

Instructional Materials Review and Approval

ELA 4-8 Quality Rubric

Last updated January 22nd, 2024

Implementation Quality

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Implementation Quality

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

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

1.2 Unit-Level Design

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| 1.2a | Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. |
| 1.2b | Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student. |

1.3 Lesson-Level Design

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

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

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

2.2 Data Analysis and Progress Monitoring

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

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

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

3.2 Instructional Methods

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

3.3 Support for Emergent Bilingual Students

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| 3.3a | Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. |
| 3.3b | Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. |
| 3.3c | Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. |
| 3.3d | If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language. |

Learning Quality

4. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

4.A Oral Language

4.A.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

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

4.B Phonics (Encoding/Decoding)

4.B.1 Sound-Spelling Patterns

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

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

4.B.2 Regular and Irregular High-Frequency Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

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|--------|---|
| 4.B.2a | Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1) |
| 4.B.2b | Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (T) |
| 4.B.2c | Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (S) |
| 4.B.2d | Materials include a variety of activities and resources (including the use of memory building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences). (S) |

4.B.3 Decoding and Encoding Multisyllabic Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

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

4.B.4 Morphological Awareness

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

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

4.C Vocabulary Support

4.C.1 Vocabulary Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language and Vocabulary

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

4.E Fluency

4.D.1 Reading Fluency

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 9E – Reading Fluency

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| 4.D.1a | Materials include a variety of grade level texts to support students to read fluently according to the reading purpose (S) |
| 4.D.1b | Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S) |
| 4.D.1c | Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade level texts. (T) |
| 4.D.1d | Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension. |

4.F Handwriting

4.E.1 Handwriting Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 7E – Pre-Reading Skills

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| 4.E.1a | Materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T) |
| 4.E.1b | Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S) |

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5. Knowledge Coherence

Materials support the development of connected background knowledge and key academic vocabulary within and across grade levels.

5.A Connected Knowledge Topics

5.A.1 Connected Knowledge-Building Units and Lessons

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

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

5.A.2 Context and Student Background Knowledge

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

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

5.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

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| 5.A.3a | Questions and tasks require students to engage with big ideas, topics, and themes (S) |
| 5.A.3b | Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lesson and units. (S) |
| 5.A.3c | Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S) |
| 5.A.3d | Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S) |

5.A.4 Key Academic Vocabulary and Grade-Level Concepts

TEKS Correlation: Strand 3 / Texas Reading Academies: Modules 5E & 10E – Vocabulary & Reading Comprehension

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

5.B Inquiry and Research

5.B.1 Recursive Inquiry Process

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

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

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6. Text Quality and Complexity

Materials ensure students spend a majority of their time interacting with increasingly complex grade-level text.

6.1 High-Quality Grade-Level Texts

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

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

6.2 Interaction with Grade-Level Text

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

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

6.3 Supporting Access to Grade-Level Text

TEKS Correlation: Strand 4 / Texas Reading Academies: Modules 10E – Reading Comprehension

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

6.4 Analysis of Text Complexity

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

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|-------------|---|
| 6.4a | Materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement. |
| 6.4b | Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks. |

6.5 Self-Sustained Independent Reading

TEKS Correlation: Strand 4 / Texas Reading Academies: Modules 10E – Reading Comprehension

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

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7. Evidence-Based Tasks and Responses

Materials require students to engage in reading, writing, and speaking grounded in evidence using literacy and informational text.

7.A Text-Dependent Tasks

7.A.1 Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Reading Academies: Module 10E – Reading Comprehension

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

7.A.2 Teacher Guidance for the Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Reading Academies: Module 10E – Reading Comprehension

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

7.B Writing

7.B.1 Genre Characteristics and Craft to Compose Multiple Texts

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

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|---------------|--|
| 7.B.1a | Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. |
| 7.B.1b | Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre specific characteristics and craft. (S) |
| 7.B.1c | Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre specific characteristics and craft. (S) |
| 7.B.1d | Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre specific characteristics and craft. (S) |
| 7.B.1e | Materials include opportunities for students to compose correspondence with genre specific characteristics and craft. (S) |

7.B.2 Writing Process

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

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

7.B.3 Explicit (Direct) and Systematic Writing Instruction

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

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

7.B.4 Grade-Level Standard English Conventions

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

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