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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.” For example, the reading lesson lists the vocabulary words in a tier chart. The chart lists words such as “carnivore,” “habitat,” “herbivore,” and “omnivore” as Tier 3 vocabulary words. The majority of the lessons 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 Learners. The lesson materials provide sentence frames and starters for writing and speaking tasks as well as numerous graphic organizers and tools that promote the activation of background knowledge. Spanish Readers are also provided in both e-book and PDF forms for all Grade 3 Readers.

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 words need special attention.

In Unit 11, the writing component of a lesson includes a sidebar to modify the lesson for English Learners. The entering/emerging support directs students to dictate their summary and add illustrations; transitioning/expanding students use keywords and phrases for their summary; and bridging students use key words and phrases combined with sentences.

**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-the-year assessments. The beginning-of-the-year assessment occurs in Unit 1 and includes a silent reading assessment measuring a student's ability to read texts and answer simple, multiple-choice questions. A one-on-one Word Reading in Isolation Analysis is also included. The assessment is not designed to provide an exact reading level; rather, it assesses students' preparation for third grade-level CKLA materials. The Assessment Analysis groups students as having "minimal preparation," "adequate preparation," or "strong preparation." The middle-of-the-year assessment occurs in Unit 6 and is completed during the first week of whole group skills instruction. The four components to the MOY assessment include: written assessment of silent reading comprehension, grammar, and morphology; and oral reading of words in isolation. The end-of-the-year assessment includes three components: written assessment of silent reading comprehension, grammar, and morphology. Oral reading of words and fluency assessments are optional.

Each unit not containing a BOY, MOY, or EOY assessment contains a unit assessment assessing the primary focus for each component of the unit. Unit assessments include comprehension and vocabulary questions about the text in addition to grammar and morphology. 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.















