

from the text before reading a story. The corresponding challenge suggests students create original sentences with those core vocabulary words.

Indicator V.2 Materials include **supports for students who perform below grade-level** to ensure they are meeting the grade level literacy standards.

Guidance for Texas Quality:

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills **below** that expected at the grade level.

Meets 2/2

The materials provide supports for students demonstrating literacy skills below grade level. The Teacher Guide provides guidance for teachers on supporting students performing below grade level, in sidebar notes labeled “Support”. The teacher can decide which supports are necessary for students based on the students’ knowledge and skills. Pausing Points in each unit provide time to review, reteach, and differentiate instruction. The Assessment and Remediation Guide provides additional lessons for students who need extra practice or remediation on particular foundational or comprehension skills.

Examples include but are not limited to:

The Assessment and Remediation Guide states the Guide is “not intended for use with students who are significantly below grade level. The Guide is intended for use with students who have mastered some or most of the letter-sound correspondences in the English language, but who are not yet fluent readers because they lack specific decoding skills and/or have not had sufficient practice in reading decodable text.” At the end of each section in the Guide are assessments that may be used for both pre-tests and post-tests. It is suggested that teachers always administer a post-test following any remedial instruction to document student progress or lack thereof. Teachers receive instructions as to how to use the Guide and assessment results.

The Pausing Points included throughout the units serve as an opportunity for reteaching, remediation, and extension related to Content, Reading Comprehension, Fluency, and Writing. Sample guidance Content includes referring back to the lessons in the unit for elements in need of reteaching or remediation. Teachers are advised to focus more heavily on the questions labeled as “support.” Sample guidance for Reading Comprehension includes advising teachers to consult the Decoding and Encoding Remediation Supplement. For Fluency, the guidance suggests teachers give multiple opportunities for students to reread a particular text from either the Reader or from the Fluency Supplement. The Writing guidance refers teachers to individual lessons in which particular skills are addressed. Teachers can create specific writing prompts targeting the particular skill in which students need additional practice.

Every lesson contains support notes about modifying instruction to accommodate student needs. For example, in Knowledge Unit 8, Lesson 3, a support provided in the sidebar prompts the teacher to show students a video depicting a praying mantis hunting for food to enhance their understanding of the read aloud. In Lesson 4, a support provided in the sidebar prompts the teacher to allow students to taste honeybee honey and tell students they will learn about the insects that work together to make this honey. In Lesson 6, a support provided in the sidebar directs teachers to illustrate how insects such as grasshoppers make sounds by rubbing body parts together by rubbing their fingers along the side of a stiff comb. In Lesson 8, a support provided in the sidebar during the read aloud prompts the teacher to explain a word that has multiple meanings (“Here the word ‘bug’ means a small insect that has a beak-like mouth with sucking mouthparts. The word ‘bug’ can also mean to annoy someone”).

Indicator V.3 Materials include **supports for English Learners (EL)** to meet grade-level learning expectations.

Guidance for Texas Quality:

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPs.
- Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and/or other modes of comprehensible input.
- Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development).
- Vocabulary is developed in the context of connected discourse.

Partially Meets 1/2

The materials provide some support and scaffolding for English Learners. The Teacher Guide provides guidance for teachers on specific strategies for emerging, transitioning, and bridging language learners. The materials do not include support commensurate with the various levels of English language proficiency as defined by the ELPs (beginning, intermediate, advanced, and advanced high); rather, these supports are differentiated into three levels. The student readers include images to support comprehension of text and teachers have access to a digital version for projection. Bilingual dictionaries and thesauri are not mentioned in the materials. There is no evidence of a strategic use of students' first language to enhance vocabulary development.

Examples include but are not limited to:

The K-2 Program Guide states: "English Language Learners (ELLs) of varying levels of proficiency are supported through the language acquisition strategies integrated in each lesson of both the Skills and Knowledge strands. Access supports provide further guidance to educators seeking to meet the specific needs of ELLs by helping them adjust the pacing of instruction, providing more specific guidance and explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain-specific) vocabulary words, and offering deeper support for syntactic awareness." The Program Guide also states that the materials include instructional tools to adjust required modes of participation (for example, using visual supports), expressive language demands (for example, providing sentence frames), and timing/immediacy of support during read alouds (for example, use of pictures or props).

In the Teacher Guide for each lesson, there are differentiated supports for students with linguistic needs. These supports provide scaffolds for students to access the learning at their language ability. They are broken down into three ability levels "entering/emerging", "transitioning/expanding", and "bridging." They are listed from greatest need for linguistic

accommodations, to least support. For example an “entering/emerging” scaffold might ask students for a yes/no answer, a “transitioning/expanding” might give students a sentence frame for their response (such as “The characters are _____”), and a “bridging” may ask students to expand or build from other students’ responses.

Access Supports listed in a sidebar in each lesson are represented with a hand in a circle. In the Program Guide it states these supports provide guidance “to adjust pacing of instruction, providing more specific explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain-specific) vocabulary words, and offering deeper support for syntactic awareness.” Each reading lesson lists the vocabulary words in a tier chart. For example, the Knowledge Unit 2 Lesson 8 reading lesson on “The Yellow and Yangtze Rivers” includes a vocabulary chart that lists words such as “plateau” and “silt” as Tier 3. Many Knowledge lessons also include a Word Work section focused on a specific word. During read alouds students receive support throughout the lesson using pictures or props with attention being paid specifically to vocabulary.

In the Teacher’s Edition, the section Advance Preparation contains information on Universal Access. This section provides teachers with advice on what to prep in advance specifically for English Language Learners. Within the lessons the materials provide sentence frames and starters for writing and speaking tasks and numerous graphic organizers and other tools that promote the activation of background knowledge.

The digital component of the materials offers a mode of presenting images from the text as well as the text itself to support learning. “Images used during instruction connect to the text and support comprehension.” All units have a glossary at the end of the Teacher’s Edition. The words in the glossary have been bolded in the student reader. This helps the student recognize that the word needs special attention.

In Knowledge Unit 11, Lesson 7, the writing component portion of the lesson includes a sidebar to modify the lesson for English Language Learners. The entering/emerging support directs students to dictate their plans for writing a letter from the perspective of an immigrant using familiar vocabulary to a teacher to be recorded; transitioning/expanding students should dictate their plans using familiar vocabulary to a peer to be recorded; and bridging students should independently write their plans using familiar vocabulary.

Indicator VI.1 Materials include **assessment** and guidance for teachers and administrators to **monitor progress** including how to interpret and act on data yielded.

Guidance for Texas Quality:

- Formative and summative assessments are aligned in purpose, intended use, and TEKS emphasis.
- Assessments and scoring information provide sufficient guidance for interpreting and responding to student performance.
- Assessments are connected to the regular content to support student learning.

Partially Meets 1/2

The materials provide assessments and guidance for teachers to monitor student progress. Teachers are given instructions on how to interpret and act on any data found through the assessments. While the assessments are aligned in purpose and use, they are not aligned to the TEKS. The materials provide instructions and multiple charts on which to track and disseminate data. Beginning, middle, and end-of-year assessments are provided for placement of students based on need. Formative assessments occur throughout every unit and lesson in the form of worksheets in the Activity Book and Checks for Understanding built into the lessons. The assessments are connected to the regular content and support student learning.

Examples include but are not limited to:

The materials include Beginning-, Middle-, and End-of-Year (BOY, MOY, EOY) Skills assessments. The BOY Skills placement test in Unit 1, Lesson 6, includes questions on word reading, story comprehension, and pseudo word reading. The MOY assessment in Unit 4, Lesson 22, focuses on oral reading fluency, word identification, decoding skills, grammar, reading comprehension, and provides a checkpoint on student progress with Grade 2 content to inform pacing, small groups, and other differentiation in Units 5–6. The EOY assessment in Unit 6, Lesson 33, includes questions/tasks on reading comprehension, fluency, word reading, and report writing.

Each Knowledge and Skills unit also contains an end-of-unit assessment assessing the primary focus for each component of the unit. Knowledge unit assessments include text comprehension and vocabulary questions about the text in addition to grammar and morphology. Skills unit assessments include phonics, reading, grammar/language, spelling, and writing. Students also complete performance tasks and writing assessments throughout the units. The materials provide rubrics to score and analyze student assessments.

Formative assessments occur throughout the Student Activity Books to keep track of students' progress toward the objectives of each lesson. Teachers are provided with an answer key or

rubric for all formative assessments, found within the Teacher Resources section at the end of every unit.

Indicator VI.2 Materials include **year-long plans and supports for teachers to identify needs of students and provide differentiated instruction** to meet the needs of a range of learners to ensure grade-level success.

Guidance for Texas Quality:

- Materials provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures. Plans are comprehensive and attend to differentiation to support students via many learning opportunities.
- Teacher edition materials include annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components.
- Annotations and ancillary materials provide support for student learning and assistance for teachers.

Meets 2/2

The materials provide a year-long plan for teachers to provide differentiation. In the Program Guide, supports noted in the sidebar of the teacher edition and integrated into the lessons provide suggestions for differentiation and grouping structures. The Lesson at a Glance also includes the amount of time needed for each portion of the lesson and how students should be grouped. Ancillary materials include instructions for implementation and use.

Examples include but are not limited to:

The program guide provides information on how to support students who are at different levels. Within the guide, sections titled Amending Instruction, Supporting a Range of Learners, and English Language Development outline the ways the materials provide support through multiple opportunities for formal and informal assessment, teacher and peer-to-peer feedback, differentiation, enrichment, and progress tracking.

In the unit introductions of each Teacher Guide, a section outlines which units in previous grades correlate with the one being taught. The materials embed modeling throughout the reading lessons. The supports in the sidebar provide guidance to support students with comprehension and skill development. Specific close reading lessons provide students opportunities to reread a text with teacher guidance. The materials also include Pausing Points within the reading where the teacher is prompted to either ask a question or point out a vocabulary word. Graphic organizers throughout the activity pages offer additional scaffolds to support students. Supports for writing assignments include sentence frames, graphic organizers, prewritten discussions, and content-specific word lists.

The Assessment and Remediation Guide is an online resource for each Skills unit that provides resources for reteaching and reinforcement of previously taught foundational reading skills content. The activities in the Assessment and Remediation Guide are designed to provide

struggling students with supplemental instruction while still providing them continuity with the core whole group instruction. The guide includes reinforcement and reteaching lesson structures and a variety of small group lesson activities and worksheets to target specific skills.

The materials are divided into units. Each unit has approximately 10 to 30 lessons. On average there are 1–2 days of Pausing Point lessons in each unit. Pausing Points give the teacher an opportunity to reteach, enrich, and master the information learned in the unit. These lessons address enrichment and/or remediation in foundational skills, reading comprehension, speaking, listening, language, vocabulary, and writing.

Supports provided in the teacher materials titled “Access, Support and Challenge” are represented by an icon located in the sidebar. The supports during daily instruction are in the form of questions and activities. In Knowledge Unit 4, Lesson 5, a support provided in the sidebar of the read aloud suggests the teacher acknowledge a multiple-meaning word in the text (“The word ‘vaulted’ can also be used to describe a ceiling built with an arch”).

Indicator VI.3 Materials include implementation support for teachers and administrators.

Guidance for Texas Quality:

- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include additional supports to help teachers implement the materials as intended.
- Materials include additional supports to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220-day schedules.

Partially Meets 1/2

The materials include a grade-specific scope and sequence outlining the skills taught in the program and the order in which they are taught. The scope and sequence is not aligned with the TEKS. Each individual unit includes an introduction that shows connections to prior CKLA learning. Teacher implementation support includes summaries provided at the beginning of each unit and lesson. Teachers also receive additional support in the Teacher Resource section located at the end of every lesson and other resources located on the Amplify website. No evidence was found of support for administrators to support implementation. The materials include pacing guidance and routines to support a 180-day schedule, but not a 220-day schedule.

Examples include but are not limited to:

The scope and sequence for both Knowledge units and Skills units is located online on the 2nd edition website under each grade level. They are not aligned to the TEKS. Each scope and sequence begins with a description of the components of each unit including lessons, unit assessment, and Pausing Points. The Knowledge Scope and Sequence includes a summary of the theme of the unit and a chart displaying each lesson component: text analysis/comprehension, speaking and listening, language and vocabulary, and writing. The SkillsScope and Sequence includes a chart displaying each lesson component: phonics and reading, grammar/language, spelling, and writing. Assessments and Pausing Points are also noted. Students' expectations for each lesson are listed.

The materials include a Unit Introduction for each unit. The introductions provide a summary of the theme of the unit, how long the unit should last, and if it contains Pausing Points. The skills taught during the lesson are summarized. Each skills component of the lesson includes the expectations of the unit. A section also explains why the unit is important and lists the prior

CKLA knowledge students should be bringing based on learning in previous grades. The materials also describe Writing, Performance Tasks and Assessments, and Fluency. The academic and core vocabulary for the unit is listed in a chart and by lesson.

On the Amplify website, a tab labeled “Resources” to help teachers contains a Program Guide, Research Guides, Pacing Guides, Standards Alignment, Scope and Sequence, Professional Learning Resources, Independent Reading, Social Emotional Learning, and Multimedia Resources. The Program Guide gives an overview of the whole program, including philosophy, how the lessons work, and more. The Research Guide details the research behind CKLA and its philosophies. Under Professional Learning Resources, different titles are available based on specific help a teacher might need. It also has many titles for initial training.

At the beginning of each lesson, there is an overview provided for teachers. The Primary Focus of the Lesson section provides student expectations for each component of the lesson along with a hyperlink to the description of state standards that fits that expectation. Formative Assessments for the lesson include hyperlinks to the activity page where it can be located. The Lesson at a Glance chart shows the lesson components: Speaking and Listening (Read Aloud), Reading (activities are linked to Read Aloud), Foundational Skills, Language, Writing, and Spelling. There is also a materials list with hyperlinks when available.

At the end of each unit there is a Teacher Resource section that includes links to resources such as glossaries and activity answer keys. The resources available depend on the unit and what is being taught and assessed. In Skills Unit 1, this resource section includes a sample anecdotal reading record and a discussion questions observation record.

In addition, the materials provide a teacher planner available for all grade levels. The planner contains: a year-long pacing guide, and lesson planning pages. The pacing guide online in the 2nd edition website shows each unit in weeks to create a visual of how long each unit should last. Pausing Point days are also included. As noted in the Program Guide and indicated on the Pacing Guide, the materials are designed for 180–185 days of instruction and include Pausing Point days.

Indicator VI.4 The visual design of the student edition (whether in print or digital) is **neither distracting nor chaotic**.

Guidance for Texas Quality:

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The materials for Grade 2 include image cards, student workbooks, texts, and photographs, simply designed to not distract from learning. Graphic elements are maintained across the materials. Each unit utilizes white space to support students in finding and understanding information. Student Readers, Student Workbooks, and Flip Books use bold print and photographs that are centered on the page to enhance readability. The graphics and white space on the pages ensure that the student can readily find what they need without distraction.

Examples include but are not limited to:

In Skills Unit 3, the Reader utilizes different size and color font to highlight text titles and photograph captions. The Reader also uses italicized font to indicate when someone is speaking. Text is placed directly above, below, or alongside pictures to support ease of reading.

In Knowledge Unit 5, the Flipbook and image cards provide illustrations or photographs of Thomas Jefferson, the Declaration of Independence, and the White House to support students' learning about the War of 1812.

In Skills Unit 6, the Activity Book utilizes bold font and alternating highlighted rows of text to visually separate and highlight task directions and answer choices.

In Knowledge Unit 7, the Activity Book includes a map of the United States with a legend to aid students' comprehension of important historical transportation routes and events such as the Trail of Tears. The Activity Book also includes a timeline for westward expansion with clearly labeled years and text boxes for students to add events.

Indicator VI.5 If present, technology components included are appropriate for grade-level students and provide support for learning.

Guidance for Texas Quality:

- Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Not Scored

The materials do not include student-facing technology components.