

November 2019

# Core Knowledge Language Arts 3 – 5 Program Summary

## Section I. Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 3	90.77%	93.85%	N/A	100.00%
Grade 4	98.41%	98.41%	N/A	100.00%
Grade 5	87.30%	87.30%	N/A	96.43%

## Section II. Texts (what students read, see, and hear)

- The materials include high-quality texts across a variety of text types and genres but lack some text types and genres required by the TEKS.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts, and they provide information about the Lexile levels and text structure, language features, meaning, and knowledge demands for the texts of the program. The materials include texts that are appropriately complex for the grade level.

## Section III. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Thinking, Inquiry and Research

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the impact of an author’s choices on text, make connections to personal experiences and the world around them, and make connections across texts; however, materials do not provide students the opportunity to compare and contrast the stated or implied purposes of different authors’ writing on the same topic.
- The materials provide students the opportunity to develop composition skills across multiple texts types for varied purposes and audiences.
- The materials provide students the opportunity to build key academic vocabulary within texts across the year and apply those learnings in appropriate contexts.
- The materials provide students the opportunity to engage in both short-term and sustained inquiry processes throughout the year; however, students do not have the opportunity to identify and summarize high-quality primary and secondary sources.

## Section IV. Developing and Sustaining Foundational Literacy Skills (Grades K-5 only)

- The materials provide systematic foundational skills instruction and practice.
- The materials include diagnostic tools and provide opportunities to assess student mastery in and out of context.

### **Section V. Supports for Diverse Learners**

- The materials offer differentiation options throughout all units, including multiple grouping options and a variety of activities and tasks with consistent inclusion of differentiation strategies for struggling learners, as well as differentiation for students who are performing above grade level.
- The materials provide some support and scaffolding strategies for English Learners (EL); however, the materials do not support teachers to make strategic use of students' first language.

### **Section VI. Ease of Use and Supports for Implementation**

- The materials do not include a TEKS for English Language Arts and Reading-aligned scope and sequence.
- The materials include annotations and support for engaging students in the materials, as well as annotations and ancillary materials that provide support for student learning and assistance for teachers.

### **Section VII. Technology, Cost, and Professional Learning Support**

- The publisher submitted the technology, cost, professional learning, and additional language support worksheets.

November  
2019

## Core Knowledge Language Arts Grade 3 Quality Review

**Indicator II.1** Materials include **high-quality texts** for ELAR instruction and cover a range of student interests.

**Guidance for Texas Quality:**

- The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Materials include increasingly complex traditional, contemporary, classical, and diverse texts.

### Meets 4/4

The materials include a variety of high-quality, well-crafted texts. The diverse texts are contemporary and classical and represent expert writing across various disciplines.

Examples include but are not limited to:

*Alice's Adventures in Wonderland* by Lewis Carroll. This fantasy novel is a classic tale about a young girl's adventures with anthropomorphic creatures.

An adaptation of *The Wind in the Willows* by Kenneth Grahame. This classic novel, published in 1908, focuses on four anthropomorphized animals.

*Rattenborough's Guide to Animals (Reader)* by the CKLA Staff. This engaging first-person narrative includes a chapter about primatologist Jane Goodall.

*The Age of Exploration* by Matt Davis. This engaging social studies text contains vivid illustrations and photos to support student engagement.

"Escape at Bedtime" by Robert Louis Stevenson. This fantasy poem describes a child's impressions of nighttime.

**Indicator II.2** Materials include a **variety of text types and genres across** content that meet the requirements of the TEKS for each grade level.

**Guidance for Texas Quality:**

- Text types must include those outlined for specific grades by the TEKS:
  - Literacy texts must include those outlined for specific grades.
  - Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS.
- Materials include print and graphic features of a variety of texts.

## Partially Meets 2/4

The program includes a variety of text types and genres across the materials as well as print and graphic features of a variety of texts. The selections include literary texts, such as myths, dramas, and poetry, as well as informational texts, such as historical and scientific nonfiction texts. The materials do not include examples of argument.

Examples of literary texts include but are not limited to:

“Escape at Bedtime” by Robert Louis Stevenson (poem)  
*Alice’s Adventures in Wonderland* by Lewis Carroll (fantasy novel)  
*The Wind in the Willows* by Kenneth Grahame adapted by CKLA staff (children’s novel)  
“The Legend of Romulus and Remus” adapted by CKLA Staff (adapted legend)  
“The Hunting of the Great Bear: An Iroquois Tale” adapted by CKLA staff (folk tale)  
*Androcles and the Lion* adapted by CKLA Staff (drama)  
*Living in Colonial America* by CKLA Staff (historical fiction)  
“Jane Goodall” by CKLA Staff (biography)

Examples of informational texts include but are not limited to:

“The Muscular System” by Matt Davis and Fritz Knapp (scientific informational)  
“Tree Frogs” by CKLA Staff (scientific informational)  
*Stories of Ancient Rome* by CKLA Staff (historical nonfiction)  
“The Punic Wars” by CKLA Staff (historical nonfiction)

Examples of print and graphical features include but are not limited to:

Unit 1 includes selections from “Aladdin and the Wonderful Lamp” and *Alice’s Adventures in Wonderland* that contain vivid, full-page illustrations to accompany the text.

Unit 2 contains examples of animal classification charts and a parts-of-a-fish photograph with labels.

The Unit 4 Reader provides a map of ancient Rome, illustrations, photos of statues of the ancient gods, and a chart of Greek and Roman gods.

Unit 9 contains maps depicting explorer routes to North America and how people populated the earth, with year approximations.

Unit 11 includes magnified pictures of plants and animals to showcase the subject matter being taught.

**Indicator II.3** Texts are appropriately challenging and are at an **appropriate level of complexity** to support students at their grade level.

**Guidance for Texas Quality:**

- Texts are accompanied by a text-complexity analysis provided by the publisher
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.

## Meets 4/4

The materials include appropriately challenging texts with grade-appropriate quantitative and qualitative features. The Grade 3 texts contain increasingly complex qualitative demands, including multiple interpretations, meaning, and complex language. Student Readers also provide Lexile levels within the appropriate grade band.

Examples include but are not limited to:

The Unit 1 Student Reader contains “Aladdin and the Wonderful Lamp” with a Lexile level of 580L. The story is told in the third person and is written in chronological order. For a beginning-of-the-year text, the language in this text is appropriate. The illustrations aid comprehension of the events in the story along with clarifying words that may be difficult to visualize, like “genie.”

The Unit 3 Student Reader contains the text “How Does Your Body Work?” with a Lexile level of 620L. This informational text about the parts of the human body includes sections on the skeletal, muscular, and nervous systems as well as the five senses. The text is written as a presentation by the fictional character Dr. Welbody, who is visiting a school as a guest speaker. The language of the text is appropriate for the third-grade level. Bolded vocabulary and graphics support student understanding of the text, as diagrams of the various parts of the body are included, and the glossary supports understanding of the medical terminology used.

The Unit 4 Student Reader contains the text “The Legend of Romulus and Remus” with a Lexile level of 640L. This is an origin story of Rome, “founded by twins who had been saved by a wolf.” The story is told in third person in the context of a classroom lesson on the history of Rome given by the fictional character “Mrs. Teachwell.” The text is appropriate for the middle of the year, and illustrations and captions help comprehension of major events.

In the Unit 9 Student Reader, the text “The Age of Exploration” has a Lexile level of 680. This text includes information on how explorers played a crucial role in connecting Europe with the Americas. It provides information on how exploration occurred, why, and who the explorers were. This informational text has the appropriate language level for the end of the year; photos and various graphic features support student understanding and important vocabulary is bolded for easier recognition. Students may need support in understanding the geography

involved and the routes explorers took.

**Indicator III.a.1** Materials contain questions and tasks that support students in **analyzing and integrating knowledge, ideas, themes, and connections within and across texts.**

**Guidance for Texas Quality:**

- Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS.
- Questions and tasks require students to
  - make connections to personal experiences, other texts, and the world around them;
  - identify and discuss important big ideas, themes, and details.

## Meets 4/4

The materials build conceptual knowledge through text-specific and text-dependent questions and target complex elements of the texts. Questions and texts require students to make connections to personal experiences and to other texts, big ideas, themes, and details.

Examples include but are not limited to:

In Unit 1, students answer questions such as “What examples of personification did you hear in today’s Read Aloud? What are some characteristics of Mole and Water Rat that are not examples of personification?” Students compare and contrast the two characters, Mole and Water Rat, on a Venn diagram and share with the class. The Teacher’s Guide states the primary lesson focus as: “Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.” Later in the unit, students analyze the characters and discuss the ways characters demonstrate the themes of friendship, hospitality, and responsibility.

In Unit 3, students answer complex, text-specific questions about the human body, which requires evidence from the text and deep understanding of the concepts. Students answer questions such as “Were your predictions correct about the largest bone and the strongest joint? Why or why not? Why is cartilage important to the joints? What would happen if there were no cartilage in the joints?”

In Unit 4, the primary focus of the first lesson is to identify missing events in a timeline of the two main characters’ lives. Students then explain how the events on the timeline connect to each other. Later in the unit, students make connections between texts by connecting the Read Aloud to the chapter read from *Stories of Ancient Rome*. Students record the main ideas in their reading of “Julius Cesar: the Later Years” and “Julius Cesar: Crossing the Rubicon” on a graphic organizer. When completed, students draw lines between the ideas that are related. Students use this information, along with other ideas gathered in previous lessons, to write about whether they think Cesar is a hero or a traitor.

In Unit 5, students read a fictional story with characters named Samuel and Jack. Before students read the story, the teacher leads an experiment using a glass of water and a straw to illustrate refraction. Students complete a cause and effect sheet about the experiment. During Whole Group Reading, students read a nonfiction piece with the same title. Students connect the concept of refraction, discussed by Samuel and Jack, to the nonfiction text.

In Unit 7, students connect the video “Our World: What is a Solar System?” and the Read Aloud “What’s in Our Universe?” through a written response. The materials direct students to complete a “Main Idea” graphic organizer after the completion of a reading. The teacher models finding the main idea for the first paragraph; then, students individually read the next two paragraphs and complete their summaries on their graphic organizers. Students are instructed to use their notes from each paragraph to write a summary statement that connects all their ideas. Students also connect Mae Jemison to other good role models from previous readings done within the unit.

In Unit 10, during the speaking and listening portion of a lesson, students make four types of connections: text-to-self, text-to-text, text-to-world, and text-to-media. They practice making these connections as a class and with a partner during the reading. The activity page includes sentence stems to guide students in writing their connections: “I made a...connection. The text says...; this reminds me of....”

**Indicator III.a.2** Materials contain questions and tasks that require students to **analyze the language, key ideas, details, craft, and structure of individual texts.**

**Guidance for Texas Quality:**

- Questions and tasks support students’ analysis of the literary/textual elements of texts by asking students to:
  - analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
  - compare and contrast the stated or implied purposes of different authors’ writing on the same topic;
  - analyze the author’s choices and how they influence and communicate meaning (in single and across a variety of texts); and
  - ask students to study the language within texts to support their understanding.

## Partially Meets 2/4

The materials provide questions and tasks to support students’ analyses of literary and textual elements of texts by asking students to analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts. Students study the language within texts to support their understanding. The materials support students’ analyzing the author’s choice and how the author influences and communicates meaning. The materials provide opportunities to compare and contrast texts on a variety of topics; however, the materials do not explicitly compare and contrast the stated or implied purposes of different authors’ writing on the same topic.

Examples include but are not limited to:

In Unit 1, students read *Classic Tales Continued* and consider “Why would an author use personification?”

In Unit 2, students define and determine the author’s point of view about animal classification. During the read aloud, the teacher pauses to give students time to identify the author’s purpose. Teachers refer to an anchor chart that contains questions such as “Why did the author write the text or passage?” Students also explain how text features help readers identify information about classifying living things. In the same lesson, students define and determine the author’s point of view about animal classification.

In Unit 4, the materials instruct students to determine the author’s point of view during the read aloud of “Pompeii.” After reading, students discuss why the author wrote the passage, how the author feels about Pompeii, and whether the students agree with the author. Students answer the following questions: “What is the author’s point of view about Pompeii?”

How can you tell? Do you agree with the author? Why or why not? What are two facts in the article? What is one opinion in the article?" During a close reading of "The Roman Gods," students examine the wording an author uses by answering questions such as "How does the author's word choice explain that Roman gods lived forever? What does the phrase 'that was the end of you' mean? The author uses a simile to describe Mercury. Why do you think the author uses 'fast as a flash' to describe Mercury?" Unit 4 also provides an opportunity to engage with two texts about the same topic, Julius Caesar's life. Students consider what is alike and different between the two texts, but the focus is not on stated or implied purposes of the two texts.

In Unit 7, students compare and contrast two texts about galaxies. They record their findings on a chart and share them with a partner. Though students are comparing and contrasting two texts on the same topic by different authors, the questions do not direct students to consider the purposes of both authors in writing the texts.

In Unit 8, the materials provide questioning for students to analyze why an author chose to include information about a village in the story: "Why does the author include information about the village? What makes it noteworthy?"

**Indicator III.a.3** Materials include a cohesive, year-long plan for students to interact with and build key **academic vocabulary** in and across texts.

**Guidance for Texas Quality:**

- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

## Meets 4/4

The materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts. Throughout the materials, students interact with vocabulary in context as well as in their writing. The materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners. Throughout the lessons, students record the meaning of vocabulary words in their own words within their notebooks. The vocabulary is rich, tiered, and allows students to make connections to their everyday lives.

Examples include but are not limited to:

In each lesson, teachers are provided a list of words for the lesson along with their definitions and other forms of the word used throughout the lesson. The lists include a breakdown of “core vocabulary” and “literary vocabulary,” depending on the words used during the lesson. The literary vocabulary list includes academic words used during the lesson.

The Program Guide states: “Immediately following most reading lessons, there is a five-minute activity called Word Work, based on the work of Beck, McKeown, and Kucan (2002). This activity allows for in-depth focus on a specific word from the Reader text. Students will review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students will complete a follow-up activity to extend their understanding of the targeted word.”

During the “Word Work” portion of each lesson, teachers follow a common routine for vocabulary instruction used throughout the year. The materials focus on one word from the lesson vocabulary list. The materials include scaffolds and supports divided into three categories: “required modes of participation,” “language supports,” and “timing/immediacy.” Teachers can utilize these supports to adjust pacing, implement targeted instruction for vocabulary, and provide support for understanding syntax. The Teacher’s Guide includes white asterisks in a blue circle labeled as “Support,” which provides guidance for the teacher on areas where students may have difficulty comprehending or where misconceptions may occur.

In Unit 5, during Word Work, students follow the established routine using the word “vibration.” Students discuss, “Have you ever heard a vibration? What caused the vibration?” and then observe different types of vibrations such as placing their hands to their throats when they speak and discuss musical instruments or tuning forks.

In Unit 6, the materials provide a Morphology Remediation Guide and Morphology Assessment Scoring Guide. Teachers can use these guides to identify the specific prefix or suffix on which students may need remediation. Remediation is offered in the Pausing Point.

In Unit 10, the reading lesson provides the teacher with academic vocabulary prior to the reading. The vocabulary for this unit heavily emphasizes the social studies domain; for example, during the listening and speaking lessons, the vocabulary provides Tier 3 and Tier 2 social-studies-specific and general words to learn. During Word Work, the class examines the word “established,” and students provide synonyms and antonyms to build a better understanding of the vocabulary words.

**Indicator III.a.4** Materials include a clearly defined plan to support and hold students accountable as they engage in **independent reading**.

**Guidance for Texas Quality:**

- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

## Meets 1/1

The materials include a plan to support students in independent reading. Each unit contains reading recommendations related to the content of the unit. The materials also provide an Independent Reading Guide that supports students' self-selection of texts and gives suggestions for reading for sustained periods of time. The materials include reading logs to achieve accountability for independent reading goals.

Examples include but are not limited to:

The CKLA 3-5 Program Guide and Independent Reading Guide recommend teachers model book selection and create an anchor chart on book selection procedures for students to reference throughout the year. The guides also direct teachers to conference with students about their self-selected text and to guide them in their text selection. Teachers guide students' thinking about their decisions and how those decisions affect their reading experience. Additionally, the materials direct teachers to create a designated time, place, and routine for independent reading. During independent reading time, teachers can utilize activities such as book talks, discussion circles, journaling, book reviews, and multisensory experiences. The Independent Reading Guide suggests reading logs and book reviews are available to print and use to help measure the amount students are reading as well as help keep them accountable. Students also set SMART goals (S-specific, M-measurable, A-achievable, R-relevant, T-time bound). The Program Guide also mentions a home component in which teachers communicate with parents, through a letter sent home with students, about the student's goals and suggested discussion topics to use at home.

**Indicator III.b.1** Materials provide support for students to develop **composition skills** across multiple text types for a variety of purposes and audiences.

**Guidance for Texas Quality:**

- Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes.
- Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues.
- Materials provide students opportunities to write correspondence in a professional or friendly structure.

## Meets 4/4

The materials provide opportunities to write literary texts, including short stories and poetry, to express ideas and feelings about real or imagined people, events, and ideas. Students also write informational texts to communicate ideas and specific information for specific audiences and purposes. Students write argumentative texts to influence the attitudes or actions of specific audiences on issues, and some correspondence texts.

Examples include but are not limited to:

In Unit 1, students complete a graphic organizer to prepare to write an opinion paragraph after choosing a theme from the story and a character that best fits the theme. The unit also includes a writing task directing students to “work with a partner to rewrite the part of the story in which Mole steals the oars. They should rewrite this from Rat’s perspective, making sure to include details about Rat’s thoughts and emotions.”

In Unit 2, students can write their own poems about an animal or animal group. Students also write a short reflection on their experience as animal researchers. Students explain what they liked and disliked about being an animal researcher.

In Unit 4, the materials direct students to consider: “The Roman government changed over time from one person holding all the power to a republic. Which type of government do you think is the best? Why? Write your opinion and give a reason to support it.” Later in the unit, students create an outline and draft for an opinion essay. Students then debate their opinions in class and provide reasons to support their own opinion. The materials also direct students to “Pretend you are Augustus Caesar. Write two diary entries that include real events from his life as well as his thoughts, ideas, feelings, and/or secrets.”

In Unit 6, “Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character.”

In Unit 7, students work in groups to compose their own poem comparing stars in the sky to something on Earth. Students also write an informative composition about a day in the life of an astronaut on the International Space Station. Students gather information from their readings during the unit and use it in their paragraph. Near the end of the unit, “Students will collaborate to write a narrative script based on informational text about Nicolaus Copernicus.”

In Unit 9, “Students will write their opinion of the Spanish explorers’ interactions and achievements.”

In Unit 10, “Students will write a narrative about one of the characters from *Living in Colonial America*” and “Students will write a letter in response to Matthew’s letter, describing what life has been like back at Matthew’s village while he has been away. Students can use details from earlier chapters.”

In Unit 11, students write “a letter to a Grade 4 teacher. They should include details about themselves and what they are hoping to learn in Grade 4.” The unit also direct students to write “an informative writing piece about a select vertebrate’s characteristics and classification, clearly stating ideas, facts, and details.”

**Indicator III.b.2** Most written tasks require students to **use clear and concise information and well-defended text-supported claims** to demonstrate the knowledge gained through analysis and synthesis of texts.

**Guidance for Texas Quality:**

- Materials provide opportunities for students to use evidence from texts to support their opinions and claims.
- Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.

## Meets 4/4

The materials provide opportunities for students to use evidence from texts to support their opinions and claims and to demonstrate in writing what they have learned through reading and listening to texts. Throughout and across units, students use clear and concise information and well-defended text-supported claims to demonstrate knowledge gained through analysis and synthesis of texts.

Examples include but are not limited to:

In Unit 1, students answer questions requiring text evidence in writing, such as “How did the magician get the lamp away from Aladdin’s wife? What did the magician demand the genie do with Aladdin’s palace and all that it contained? Describe the plan that Aladdin and his wife made to get the lamp back from the magician.” The materials provide space for the students to record the page number where they locate text evidence. The students also write a formal opinion paragraph in Unit 1. During Whole Group Reading, students read and answer questions from “Fire!” and complete a graphic organizer for their opinion paragraph. Students must choose a theme from the story and then a character from the story that best fits this theme. Students need to support their opinion through text-supported claims.

In Unit 3, students write about the text titled “The Human Body: Systems and Senses” by responding to the question “What are some ways the various systems are working in your body at this moment?” The paragraph responses much include a topic and concluding sentence. In the lesson “Exit Ticket,” students write responses to the questions: “What do bones do? Why are marrow cells important? What is the main idea of the chapter?” At the end of the unit, students write a description of the body system, how the system works with other systems, and draw a picture of the system.

In Unit 5, students state an opinion about how sound travels after watching a video clip. They write an opinion about whether they think they would be able to hear the tuning fork sound underwater and give reasons to support their answer. Students then write a reflection about what they have learned about sound through the class read aloud and readings.

In Unit 11, students write an Ecologist's Journal throughout the unit. Students each have a journal but collaborate with partners on assignments. Each entry has three components: summary, apply, and extend; for example, in the first lesson, the three components are: Summary: "Summarize 'Living Things and Their Habitats'"; Apply: "As an ecologist, ask students to choose an example of a relationship between a living thing and its habitat they would like to study"; Extend: "Based on what they have read, ask students to imagine what else ecology might cover. Encourage students to list questions they have for ecologists."

**Indicator III.b.3** Over the course of the year, **composition convention skills are applied in increasingly complex contexts**, with opportunities for students to publish their writing.

**Guidance for Texas Quality:**

- Materials facilitate students’ coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context, and materials provide editing practice in students’ own writing as the year continues.

## Meets 4/4

The materials provide instruction in composition and convention skills over the course of the year. The materials include systematic instruction and reinforcement of the five steps of the writing process within each unit. Students practice and apply the conventions of academic language both in and out of context. During grammar lessons, students orally respond and practice the writing convention being taught as well as apply the skills to the editing process in their own writing. Students utilize revision and editing checklists that remind them to check for correct capitalization, punctuation, and grammar.

Examples include but are not limited to:

The Program Guide outlines the five steps of the writing process: planning, drafting, revising, editing, and publishing. Teachers are encouraged to circulate while students are writing to check in and provide feedback.

In Unit 1, the students’ first writing assignment consists of a partner activity in which students rewrite part of a story (where Mole steals the oars) from Rat’s perspective. Students are instructed that this does not have to be a finished product; the focus is to get their ideas on paper. Later in the unit, students start writing a class opinion piece based on the characters and themes in *The Wind in the Willows*. Students learn how to brainstorm and plan for a piece of writing. The teacher creates a chart to display ideas generated by the class, and students work as a class with teacher guidance and modeling to write a draft. Students use an activity page to transfer their brainstorming into complete sentences and then write a topic sentence, three reasons and examples, and a concluding sentence. Students check that each sentence is complete with subject-verb agreement. The teacher then provides students with a Revising Checklist containing the following questions: “Do I have a good topic/concluding sentence? Do my sentences flow well in this order? Do I have a good variety of sentence structure? Is my paragraph interesting?” After revising, students write a second draft incorporating the changes.

In Unit 2, the materials provide an opportunity for students to understand the writing process and produce a final copy. The materials provide lessons to teach the students about each part of the writing process. As students learn the different parts, they then complete a section of writing on their own, eventually working towards a final product. The unit also provides opportunities for students to identify nouns, verbs, and adjectives. Students apply what they know about nouns by making a class list with the teacher, and the students note differences between common and proper nouns. Students review verbs and adjectives as well, by making a list of each and then using the adjectives to help describe the nouns on the board. Finally, the teacher writes a sentence on the board and labels the nouns, verbs, and adjectives. Within the activity page, students practice labeling the nouns, adjectives, and verbs within a sentence. Students study the tenses of verbs and apply these skills on an activity page of root words where they add the appropriate endings. Near the end of the unit, students draft an informational paragraph about an animal from the read alouds. The materials provide information to explain and teach about informational writing; in the weeks prior, students collect information to help them start their draft. The teacher reminds students of the process: plan, draft, revise, edit, and publish. Students complete a topic sentence, three supporting sentences, and a concluding sentence. Students have the option to add more sentences about their animal.

In Unit 5, students begin planning a newspaper article with a provided graphic organizer. Support is provided during the planning process, but students complete the assignment independently. After researching and drafting, students begin revising. Students use a Revising Checklist with the following questions included: “Do I have a good lead paragraph that grabs the reader’s attention? Do I have a good concluding paragraph? Do my sentences flow well in this order? Are there any parts that do not make sense?” When revision is completed, students complete a second draft of their writing. Student then use an Editing Checklist to complete their final copy. Students also learn about adverbs in this unit. Students choose adverbs from a list to complete sentences. After a student suggests an adverb, that student reads the entire sentence with the adverb; then, students complete activity sheets prompting them to add adjectives and “how, when, and where” adverbs to a chart. Students use these words to expand their starter sentence of their newspaper article.

In Unit 7, the conjunction “so” is introduced to help students better understand cause and effect relationships and combining sentences. Students review the conjunction chart and discuss the different conjunctions and when to use each one. Students examine sentences with “because” and “so” in them and discuss when to use each word. Students then plan an opinion piece about the future of space. The materials prompt students to use a graphic organizer they created in earlier lessons when reading from their Reader. During this process, students come up with three ideas of what space travel will be like. The materials allow students to draft their piece and share; students use the same checklist for revising described in previous units before editing and publishing their drafts.

In Unit 11, students study capitalization and commas. Students then write a letter and use capitalization rules and commas appropriately, according to the writing conventions.

**Indicator III.b.4** Materials include **practice** for students to write legibly in **cursive**.  
(Grades 3-5 only)

**Guidance for Texas Quality:**

- Materials include instruction in cursive handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

## Meets 1/1

The materials include opportunities for students to learn, practice, and write legibly in cursive; however, the Scope and Sequence includes no time for handwriting and the Program Guide states the materials do not provide a comprehensive resource for teaching cursive.

Examples include but are not limited to:

Unit 1 includes 14 lessons on instruction in cursive handwriting. These lessons are not designed to be completed in Unit 1; rather, teachers are encouraged to “proceed at a pace that is right for their classes.” Once students learn all the letters, teachers should encourage students to practice by completing select writing assignments in cursive.

In Unit 1, the materials introduce cursive writing through the Declaration of Independence. The teacher draws attention to the signatures at the bottom and then writes John Hancock’s signature in print and asks students to compare the two. The class later discusses the differences between the two, the definition of cursive, and when it is used.

The materials do not provide a plan for procedures and supports for teachers to assess students’ handwriting development. It is noted in the Unit Introduction that “lessons and activity pages do not comprise an exhaustive handwriting program, and teachers may wish to consult other sources for information on topics such as writing posture, pencil grip, and differentiated instruction for left-handed students.”

**Indicator III.c.1** Materials support students’ **listening and speaking about texts.**

**Guidance for Texas Quality:**

- Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension.
- Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

## Meets 4/4

The materials provide speaking and listening opportunities focused on the texts studied in class. Materials allow students to demonstrate comprehension, and oral tasks require students to use clear and concise information and well-defended text-supported claims. Students have the opportunity to demonstrate knowledge gained through analysis and synthesis of texts.

Examples include but are not limited to:

The Program Guide states: “Speaking and Listening activities in Grade 3 focus on engagement with Read Alouds: students hear and discuss complex texts that the teacher reads aloud, encountering and practicing sophisticated conversations using an ever-expanding vocabulary.” In the Reading portion of all lessons, students are posed a question and asked to read a page or more to find the answer. Upon finishing, the teacher re-asks the same question, and students answer orally.

In Unit 2, during a speaking and listening lesson, students listen to a Read Aloud about five groups of animals. As they are listening, the teacher tells them to focus on point of view. The teacher asks them to listen for five groups of animals, their names, and why they are grouped the way they are. While reading, the teacher pauses, and the class discusses the point of view from the first section. After the read aloud, students answer questions such as “Why did the author write the passage?” Students move around the room adding information to charts that show they have learned about different animals from the text. Later in the unit, during the discussion section, students answer literal, inferential, and evaluative questions from the texts read in class. Students respond with information supported from the text. “What groups of animals did you hear about that are warm-blooded?”

In Unit 9, students demonstrate their knowledge of “1492—The Year that Changed the World” by determining the main idea and recounting key details. Students work in groups of three using the Five W’s (who, what, where, when, why) in the read aloud. Through a class discussion, students listen and speak about the Five W questions. After the read aloud and discussion, students read “Navigation in the Age of Exploration” and participate in a ten-minute discussion in small groups.

In Unit 10, students make predictions before the lesson read aloud about how life was different for people who came to New England compared to the lives of the colonists in the Southern region. Students listen carefully to hear if their predictions are correct. Throughout the read aloud, students are instructed to pause and record a new prediction and/or determine if a previous prediction was correct. During the discussion, students respond to questions such as “Were your predictions correct about how the life of the Pilgrims in New England compared with the life of the colonists in the Southern colonies? Why or why not?” Students then participate in a Think-Pair-Share activity to answer the question “How would you describe the relationship between the Pilgrims and the Wampanoag?”

In Unit 11, students read “Food Chains” and answer “what” questions to show understanding – literal questions that require text-based evidence to support student understanding, such as “What are some of the hidden creatures of the forest and where are they found?” In a later lesson, students read the chapter titled “John Muir.” During the wrap-up time, students answer text-dependent questions from the chapter, such as “How was Teddy Roosevelt helpful to the work of the Sierra Club?”

**Indicator III.c.2** Materials engage students in **productive teamwork and in student-led discussions**, in both formal and informal settings.

**Guidance for Texas Quality:**

- Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking.
- Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.

## Meets 4/4

The materials provide opportunities for students to engage in productive teamwork and student-led discussions. Throughout the school year, students learn to use discussion protocols and give organized presentations. The Teacher’s Edition provides scaffolds, such as sentence starters, to support students’ use of clear and concise language.

Examples include but are not limited to:

The Program Guide suggests ways to ensure students receive equal opportunities for listening and speaking, such as creating sticks with students’ names printed on them. When a discussion question or topic is proposed in class, the teacher chooses sticks to call on students to respond.

In Unit 1, students act out the read aloud. “As you read, encourage the “characters” to listen carefully to know what actions to use, such as Mole catching a whiff of his home, Rat hurrying ahead, Mole crying, etc. Also, talk about using facial expressions to show how the characters are feeling.... To help them with their acting, tell them to think about how they would feel if they were Mole or Rat.” At the end of the unit, students create a presentation of a final copy of an opinion paragraph to be shared with the class. The materials recommend allowing students to create illustrations and graphics to share along with their paragraph.

In Unit 3, students participate in a Think-Pair-Share activity in which the teacher asks, “What did Helen Keller accomplish in her life?” During the Think-Pair-Share, students work with a partner to discuss the text from the listening and speaking lessons. The teacher instructs the students to think about the question for a minute, turn to their neighbor, and discuss the question. The teacher then asks partner pairs to share what they discussed. Later in the unit, students engage in the Hot Seat activity in which students provide vocabulary words as the teacher writes them down. The teacher models making statements about a word that is on the class-generated list, and students guess which word is being referenced. Students then work with partners “where one partner gives clues about the words or concepts on the board and the other partner guesses.” Students are to use “verbal descriptions” for this activity rather than gestures.

In Unit 7, students engage in a Corners activity: “Tell students that each group will be assigned to a corner of the classroom to discuss and record one of the three types of annotation they did yesterday.” Then, the teacher reviews the expectations for collaborative group work. Students complete assignments in their assigned group and decide as a group the top five ideas to bring back to the class for discussion. In the wrap-up activity, “a member from each group presents their top five ideas from their discussion. Allow five minutes for each group, including additional follow-up questions or clarifications. Use their ideas as a check for understanding to help inform your instruction.” Students also engage in a Reader’s Theater script with the text read in class titled “Nicolaus Copernicus.” Students are put into groups and assigned roles. As scripts are being performed, students are reminded to listen respectfully.

In Unit 10, students work in small groups to write the next chapter for the “Life on the Farm” story. Students read about several characters in groups and choose a character on which to focus in the next chapter. The directions require the teacher to tell students “they will be doing a shared writing activity, meaning they will need to collaborate and cooperate in order to complete the writing.” Students reread the text in order to plan their chapter, skimming previous parts of the text in which their chosen character appeared. Students fill assigned roles and refer back to the “Shared Writing Roles” anchor chart. After completing the collaborative activity to write the next chapter to the “Life on the Farm” story, students present, listen to, and pose questions about the chapters each group wrote.

**Indicator III.d.1** Materials engage students in both **short-term and sustained recursive inquiry** processes to confront and analyze various aspects of a topic using relevant sources.

**Guidance for Texas Quality:**

- Materials support identification and summary of high-quality primary and secondary sources.
- Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.

## Partially Meets 2/4

Materials engage students in both short-term and sustained recursive inquiry; however, they do not explicitly engage students in identifying primary versus secondary resources. The tasks within the thematic units build upon one another, allowing students ample opportunities to organize and present their ideas and information to appropriate grade-level audiences.

Examples include but are not limited to:

In Unit 2, students complete a writing project for an informational paragraph on the characteristics and classification of one specific vertebrate. Students introduce the topic, group related information together, and provide supporting ideas, facts, and details. Throughout the unit, students gather information from class readings and compile it into an Animal Classification Foldable, various brainstorming webs, and Field Journal Responses. Towards the end of the unit, students revise the paragraph and share with their classmates. Their take-home material includes writing a second draft.

Towards the end of Unit 4, students use text-based knowledge of Roman history to crack the cases provided within a lesson. Students write an extended response to a prompt about Rome's greatest lasting contribution and support their opinion with reasons. Students also write an opinion essay, supporting their opinion with reason and facts gathered from reading and research during the unit.

During Unit 11, students work in pairs, each creating their own Ecologist's Journal. The journals include three components: summarizing chapters, applying concepts from reading to examples from their lives or research, and extending their knowledge in creative ways. For instance, students use information from earlier journal entries about relationships and food chains to write about these factors. Later in the unit, students work in groups to solve problems identified in the environment from an earlier unit assignment. Each group presents a solution for solving their problem.

**Indicator III.e.1** Materials contain **interconnected tasks** that build student knowledge and provide opportunities for increased independence.

**Guidance for Texas Quality:**

- Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts, as well as across multiple texts.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency as needed; and provide opportunities for increased independence.

## Meets 4/4

The materials provide meaningful, interconnected tasks that build student knowledge. The questions and activities are text-focused and provide opportunities for students to demonstrate their comprehension. Throughout each unit, students are immersed in texts, reading either as a whole group, independently, or in smaller groups. Questions and activities in the lessons build student knowledge and culminate with writing activities requiring students to incorporate knowledge learned to demonstrate their understanding of the content. Reading, writing, listening, and speaking are integrated throughout the lessons and units.

Examples include but are not limited to:

In Unit 2, students analyze the drawing of an animal and determine a name for it. Students then record observations about the animal. Students pair up and share their written responses. The introduction to the unit also begins with a virtual field trip to the Smithsonian National Zoological Park where students watch animals via a zoo webcam. Students complete a chart with a list of animals by writing what they already know, the times the animal was observed, and details from the observation. Students then complete their first Field Journal Entry by answering the questions “Did you enjoy being an animal researcher today? What did you like and dislike about being an animal researcher?” Students engage in a read aloud that focuses on using text features to understand the information in the text. Students answer the question “What text features would you look for in the Reader to help you define and classify living things?” by using text features and adding information learned to a graphic organizer. After reading, students answer the question “How and why do scientists classify animals?” and then write a short reflection about an interesting animal to research later in the unit. At the end of the unit, students choose their animal from one of the five vertebrate groups described in the read alouds and reading sections and write an informational paragraph explaining the animal’s classification. Students use sources such as their Field Journals, Animal Classification Foldable, and brainstorming webs completed in previous lessons.

In Unit 9, students answer questions about their reading, such as “What were European explorers looking for? How does Toscanelli’s map explain why Columbus and other European explorers confused the West with the East Indies?” Throughout the unit, students continue learning about several explorers, including de Soto, Cabot, and Hudson, through student readers and class read alouds. After a read aloud about Henry Hudson, students receive an “Exit Card” and answer the question “Do you think Henry Hudson was an important explorer of North America even though he failed to find a Northwest Passage? Why or why not?” At the end of the unit, students use examples from throughout the materials to support their opinion on which explorer had the greatest success in North America. Students share their opinion writing with the class when completed.

**Indicator III.e.2** Materials provide **spiraling and scaffolded practice**.

**Guidance for Texas Quality:**

- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

## Meets 4/4

The materials provide students with interconnected tasks distributed throughout units of study. These tasks build student knowledge and allow for increased independence. Units are designed with an emphasis on students understanding content in early lessons and then using the knowledge gained in a writing project that encompasses not only the content taught but the skills as well. Students are supported through teacher modeling and numerous questions asked during Read Alouds and Reading portions of the lessons, which also serve as comprehension checks for the teacher. The units integrate reading, writing, speaking, and listening, and several units integrate these in the final writing project.

Examples include but are not limited to:

The Program Guide states “CKLA is a tightly integrated program that builds intentionally over time. Skills and knowledge introduced in one lesson and unit are built upon in the next and later units.” The Scope and Sequence is provided for teachers, which outlines the student expectations for each unit and individual lesson. The introductory paragraph included for each unit summarizes the concepts addressed.

In Unit 1, students are introduced to literary themes through the text *The Wind in the Willows*. In the reading lesson, the class creates a “Themes” anchor chart based on the themes they identified from the read-aloud text. Students then focus on the specific theme of hospitality: “Record several examples of hospitality on the Themes Chart from previous lessons. Then, review the theme of friendship/loyalty.” Students select a theme and write several sentences about how a specific character from the text demonstrates this theme. Later in the unit, students plan an opinion paragraph, and the materials ask teachers to “Tell students that for this class opinion piece, they will choose a theme from the story and a character they think best demonstrates that theme. Explain that they will have to support this opinion with reasons and examples from the text.” Students are led through the writing process to produce an opinion paragraph that is well-written and effectively proves their opinion.

In Unit 5, students learn about light and sound waves and participate in experiments in order to build background knowledge. Students read about two inventors: Alexander Graham Bell (the inventor of the telephone) and Thomas Edison (the inventor of the lightbulb). After completing the reading, students compare and contrast the inventors/inventions. Students participate in a discussion and contribute facts for the teacher to complete a Venn diagram comparing and

contrasting the inventors. During the speaking and listening portion of the lesson, students listen to their peers' articles and use sentence frames to facilitate constructive dialogue. Students begin the process of writing a newspaper article about the invention of the telephone or incandescent bulb. The writing culminates with students sharing their published pieces.

In Unit 9, students are introduced to the "Age of Exploration." During the read aloud, students answer questions that accompany the reading, and the lesson is gradually released into independent reading. The questions facilitate students' understanding of the motivating factors for European exploration: "What were European explorers looking for? Why is gold still expensive today? Why were the European explorers so eager to find spices?" Students answer questions to prepare them for their final writing; "Students will write an opinion piece on the motivating factors of the early explorers, supporting their point of view with reasons." Students begin drafting their opinion in response to the prompt "The early explorers were motivated by riches, fame, and power. What would motivate you to take a long and dangerous journey? Explain why. (Use opinion words such as think, believe, or feel)."

In Unit 10, the materials spiral what is learned in the reader from lesson to lesson. In Lesson 1, students make predictions and are asked the "Big Question" to think about as they read. During the reading, students and teachers pause to ask literal questions to guide understanding of what has been learned thus far. In Lesson 5, students reference what they have learned thus far in this unit. Students recall the information from whole group discussion and are then asked another "Big Question" to wonder about while they read. The focus of this lesson is to find the main idea and details, so students make notes as they read and after discussing; students then use what they have learned about main idea to apply it during their independent reading of the text.

**Indicator IV.1** Materials provide systematic instruction and practice of foundational skills, including opportunities for **phonics and word analysis skills** (e.g., examination of grade-level prefixes and suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns).

**Guidance for Texas Quality:**

- Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for sufficient student practice to achieve grade-level mastery.
- Materials systematically develop knowledge of grade-level phonics patterns and word analysis skills as delineated in the TEKS for grades 3-5.
- Materials provide opportunities for students to practice grade-level word recognition skills to promote automaticity.
- Materials provide opportunities for students to practice and apply word analysis skills both in and out of context.
- Materials include building spelling knowledge as identified in the TEKS.
- Materials specifically attend to supporting students in need of effective remediation.

## Meets 4/4

The Grade 3 materials provide practice with decoding multisyllabic words and the study of prefixes and suffixes through the Language section of each lesson, which includes Spelling and Morphology. The supplemental Assessment and Remediation Guide, used for students who demonstrate need for intervention support, provides most of the systematic instruction of the six syllable types, decoding compound words, contractions, abbreviations, and syllable division patterns within the third grade TEKS. The materials also provide remediation for students not performing at grade level in the areas of fluency, decoding, and encoding. There are sufficient opportunities for students to use their word recognition and word analysis skills. The materials provide ample opportunities to read texts with words explicitly taught throughout the foundational skills, or language lessons. The Program Guide delineates the words explicitly taught and included in the readers, giving students opportunities to read connected texts and apply their new skills. The lessons also include out-of-context reading practice and morphology comprehension checks.

Examples include but are not limited to:

The materials provide a Research Guide describing the research and evidence behind the CKLA program. The Research Guide states: “With regard to the written code, research shows that phonics instruction is not simply present or absent, but rather exists in degrees. What research suggests is that the degrees may matter—substantially—to children’s outcomes. Effective phonics instruction includes: (1) systematic ordering of phonetic targets that progress in number and complexity over time; (2) systematic practice in which children have intentionally designed opportunities to apply and use the sound-spellings they are taught (DeGraaff et al., 2009); and (3) systematic instructional planning whereby methods of instruction are consistent and progress depending on students’ learning (Bodrova and Leong, 2006; DeGraaff et al.,

2009).” The Research Guide also states the materials teach a blended approach to word reading (word recognition skills): synthetic phonics (letter-sound correspondence) and analytic phonics instruction (words have patterns, such as onset rime). The research demonstrates that as children's word attack skills mature, they will use both methodologies interchangeably depending on what the specific word necessitates. It is important to note that as children move from learning to read to reading to learn, they will use their word recognition skills in conjunction with word analysis in order to decode and comprehend. In regard to the Skills strand, the Research Guide states, “In Grade 3, the program continues to develop skills (e.g., grammar, spelling, morphology), but the content of the Knowledge strand begins to integrate into the Skills strand in more systematic ways. There are still almost daily read alouds, but students also read independently about the topics introduced during read alouds. This serves as a bridge toward the program design in Grades 4 and 5, where instruction moves away from the two-strand model toward a single, integrated language arts block.”

The Program Guide states: “By Grade 3, decoding will have become sufficiently automatic and fluent to allow for integrated instruction. While there are still Read Alouds (oral literacy continues to outstrip reading literacy at this age), the focus is increasingly on student reading of a complex text.” The Program Guide also states: “All core vocabulary words, which also appear in the Reader and Teacher Guide Glossaries, have been infused into the instruction and activities related to grammar, morphology and spelling, when appropriate.”

The Grade 3 materials provide teachers with the additional resource titled “Assessment and Remediation Guide.” The purpose of this supplement is to “provide additional instruction and remediation to students who enter Grade 3 with gaps in their code knowledge and fluency.” The guide is for students who have mastered most of the letter-sound correspondence but are not yet fluent readers. The guide includes assessments that can be used as pre- or post-tests for each unit. The Assessment and Remediation Guide also includes a chart depicting the vertically aligned phonics skills taught within each unit in K-2.

The Teacher Resources section of Unit 1 contains “The Basic and Advanced Code” and the “Using Chunking to Decode Multisyllable Words.” These supplements go into great detail about what and how students are taught in K-2. Unit 1 also provides assessments through which teachers can collect data on the areas of decoding where students will require interventions.

In Unit 1, the materials provide guidance on six/seven syllable types; CKLA adds one more to accommodate the *schwa*. Additionally, there are many examples of what syllable division looks like across different syllable types. Students practice reading multisyllabic words after reviewing long vowel sounds and play a game called “Baseball,” where they have to read words from a card correctly to move to different bases.

In Unit 4, students learn the suffix *-ist* (a person who plays or makes). Students then brainstorm other words that end in *-ist*. Students also learn the meaning of the suffix *-ian* (also a person who plays or makes) with words such as “musician.” Students complete an activity page to demonstrate they comprehend the meaning of reading words with the newly learned suffixes.

The unit also addresses two suffixes *-y* and *-al*. The materials practice adding suffixes to words during whole group exercises and on individual and small group activity pages.

In Unit 7, the materials explain a few of the spelling words that are homophones: *grate* and *great*, and *very* and *vary*.

Unit 10 includes a morphology lesson for the prefixes *over-*, *mid-*, and *under-*. The teacher reviews that prefixes attach at the beginning of a word and may change the part of speech of the word. The teacher introduces the prefixes and their meanings. Students then complete an activity page measuring their understanding of the words.

**Indicator IV.2** Materials include **diagnostic tools** and provide **opportunities to assess student mastery**, in and out of context, at regular intervals for teachers to make instructional adjustments.

**Guidance for Texas Quality:**

- Materials include tools to support and direct teachers to assess students' growth in, and mastery of, foundational skills (e.g., skill gaps in phonics and decoding) both in and out of context.
- Materials support teachers with guidance and direction to respond to individual students' literacy needs, based on tools and assessments appropriate to the grade level.
- Materials support the teacher in working with students to self-monitor, use context to confirm or self-correct understanding, and employ rereading when appropriate.

## Partially Meets 2/4

The Grade 3 materials provide teachers with tools to assess students' growth in mastery of foundational skills. The assessments provided also include guidance on evaluating a student's performance and how the teacher can respond to those findings. Additionally, the Program Guide and Fluency Supplement include instructions on supporting, differentiating, and remediating students performing below grade level. However, the materials do not contain support for the teacher to work with students in self-monitoring.

Examples include but are not limited to:

The materials require students to take beginning-, middle-, and end-of-year (BOY, MOY, EOY) assessments. The purpose of these assessments is to provide teachers with data to assess students' gaps and growth in foundational skills. Within the units that contain the BOY, MOY, and EOY assessments, a lesson is designated for Assessment Analysis. This is at the end of the unit and provides teachers with a set of criteria that designates students as having "poor," "adequate," "strong," or "outstanding" preparation for Grade 3. Students who fall into the "poor" preparation category are advised to receive support outside of the classroom. Otherwise, teachers should use the Assessment and Remediation Guide to support students who show gaps in foundational skills.

The materials contain an Assessment Remediation Guide that addresses all units to help students who enter Grade 3 with gaps in "code knowledge and fluency." The guide includes assessments at the end of each unit that can be used as pre- or post-tests. The guide also includes a placement test to know where to begin with a student. A flow chart guides the teacher's decision based on the results of the assessments.

Unit 1 also provides guidelines and procedures to follow when BOY, MOY, and EOY assessments are given. When the Silent Reading portion of the BOY assessment is given, teachers are advised that "those who answer five or more correctly on 'The Snake' take 'Moans and Midnight.' Those that answered fewer than five correct should be given the Word Reading in Isolation Assessment." The teacher annotates any errors, such as incorrect letter-sound

correspondence. Included in the materials is a Word Reading in Isolation Analysis Guide that shows the teacher the student's phonics and decoding gaps. This analysis tool facilitates grouping and placement for reteaching and remediation lessons.

At the end of each unit, students take a unit assessment over skills taught during the unit. This provides teachers with data to determine if students mastered or need reteaching for specific unit skills. Pausing Points are given with each unit to provide time for remediation.

**Indicator IV.3** Materials provide frequent opportunities for students to practice and develop **oral and silent reading fluency**, while reading a wide variety of grade-appropriate texts at the appropriate rate with accuracy and expression to support comprehension.

**Guidance for Texas Quality:**

- Materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills.
- Materials include explicit instruction in fluency, including phrasing, intonation, expression, and accuracy.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on phrasing, intonation, expression, and accuracy.

## Partially Meets 2/4

The materials provide some opportunities for students to develop fluency and accuracy, but lack explicit instruction around phrasing, intonation, and expression. The materials include a Fluency Supplement that is optional and provides limited guidance for routines to regularly monitor and provide feedback. The materials also include fluency within the unit assessments, but the questions are listed as optional.

Examples include but are not limited to:

The Assessment and Remediation Guide provides “assessment, instruction, and practice for students’ specific needs in code knowledge and fluency.” It states: “Students who perform below the 50th percentile on Fluency Assessments may benefit from specific remediation designed to improve fluency. While it is beyond the scope of this Guide to provide detailed suggestions for improving fluency, the following best practices are highly recommended: Model fluent reading for students by reading passages aloud with expression, demonstrating how to use punctuation as a guide for pauses. Provide opportunities for students to reread passages, after corrective feedback on any decoding errors has been provided. Pairing students for partner reading and using Reader’s Theater are both strategies that can be used to encourage rereading. Occasional choral reading may also be effective.”

The Grade 3 Fluency Supplement contains 19 selections, from 40 words to 440 words. Comprehension questions are not included with the Grade 3 passages.

In Unit 4, the primary focus of the reading lesson for *Androcles and the Lion* states students will “identify the parts of a play and read it aloud with accuracy, appropriate rate, and expression.” During small group reading of the text, the teacher is to circulate around the room and give feedback on accuracy, appropriate rate, and expression. In the Check for Understanding it states: “If students need additional practice in any of the three areas (accuracy, appropriate rate, and expression), then pull individual students or a small group

aside to model accuracy, appropriate rate, and expression using a shorter passage or familiar picture book.”

In Unit 5, students work with a partner and read from “What is Light?” The Teacher’s Guide for this reader suggests that the students be paired strategically so that they can support each other. The guide further provides the following pairing suggestions: “You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English Learners with native speakers.” The Teacher’s Support sidebar provides guidance for the teacher to work with a small group to complete the reading. In addition, the teacher should take anecdotal notes of students struggling with decoding, fluency, and comprehension. This will ensure that the teacher can follow up and provide support for the student.

In Unit 7, students are paired to read the chapters aloud to one another. In the sidebar titled Using Foundational Reading Skills, the bridging guidance states, “Encourage students to read aloud in small groups to practice their fluency.” As students work in pairs, the Teacher’s Guide instructs the teacher to circulate the room, listening to readers and making notes.

In Unit 8, Lesson 6, titled “Alameda, the Basket Weaver,” students “read aloud stories from the Native American Reader using their own voice to make the story come to life.” Students receive a Presentation Rubric to review as a whole group. Teachers call on students to model “pace.” The teacher models all other categories. Students then read aloud with a partner. The partner scores the reader using the rubric.

**Indicator V.1** Materials include **supports for students who demonstrate proficiency above grade-level.**

**Guidance for Texas Quality:**

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

## Meets 2/2

The materials provide opportunities to support students demonstrating above-level proficiency. Sidebars note opportunities to differentiate, with a focus on scaffolds for students. Teacher notes suggest pairing/grouping students based on their levels. The materials also include Pausing Point days within each unit to provide time for extension and enrichment for students who have “mastered” the unit materials. Most suggestions focus on reading extra books or completing extra tasks similar to those in the unit, often called “Challenge” activities.

Examples include but are not limited to:

The Program Guide describes opportunities for student enrichment, and some lessons “offer opportunities for independent and small group research that can be extended by asking for alternative sources or deeper analysis.” The guide also provides examples of what advanced students can do to enhance their writing, such as using more complex and unusual descriptive vocabulary, figurative language, complex sentences, longer and richer text, and text features such as headers and bullets.

In each unit, throughout the year, the materials include time for a Pausing Point, to provide additional activities and the reading of more complex texts. The Pausing Points include enrichment activities from which teachers can choose to challenge students performing above grade level. At the beginning of each description of the enrichment activities, it is mentioned that if students have mastered the skills in that particular unit, teachers may enrich their experience of the concept by using the activities. For example, in Unit 7, a Pausing Point recommends students read additional trade books about astronomy and write a book review that includes a list of required information, such as the title and author, why they chose the book, a brief summary, and if they would recommend the book to others. In Unit 10, a Pausing Point suggests students receive a set of riddles to review core content, such as “We are the three colonial regions that each have unique geography, climate, industries, and cultures. What are we?”

The lessons contain support notes about modifying instruction to accommodate student needs; however, few focus on students already mastering the skills within the unit. In Unit 1, a challenge suggests students create a “three-way Venn diagram to compare Mole, Rat, and Toad.” The regular class assignment is to create a standard Venn diagram comparing two

characters. In Unit 5, students can write bonus questions about light and sound and answer questions written by other students as well. In Unit 11, students work in groups to determine if a comparative or superlative adjective or adverb is needed in a sentence. The corresponding challenge suggests students create sentences with one or two blanks to allow room for either comparative or superlative adjectives and then swap with a partner to fill in each other's sentences.

**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’s 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 “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- 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 for 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 skills in which students need additional practice.

Every lesson contains support notes about modifying instruction to accommodate student needs. For example, in Unit 1, Lesson 1, supports provided in the sidebar remind students that if a text is fiction, it means it is created from an author's imagination. In Lesson 4, during the speaking and listening portion, as the materials introduce the read aloud, a support in the

sidebar directs the teacher to use image cards to show the seasons and ask students to describe what they see. As the reader is read, the word “dell” is mentioned in the text. The support offered is a definition and example of the word. In Lesson 10, students are given support by using image cards to show that locks are “gated areas in the canal that allow boats to move up and down hills.” During a lesson in which students will engage in a long vowel review, the support states, “On the individual code chart, point out that there are many spellings for the /ae/ sound and that not all of them will be reviewed.” Students are directed, if they see words with these spellings in their reading, they can always refer to this chart. In Lesson 14, students read Chapter 8, “The Open Road,” from their Reader. Teachers can remind students that characters in fictional stories are people, animals, or creatures, and then note that in the “The Open Road” the characters are animals.

**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 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 materials provide support with some cognates to Spanish readers in the online Second Edition website. 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 "Language for ELD and Universal Access" section of the Program Guide states: "A range of supports and additional practice are provided in the program to provide access to academic and domain-specific language taught in the core lessons" and "Spanish cognates are provided in parentheses and italics next to vocabulary words in most units." In addition, the "core lessons, as written, provide a high degree of scaffolding." The Program Guide explains that in the sidebar of the Teacher Guide 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," listed from greatest need for linguistic accommodations to least support.

For example, an "entering/emerging" scaffold might ask for students to draw their answer, a "transitioning/expanding" might ask students to add labels, and a "bridging" may ask students to complete the activity with no modifications. The intention of the scaffolds is to "bolster reading comprehension and effective expression in writing." Another linguistic accommodation from the Program Guide mentions providing different methods for responding. "Students are given a wide range of response methods in lessons, including oral

responses, shared class responses, individual written responses, and small group work. Small groups are structured to allow students who need help to be given targeted support, and sidebars provide further advice on how to work with individuals, pairs, and small groups.”

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.

**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 differentiated instruction. The Program Guide as well as Supports noted in the sidebar of the Teacher’s 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, a section titled Supporting All Students outlines the ways the materials provide support: drawing on background knowledge, modeling and focusing on meaning-making, vocabulary and grammar, discussions, reading and rereading, use of appropriate tools, and scaffolded writing. The materials build on background knowledge specifically for children who have been taught with these materials in previous grades. In the unit introductions of each Teacher Guide, a section outlines the units in previous grades that 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. 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, Encoding/Decoding Supplement, and Fluency Packets are online resources and contain activities covering phonological awareness, phonics, and fluency and comprehension. Teachers use the assessments included in these ancillary materials to determine areas where students need remediation and create small groups based on this

data. These materials include instructions for implementation and use. Teachers use assessment data to determine a student’s individual needs.

The materials are divided into units. Each unit has 15 to 20 lessons. On average there are three to four Pausing Point lessons in each unit. Pausing Points provide the teacher an opportunity to reteach, enrich, and master the information learned in the unit. These lessons address enrichment and/or remediation in 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 some lessons, such as Unit 7 Lesson 7, the Support sidebar suggests grouping students together to reread portions of the text to find and list similarities and differences.

**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 years' 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. Teachers' 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 via other resources located on the Amplify website. No evidence was found of guidance 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 is located online on the 2nd edition website under each grade level. It is not aligned to the TEKS. The Scope and Sequence begins with a description of the components of each unit, including lessons, unit assessments, and Pausing Points. Each unit includes a summary of the theme of the unit. A chart displays each component of the lesson: text analysis/comprehension, speaking and listening, language and vocabulary, and writing. Assessments and Pausing Points are also noted. Student 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 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. For example, there is a webinar on skills as a supplement. 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 each assessment 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. Included are links to a glossary and to an answer key. The resources available depend on the unit and what is being taught and assessed. In Unit 1, this resource section includes The Basic and Advanced Code, Individual Code Chart, and Using Chunking to Decode Multisyllable Words. It is noted in the Advanced Preparation section of the Lesson at a Glance that teachers should read The Basic and Advanced Code and Using Chunking to Decode Multisyllable Words before teaching the unit.

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 online pacing guide on the 2<sup>nd</sup>-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 including 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 3 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 students can readily find what they need without distraction.

Examples include but are not limited to:

In Unit 2, the Flipbook image design utilizes the white space in order to reinforce the statistic being represented.

In Unit 5, the Student Reader “Adventures in Light and Sound” contains photographs centered on every other page surrounded by white space. This continues throughout the reader.

In Unit 7, the materials enhance the learning experience by providing a diagram of a solar eclipse.

In Unit 9, on an image card titled “Routes of Exploration,” the explorers’ routes are color-coded to facilitate understanding.

In Unit 11, the Student Workbook includes game boards. These games boards include bold print words and large, eye-catching graphics.

**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.

