 5, "Unit 2, Lesson 7", students are tasked with identifying the central ideas in "Morals, Modesty, and Manners" and explaining how they are supported by key details. The questions provided in the teacher guide are at the evaluative, literal, and inferential levels. Examples of these types of questions include "Evaluative. The adjective Machiavellian was created to describe people who act in a way that is selfish or dishonest. What things did Machiavelli write in The Prince that led to the creation of this adjective? Literal. What are the two different views of Machiavelli among historians?" In grade 5, "Unit 4, Lesson 5", the materials include the following evaluative questions: "What new pieces of evidence from the text support the view that Don Quixote is idealistic? What new pieces of evidence from the text support the view that Sancho Panza is realistic?"

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. For example, in grade 5, "Unit 2, Lesson 1", students view different images from the text and use those images to discuss what they notice and learn about the Middle Ages. Guidance prompts teachers to explain to students that all of the Museum Pictures came from a text called "Merchants, Markets, and Mud: Towns in the Middle Ages" and ask students to share an inference about what each picture is depicting. Teachers are directed to remind students that readers make an inference when they use what they already know about a topic combined with what the text says about the topic to figure out something that is not explicitly stated and encourage students to reference the notes that they recorded during the Museum Picture walk when making an inference." In grade 5, "Unit 4, Lesson 4", the teacher models how to write a claim supported by text-based evidence. The lesson begins by reviewing the concept that a claim is an opinion which is backed up with evidence. Later in the lesson, students are asked, "Do Don Quixote's good intentions justify his actions?" Students answer either yes or no and then asked to provide evidence from the text to support their claim.
- The materials provide explicit, modeled instruction on how to use text evidence to construct text-based responses. For example, in "Unit 3, Lesson 2", students are asked, "What evidence is provided in this paragraph as to why this era was called the golden age for the Maya?" The answer provided states, "Answers may vary, but should reference the establishment of a civilization in which farming, writing, and religion flourished. For struggling students, redirect attention back to the text and look for textual evidence to support this answer." In grade 5, "Unit 5, Lesson 4", the "Primary Focus" explains to teachers that students will identify the poetic device anaphora and explain how its use affects a poem's meaning, while also using textual evidence to discuss a poem. In the lesson, students are asked, "There is a purpose in using anaphora. What does the speaker here seem to be stressing by repeating the word

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when? Give a reason based on the poem that helps explain your answer" and "Based on the image and the anaphora in these lines, how do you think the speaker might feel about the lecture? Use details from the poem or image to explain why you think he feels this way."

- The materials include guided practice activities in which students can work through examples with the support of the teacher. For example, in grade 5, "Unit 10", the *Teacher's Guide* prompts teachers to have students read independently or with a partner and pull a small group of students that may need more support to continue Chapter 16 as a read-aloud with this small group. The materials recommend that if students are struggling with identifying text evidence to infer themes, the teacher should identify quotes from the text. The materials provide several quotes from the text for teachers to reference to students. Another example is found in grade 5, "Unit 10." The *Teacher's Guide* prompts teachers to direct students to look at Activity Page 1.3 and show students where they will write their chosen character's name at the top and record details about their thoughts and actions in the chart. Teachers are directed to remind students that they will need to provide text evidence for each inference, and after planning their inferences and evidence, they will write a character analysis paragraph on the lines below the chart. Teachers then display Digital Component 1.8 and model completing the graphic organizer on Activity Page 1.3 about Tumnus with a scripted think-aloud that includes direct citations from the text.

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 that incorporate evidence-based discussions using academic vocabulary, meeting indicator requirements. In grade 5, "Unit 4, Lesson 1", students are introduced to the vocabulary words of the lesson, including "armor." At the beginning of the lesson, the materials prompt teachers to begin by telling students the first vocabulary word they will encounter in this chapter is armor and have them find the word on page 1 of the Reader, in the middle of the first paragraph. Students then refer to the definition of "armor" in the glossary. As "Lesson 1" progresses, questions using academic vocabulary are referenced, such as, "How does this description of Don Alonso's armor and his preparation for knighthood compare to what you read and saw in images in the excerpt from 'Gloomy Castles and Jousting Knights?'" Students are also asked, "What evidence from the text leads the reader to conclude that Don Quixote is eccentric; idealistic; curious; brave?" Students are prompted to record this information in the boxes in the column labeled 'Evidence from Text' on Activity Page 1.3 and draw an arrow from the 'Character Trait' box to the box in which they write evidence from the text. The grade 5, "Unit 7, Lesson 11", *Teacher's Guide* directs teachers to have students use provided questions to discuss the chapter. For each question, students are directed to cite the specific passage in the text. Teachers are directed to have students answer in complete sentences by restating the question in their responses. The materials ask students, "From reading this chapter, what have you learned about what the Holocaust was?" and provides relevant text evidence to teachers, such as "The Holocaust was the state-sponsored, systematic persecution and murder of six million Jewish people by the Nazi regime and its collaborators during World War II." The following support is included in the sidebar: "If students have difficulty responding to

the questions, reread pertinent passages of the chapter and/or refer to specific images or graphics. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language."

- The materials include guidance for explicit modeling by the teacher on how to use academic vocabulary and appropriate syntax in discussions. In grade 5, "Unit 4, Lesson 8", the materials introduce students to the word "moors" 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 monumental confusion does Don Quixote create at the puppet show?" Suggested answers are provided using evidence from the text: "He thinks the Moors are real and are chasing Doña Melisendra and Don Gaiferos, so he destroys the puppets."

- Grade 5 materials include suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. In "Unit 3, Lesson 1" "Lesson Wrap Up", the *Teacher's Guide* gives guidance for teachers that focuses on discussion of chapter questions. The lesson plan states, "For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter and/or refer to specific images or graphics. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses." Additional use of structured opportunities to engage students in evidence-based discussions are included in the "Unit 5, Lesson 3", Think-Pair-Share activity; "Unit 6, Lesson 5": "Freeze Frame" activity; "Unit 8, Lesson 5", "Hold a Debate" activity; and "Unit 1, Lesson 5", "Jigsaw" activity. In grade 5, "Unit 10, Lesson 8", the *Teacher's Guide* directs teachers to ask the following discussion questions after students have completed independent reading of Chapter 12 from the beginning through paragraph 24: "What words does the author use to describe the scene at the Stone Table?" The materials provide text-based examples, such as: "A pavilion with yellow sides, crimson cords, and ivory pegs; a banner with a red lion on it; Aslan, the great lion, surrounded by mythical creatures. The materials provide the following inferential question for students to answer: "What is the most likely reason Aslan does not say anything after Peter?" and includes text-based examples: "Aslan is honest and does not say things just to make people feel better."

- The materials include suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. For example, in grade 5, "Unit 10", the *Teacher's Guide* directs teachers to conduct a Think-Pair-Share and ask students to turn to a partner to discuss: "From what we have read so far in Chapter 1, which sentence from the text best shows Edmund's personality? Peter's personality?" Teachers then ask students to share their answers and add the information to the class copy of the graphic organizer in Activity Page 1.1.

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 5 TEKS. The *Program and Implementation Guide* states, "Students will have opportunities within the program to engage with mentor texts that model benchmarks for their own narrative, expository, and argumentative writing." For example, the grade 5, "Unit 1" " Introduction states, "Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading." In grade 5, "Unit 7", the "Activity Book" includes a "Sample Argumentative Essay" that students analyze together before composing their own argumentative essays. Guidance states,

- The materials provide mentor texts to reinforce the understanding of organization and structure of high-quality texts. For example, in grade 5, "Unit 1, Lesson 5", partners read the mentor text, "My Success in America." The lesson asks the students the question, "What is the author's purpose in writing chapter 5, 'My Success in America?'" Within the same lesson, the materials state, "Explain to students that they will revisit their 'My Dream' narrative from the previous lesson, Activity Page 4.4. Tell students that they will create images to enhance their

narratives." In "Unit 4, Lesson 4", students read "Chapters 6–8", "Back to La Mancha," "Don Quixote Learns He Is Already Famous", and "On the Road Again." Then, students write a persuasive essay in which they evaluate Don Quixote's actions and determine whether or not his actions are justified by his beliefs about knighthood and chivalry. In "Unit 5, Lesson 6", students read the poem "Snow Dust" and then write a poem that has an ABAB rhyme scheme.

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

- The grade 5 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 "Unit 1, Lesson 1", students prepare to write a personal narrative. The guidance states, "Tell students that they will be writing personal narratives almost every day during the unit, starting in a few minutes." In grade 5, "Unit 1", personal narratives are used and referenced throughout the unit to identify the elements of the genre, such as a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Another example occurs in grade 5, "Unit 1, Lesson 3." Students write a narrative focusing on using dialogue. At the end of the lesson, students share their paragraphs and provide comments with their peers. In grade 5, "Unit 1, Lesson 10", students write a paragraph focusing on multiple sensory descriptions. Guidance states, "Write a paragraph describing the worst meal you ever experienced. Include sensory details describing the experience through at least three of your five senses. After writing the paragraph, underline the sensory details you included." At the end of the lesson, students share their paragraphs with their peers.
- The materials provide 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 5, "Unit 1, Lesson 6", students read and compose personal narratives. In writing, students create graphics to support their narratives. Students are asked to "Brainstorm: List three images that would make your 'My Dream' narrative more interesting to read" and then, "Draw two images to include in your 'My Dream' narrative." Within the same lesson, students are instructed to present their narratives along with the images. In grade 5, "Unit 9", the *Teacher's Guide* states, "Prepare to distribute and project Digital Component 1.3: Juneteenth and Beyond Informational Writing Rubric for review with students."

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

- The materials include different opportunities for students to write informational texts based on the grade level TEKS expectations. For example, in "Unit 2, Lesson 3", students draft an informational paragraph. The guidance states, "Tell students that over the next two lessons they will be planning and drafting an informational paragraph based on the information they have read in Chapter 3." In grade 5, "Unit 3, Lesson 4", students are introduced to the "Codex Project" and create their own codex, an explanatory writing piece about some cultural aspect

of different early American civilizations. In grade 5, "Unit 5, Lesson 14", the "Primary Focus" states, "Students will plan and draft an introductory paragraph for an extended constructed response that conveys information about artistic influence during the Renaissance, using a clear central idea, genre characteristics, and craft." The grade 5, "Unit 9", students create their own research plan using graphic organizers and rubrics to plan, draft, revise, edit and publish their informational books, synthesize background knowledge and learning to generate research questions on things they wonder about for each chapter of their Beyond Juneteenth books.

- The materials provide scaffolds, such as anchor charts, graphic organizers or rubrics, to guide students in developing informational texts. In grade 5, Unit 2, Lesson 4, students use the "Informational Paragraph Plan" and graphic organizers to craft their own informational paragraph using the '5 Ws' strategy. The materials inform students how to target an audience while drafting and include opportunities for students to compose informational texts for multiple audiences. For example, grade 5, "Unit 2", *Teacher's Guide* 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 information from the Reader to write an extended constructed response."

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

- The materials include different opportunities for students to write argumentative or persuasive texts based on the grade-level TEKS expectations. For example, in grade 5, "Unit 7, Lesson 7", the "Primary Focus" states, "Students will create essay maps to plan their argumentative essays." The lesson instructions state, "Have students reference the Writing Process diagram." Within the lesson, students use the "Sample Argumentative Essay Map" to assist them in planning out their essay. In grade 5, "Unit 7, Lesson 9", Students draft the first body paragraphs of an argumentative essay. In grade 5, "Unit 8, Lesson 8", students complete an argumentative piece about the character Amy from the text. Questions posed to students included, "What assumptions has Amy made about your character's behavior? Do you think those assumptions are valid?" In grade 5, "Unit 7, Lesson 14", students publish and share argumentative essays. The formative assessment for this lesson states, "Present the final draft of an argumentative essay to a group of peers."

- Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences. For example, students compose an argumentative essay in "Unit 7," and teacher guidance in "Lesson 8" prompts teachers to review introductions as the opening part of a piece of writing that provides background information and presents the main topic or idea and introduces the claim that will be explained in greater detail in the body of the argumentative essay.

- The materials include different opportunities for students to write argumentative or persuasive texts based on the grade-level TEKS expectations. For example, in grade 5, "Unit 10", the *Teacher's Guide* states, "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." The *Teacher's Guide* introduction for "Unit 7" states, "The extended writing work in this unit asks students to compose a five-paragraph argumentative essay in which they present a claim, provide facts and evidence to support the claim, and explain how the evidence they selected supports or refutes their claim. Students build their essays throughout several lessons devoted to planning, drafting, and revising their work."

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

- The materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. For example, in grade 5, "Unit 6, Lesson 2", a formative assessment is included that states, "Write a letter of correspondence to inquire about the author's purposes in the text." In the lesson, the teacher's instructions state, "Explain that letters of correspondence are brief and clear. Tell students that they are written for many reasons, such as requesting information. Point out that letters of correspondence provide necessary details to frame the purpose of the letter. In the case of this assignment, this may involve explaining to Shakespeare why they are asking the question or what they already know about it." In grade 5, "Unit 6, Lesson 4", the materials prompt students to revise their letters of correspondence to Shakespeare, which they began in Lesson 2 by including genre-specific traits such as beginning with a formal greeting or salutation and ending with a polite closing.
- The materials provide opportunities for students to develop authentic written or digital communication through a business letter or email. For example, in grade 5, "Unit 8", the *Teacher's Guide* states, "Ask students to turn to Activity Page 10.2 and write a letter to the Sheriff explaining Amy's plan, and why it is a good way of identifying the culprit. Remind students that the Sheriff is not a chemistry expert, so he will need help understanding the plan."

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 grade 5 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 8, Activity Page 8.2 provides a planning sheet for students to use. The materials state, "This activity will help you plan your surprise narrative. Think: Individually brainstorm two ideas for a surprise narrative. Plan: Answer the planning questions to help you choose which surprise to write about. Then outline a logical sequence of events for your narrative. Share: Your teacher will have some of you share your sequence of events with the class."

- In Unit 1, Lesson 11, students are supported through the writing process by conferring with their teacher to receive feedback about their writing. The *Teacher's Guide* sidebar states, "Hold one-on-one writing conferences with students to ensure they understand your comments and revision expectations." Students end Unit 1 by presenting their personal narratives to the class. The Lesson 12 *Teacher's Guide* states that teachers should remind students that, as in all their sharing sessions, all feedback should be about something they liked in the narrative, including specific language from the narrative.

- The materials support student sharing of text as a part of the writing process. The materials provide specific instruction and time for students to apply the writing progress in an authentic way. In grade 5, Unit 4, students progress through the writing process in a flexible manner. In Lesson 12, the materials state, "Ask students to take out the writing homework that they completed (i.e., copying their introductory paragraph, body paragraphs, and concluding paragraph onto a single page). Point out that now students have a complete draft of their

persuasive essay. Therefore, today, they will be working in the share and evaluate stages of the writing process to gain feedback and reflect on their own writing. Gaining feedback and reflecting on writing helps writers refine writing to make it more clear and enjoyable for readers to read." Teachers are provided with guidance on the day's writing lesson to encourage students to "Self-reflect on coherence and clarity within their writing. Read persuasive essays aloud in small groups or partners."

- 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 5, Unit 4, the Introduction states, "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 scaffolded, linear steps (an important change from the grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally." For example, the *Teacher's Guide* in grade 5 Unit 7, Lesson 2 includes a "Writing Process Diagram" to support students' use of the elements of the writing process.

- In grade 5, Unit 8, the *Teacher's Guide* notes that in earlier grades, the program includes five steps in the writing process, but in grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps, an important change from the grade 3 writing process. Instead, students move through the components of the writing process in a flexible manner that experienced writers naturally follow.

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 grade 5 materials provide direct and explicit guidance for teachers to model each of the five elements of the writing process to compose coherent texts through guided planning and drafting. For example, the Unit 1, Lesson 1 *Teacher's Guide* includes grade-level guidance and examples for teachers on how to model planning memorable experiences for their personal narratives. In the exemplar, point out the topic sentence in "My First Camping Trip" as they prepare to draft on their own.

- The grade 5 materials provide direct and explicit guidance for teachers to model revising and editing of texts. For example, in grade 5, Unit 1, Lesson 11, the Primary Focus states, "Students will revise narratives based on teacher feedback." The materials include guidance for teacher modeling, such as, "Point out that there are many ways students can add interest and humor to their writing. One way to emphasize words or ideas in a text is to use either italics (when typed) or underline (when handwritten). Explain that emphasis means added importance, force, or attention. Write on the board: 'Alex needs to return a library book today.' Read the sentence aloud, emphasizing the word today when you read. Ask: Which word did I emphasize? (today) Why might we want to emphasize that word?" A sidebar has been included, which states, "Hold one-on-one writing conferences with students to ensure they understand your comments and revision expectations." In "Unit 1, Lesson 3", students are

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reminded that they learned how showing, not telling, can make writing more interesting by giving readers a clear picture of what is happening in a narrative. The guidance states, "Ask students for an example of describing an action through telling and through showing. Tell students that another great tool for showing rather than telling is dialogue."

- Materials include guidance for the teacher to provide direct instruction for each element of the writing process. For example, in grade 5, Unit 7, students compose an argumentative essay using a sample argumentative essay provided in the student Activity Book. Guidance for planning in Lesson 7 states, "Reiterate that an essay map helps writers plan their essays by outlining and organizing their thoughts or ideas before they start writing. Explain that it is an important part of the writing process. Review each part of the Sample Argumentative Essay Map to help students identify how the information is distributed. Model how to organize the components of the Sample Argumentative Essay onto the essay map." Later, guidance for revising and editing in Lesson 12 states, "Walk through the process to explain how students will participate in peer review." Lesson 14 provides guidance for sharing/publishing, "Model reading aloud the first paragraph by mumbling and reading too quietly. Ask students how your presentation style could be improved. The speaker needs to pronounce each word clearly and project their voice so that the rest of the group can hear and understand. Model reading aloud the first paragraph too quickly. Ask students how your presentation style could be improved. The speaker needs to take a breath, slow down, and relax. Remind students that all group members are there to support each other, so they should not be nervous when presenting." Students will access SR.5 and use the rubric to determine whether the introductory paragraph they heard meets all of the criteria for an exemplary introduction.

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)

- The materials include guidance for teachers to provide direct and explicit instruction on sentence-level writing through large-group sentence-structure instruction. In grade 5,. Unit 1, Lesson 12, the materials provide instruction on writing sentences that show emotions using complex sentences. The lesson states, "Explain to students that sometimes one detail does not provide enough information for the reader to visualize the emotion. Instead, the writer can create a complex sentence that includes multiple details or ideas. Materials include guidance for teachers to provide direct, explicit instruction on using conjunctions to make a compound sentence. For example, in the *Teacher's Guide*, Unit 10, Lesson 13, students are directed to write complete sentences using subjects and predicates. Students are encouraged to change their sentence structures by creating compound sentences using conjunctions.

- The materials include guidance for teachers to provide direct and explicit instruction on sentence-level writing, including understanding vocabulary. For example, in grade 5, "Unit 1, Lesson 2", teacher materials provide instruction on how adjectives in sentences help create a clear understanding of the content. The materials state, "Write the following sentence on the board: The water was blue." The lesson then progresses with instructions, such as, "Ask students how they might revise the sentence using stronger adjectives instead of blue. Tell students that they could replace blue with a stronger word, or they could add more adjectives to describe the water. Have a few volunteers share ideas." As students continue to practice, the teacher introduces the concepts of comparative and superlative adjectives. The lesson continues with students applying their learning of these forms within sentences. At the end of the lesson, students are asked to "Write a complete sentence using one of the adjectives you

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wrote", then "Rewrite the following sentence using comparative or superlative adjectives, as they are identified below."

- 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 5, Unit 3, Lesson 2, the *Teacher's Guide* gives direct and explicit instruction on identifying subjects. Students refer to sentences on the board/chart paper. Then they read the sentences and determine the subject and the part of speech. Students complete Activity Book Page 2.3 to practice writing complete sentences.

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 systematic, direct, and explicit instruction to guide teachers in writing instruction, starting at the sentence level and bridging to composition writing. The materials provide models and support to guide the implementation of writing tasks, starting at the sentence level and bridging to composition writing systematically. For example, in grade 5, Unit 1, Lesson 1, the *Teacher's Guide* provides explicit instruction on writing a complete paragraph sentence by sentence. First students read a description of a good paragraph. Students then name the three sections of a paragraph, such as topic sentence, supporting sentences, and the concluding sentence. In grade 5, Unit 1, Lesson 3, the *Teacher's Guide* states, "Display Digital Component 3.2 (5 Simple Rules for Writing Dialogue) and direct students to Activity Page 3.1, which presents the identical text. Have students follow along on the board and in the activity books as you review the rules." Students practice writing sentences that include dialogue in the "Dialogue Telephone Game," Student guidance states, "Your teacher will give each group member a Dialogue Starter Page that describes two characters and a line of dialogue. Read the character descriptions and first line of dialogue to yourself, then write the second character's response, following the five simple rules. When your teacher tells you, pass your page to the right and add a line of dialogue to the page you receive. Keep passing the pages at your teacher's signal until everyone in your group has written a line of dialogue on each starter page." To conclude the lesson, students will use "showing, not telling" to write a narrative with dialogue.
- The materials provide systematic, direct, and explicit instruction to guide teachers in writing instruction, starting at the sentence level and progressing to composition writing. For example, in grade 5, Unit 2, Lesson 3, the *Teacher's Guide* provides explicit instruction on writing a complete paragraph sentence by sentence: "Tell students that over the next two lessons they will be planning and drafting an informational paragraph based on the information they have read in Chapter 3. Write the following prompt on the board: How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments? Remind students that when writing informational pieces, they will focus their writing by selecting one specific moment, object, or idea and use precise details to write about it. Students are expected to write legibly in cursive. Display the Informational Paragraph Plan (Digital Component), and explain to students that they will be recording their plan for their paragraphs using this graphic organizer. On a new, clean page of their writing journals or on

looseleaf paper, invite students to create the graphic organizer, leaving space to add in their own notes."

- Materials provide guidance for teachers to provide systematic, direct, and explicit instruction that starts at the sentence level and builds to compositions. For example, in grade 5, Unit 7, teachers use the sentences already created in the essay map to compose the body of the story. Guidance states, "Review that an introduction is the opening part of a piece of writing that provides background information and presents the main topic or idea. Explain that it introduces the claim that will be explained in greater detail in the body of the argumentative essay. The introduction should also include a lead or hook to draw in the reader. In grade 5, Unit 9 *Teacher's Guide*, teachers explain that identifying the audience for the essay will help to craft a lead or hook, followed by a topic sentence and details.

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

- The materials provide systematic and explicit instruction for students to engage in sentence level writing. In grade 5, "Unit 4, Lesson 8", students write sentences with subject-verb agreement. The teacher models sentence-level writing by stating, "Sentences have two parts: a subject (who or what the sentence is about) and a predicate (what the subject is doing, did, or will do). The predicate includes a verb. The verb may either be an action verb (shows action) or a linking verb (connects the subject to words in the predicate that describe the subject, and does not show action)." Direct instruction continues with the modeling of sentence writing, such as, "After orally completing the sentence with The Duke as the subject, write the completed sentence on the board, pointing out how the verb changes in order to agree with the subject." At the end of instruction, students are asked to complete an activity page, including writing complete sentences. In grade 5, Unit 10, the *Teacher's Guide* states, "Direct students' attention to Digital Component 4.3, Transition Words. Explain to students that transition words can help them when writing their summaries. Transition words are used to connect ideas in a logical and sequential order. Tell students that the words first, next, and last are examples of transition words." Teachers will then model how to write a sentence using transition words and how to insert commas.

- 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. Indicator requirements for revising are met through direct, engaging instruction. For example, in grade 5, Unit 3, Lesson 6, students get explicit instruction on turning fragments into sentences and then into an informative paragraph, "Tell students they will then compose sentences from fragments in their notes. Remind students that following this process will help them write a clear and informative paragraph about their topic." In grade 5, Unit 4, Lesson 12, the Primary Focus states, "Students will self-reflect on the coherence and clarity of their essay and gather peer feedback on revisions to set goals." The lesson begins with the guidance, "First model reading your essay out loud with the appropriate volume and pace. As you read, pause to reflect on a couple of places that could use revising for clarity and coherence." Then the materials state, "Tell students that they will explore how to adapt sentences or revise their

writing to make their essay more coherent or clearer for the reader. Explain that they can add details or adjust sentences to make their writing more clear or coherent for the reader." Students use a Revision Rubric as they work with partners to revise and edit their essays for clarity and coherence. At the conclusion of the lesson, the materials state, "Suggest that students refer to the rubric, as well as think about how each element in their persuasive essay may be similar to or different from another persuasive essay they listened to, and whether they have ideas about how to change or add to their own persuasive essay."

- Materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. The grade 5, Unit 7, Lesson 4 *Teacher's Guide* states, "Model using the rubric by reading aloud the top left box (the intersection of Introduction and Exemplary) and explaining that an introduction matching this description would receive the highest evaluation possible." After reviewing the rubric, the teacher should, "Assign students to partners and have them reread each section of the essay. Have students discuss how each section aligns with the rubric. Have students determine whether that section is exemplary, strong, developing, or beginning and explain their reasoning." Throughout the remainder of the unit, students refer back to and use the rubric for writing, revising, and editing.

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 include whole group and/or small group lessons on sentence structure/sentence types in which the teacher demonstrates how to edit sentences. For example, after a whole group lesson in Unit 7, Activity Book on using commas in compound and complex sentences, students are directed to read each sentence carefully and determine if it is a compound or complex sentence. Students circle one and then add a comma in the appropriate position to complete the sentence. In grade 5, Unit 8, the *Teacher's Guide* states, "Remind students that they looked in Lesson 2 at expanding sentence by adding detail and description. Tell students that they will now look at combining and reducing sentences."
- The materials provide opportunities for students to practice and apply conventions of academic language, such as verb tenses, both in and out of context. For example, in grade 5, Unit 2, Lesson 4, the section "Universal Access" states "Create sentence frames to support students in writing their informational paragraphs. Create a bank of transitional words or phrases to choose from to support the organization of the paragraphs. Create a checklist of steps to take when editing a paragraph for inappropriate shifts in verb tense." In grade 5, Unit

4, Lesson 3, students identify and form present-tense sentences containing pronoun subjects and action verbs. The materials state, "In this lesson, students will learn about pronoun subject–action verb agreement and when it is necessary to add –s or –es." Students practice pronoun subject action verb agreement out of context, for example, the materials state and then apply to completed sentences. The conclusion of the lesson states, "Have students turn to Activity Page 3.4. Briefly review together the directions and the first completed example in both the chart and the expanded sentence section on the back of the page. Tell students to complete the next item in the chart, as well as to create another expanded sentence." In grade 5, Unit 4, Lesson 5, the Primary Focus states, "Students will write present-tense sentences in which the subject and the linking verb agree." The materials then state, "Tell students that today they will learn about subject-verb agreement when the verb is a linking verb. A linking verb connects the subject to words in the predicate that describe the subject, and it does not show action."

- The materials include opportunities for practice and application of prepositions both in and out of context of the conventions of academic language. In grade 5, Unit 2, Lesson 8, the *Teacher's Guide* provides opportunities for students to create prepositional phrases for each type of function on the poster. This is completed on Student Activity Page 8.2. Later in the unit, in Lesson 10, students work through the Student Activity Book, Page 10.2, completing sentences with correct correlative conjunctions. Finally, in Lesson 11, students revise informational writing. The *Teacher's Guide* informs use of the Rubric to ensure that the writing meets the requirements, "Point out to students that all extended constructed responses are scored based on a 5-point rubric. Explain that the rubric is separated into two main parts: Organization and Development of Ideas, and Language Conventions."

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

- The materials include opportunities for students to write grammatically correct sentences using correct capitalization and punctuation. For example, in grade 5, Unit 2, Student Activity Book, Page 4.2, students, "Fill in the 'Agreement in the Past Tense' column of the chart using the information provided. The first two are done for you. Then, complete the activity that follows." Students choose five "Agreement in the Past Tense" statements from the chart. Students use those statements to write five complete and expanded sentences. In grade 5, Unit 4, Lesson 9, the teacher dictates a sentence for the students to write. The materials state, "Have students write the following sentence as dictated: Sancho was an ordinary squire who enjoyed his master's adventures. Slowly repeat the sentence several times, reminding students to check their work for appropriate capitalization and punctuation."

- The materials include opportunities for students to write grammatically correct paragraphs using correct capitalization and punctuation. For example, in grade 5, Unit 7, Lesson 13, students begin to check for grammatically correct sentences and paragraphs using correct capitalization and punctuation as they engage in editing. Materials provide guidance to ensure that students are editing appropriately and that they understand each of the points on the editing checklist. After students have completed the peer editing process, they will return the essay drafts and completed checklists to their partner, determining which corrections they

want to make in their argumentative essay final drafts. Additionally, students are guided to, "refer to the Editing Goals section at the bottom of Activity Page 13.4. Ask them to review the editing feedback they received and then write one or two goals for how they can improve their grammar, spelling, punctuation, word choice, or capitalization."

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 both in and out of context. In grade 5, Unit 4, the materials provide a systematic progression of teaching grammar and usage over the course of several lessons. For example, in Lesson 3, the Primary Focus states, "Students identify and form present-tense sentences containing pronoun subjects and action verbs." During the lesson, students practice using pronoun subjects and action verbs in isolation and then create complete sentences to apply their new learning. As the unit progresses, the materials include opportunities for students to apply their understanding of subject-verb agreement, using linking verbs, compare/contrast language, and using commas. At the conclusion of the unit, students apply their understanding in a unit assessment. The "Persuasive Essay Editing Checklist" is provided and includes questions and statements such as, "Is correct grammar used? Sentences are complete with subject and predicate. The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structures" and "Is punctuation appropriately applied? All sentences have appropriate ending punctuation. Commas are used correctly for the ways they have been taught." Then, in Unit 7, Activity Book, students practice on Activity Page 9.3. Directions state, "Use your cursive handwriting skills to complete the sentences below by choosing the correct conjunctive adverb from the list provided." Students then have the opportunity to apply their new skill out of context in Lesson 10, where students respond to the prompt, "What role did the United States play in the Allied victory in Europe? Support your answer with evidence from Chapter 8, 'The European Theater, Part 2.'" Materials include a Grammar Review in the grade 5, Unit 7, Activity Book that provides students with the opportunity to practice out-of-context application of grammar, punctuation, and usage. The directions for Activity Page 13.3 state, "Review the definitions of the grammatical concepts in the list. Then, examine the excerpt of the Sample Argumentative Essay that is included below. Label each underlined word or phrase in the essay below with the correct grammatical concept. Each rule is used once." Grammatical concepts included in the activity are verb tense, indefinite pronouns, comma usage in compound and complex sentences, conjunctive adverbs/transitional words and phrases that convey time, and indicating titles.
- The materials include opportunities for systematic practice and application of punctuation both in and out of context. In grade 5, Unit 1, Lesson 3, the Primary Focus states, "Students will use correct punctuation and capitalization when writing dialogue." The lesson states, "Tell students they will have a chance to practice showing, not telling through dialogue during the writing segment of the lesson, but first they will review some basic rules of capitalization, punctuation, and paragraphs for dialogue." Students are given the handout "5 Simple Rules for Writing Dialogue" to reference through the lesson. They participate in a game where they rewrite sentences to include quotation marks and correct punctuation. The materials state,

"Remind students to follow the rules of capitalization, punctuation, and paragraphs for dialogue." At the conclusion of Lesson 3, students apply their learning of quotation marks in dialogue to their own narrative writing piece. Additionally, in grade 5, Unit 3, students edit a sample paragraph by correcting capitalization and punctuation errors in four sentences using spelling words.