

Instructional Materials Review and Approval

ELA K-3 Quality Rubric

Last updated 11.9.23

Implementation Quality

1. Intentional Instructional Design

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

1.1 Course Level Design

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| 1.1a | Materials include a detailed scope and sequence outlining the TEKS, ELPS, concepts, knowledge, and topics taught in the course. |
| 1.1b | Materials include a year-at-a-glance document outlining the content standards addressed and the 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 explanation for the rationale of unit order as well how concepts to be learned connect throughout the course. |
| 1.1d | Materials include standards correlation documents outlining the TEKS and ELPS correlations for each unit. |
| 1.1e | Materials include guidance, protocols, and/or templates for unit and lesson internalization. |
| 1.1f | Materials include resources and guidance to help administrators support teachers in implementing the materials as intended. |

1.2 Unit Level Design

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| 1.2a | Materials include unit-level documents showing TEKS and ELPS alignment, objectives, pacing calendars, and time allotments for lesson pacing. |
| 1.2b | Materials include a well-written unit introduction and overview to provide teachers with the background content knowledge necessary to effectively teach the concepts in the unit. |
| 1.2c | Materials include components designed to strengthen pedagogical content knowledge for teachers new to the content and/or grade level. |
| 1.2d | Materials include an overview of assessments and progress monitoring for each unit, as well as guidance for their appropriate and effective use. |
| 1.2e | Materials include an overview of the resources and materials needed for each lesson in the unit. |
| 1.2f | Materials contain well-written letters in both Spanish and English for each unit with suggestions for parents, guardians, or caregivers for 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 questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. |
| 1.3b | Materials include lesson plans (as defined in 1.3a) that ensure coverage of all state standards for the course. |
| 1.3c | Materials include a lesson overview outlining the suggested pacing for each lesson component. |
| 1.3d | Lessons include guidance for teachers to identify students' current level of proficiency on the concept to be learned to support extension, enrichment, or acceleration. |
| 1.3e | Lessons include differentiation to support students through multiple learning opportunities and access points based on their current level of proficiency. |
| 1.3f | Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. |
| 1.3g | Lesson-level checks for understanding and formative assessments are aligned to the objective of the lesson. |
| 1.3h | Materials include guidance on the effective use of lesson materials for extended practice outside of the school day (e.g., homework, extension, enrichment, retrieval, additional practice). |

1.4 Visual Design

1.4a

The visual design of the material (print and/or digital) is not distracting but supports students in engaging with the concept to be learned.

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2. Progress Monitoring

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

2.1 Aligned Instructional Assessments

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| 2.1a | Materials include a variety of instructional assessments that vary in types of tasks and questions at the unit and lesson level. |
| 2.1b | Materials include definition and intended purpose for the types of instructional assessments included. |
| 2.1c | Instructional assessments are aligned to the standards and objectives of the course, unit, or lesson. |
| 2.1d | Instructional assessments include standards-aligned items at varying levels of complexity. |

2.2 Progress Monitoring Tools

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| 2.2a | Materials include progress monitoring / diagnostic tools that are appropriate for student grade-level and course content (e.g., observational, anecdotal, formal). |
| 2.2b | Materials include teacher guidance to ensure consistent and accurate administration of progress monitoring / diagnostic tools. |
| 2.2c | Materials include tools for students to track their own progress and growth. |

2.3 Guidance for Data Analysis and Response

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| 2.3a | Instructional assessments and scoring information provide sufficient guidance for interpreting and responding to student performance. |
| 2.3b | Materials include teacher guidance on the use of included instructional tasks and activities included to respond to trends in student performance on instructional assessments. |
| 2.3c | Materials support teachers with guidance and direction to respond to individual students' needs based on student performance on instructional assessments. |
| 2.3d | Materials include guidance for administrators to support teachers in analyzing and responding to instructional assessment data. |

3. Supports for All Learners

Materials support educators 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 supports for targeted instruction and activities for students who have not yet reached proficiency on grade-level skills by providing scaffolds that can be gradually released with increasing independence. |
| 3.1b | Materials clarify unfamiliar syntax in language or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) by making connections to previously learned structures and making relationships between elements explicit. |
| 3.1c | Materials include pre-teaching or embedded supports for vocabulary and unfamiliar references in text (figurative language, idioms, academic language) and simpler words for complex terms and expressions. |
| 3.1d | Materials include enrichment and extension activities for all levels of learners. |
| 3.1e | Materials include guidance for educators on how to use supports for differentiation and scaffolding to maximize student learning potential by minimizing threats and distractions. (As outlined in Universal Design for Learning Checkpoint 7.3) |

3.2 Instructional Methods

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| 3.2a | Materials provide prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. |
| 3.2b | Materials include a variety of developmentally appropriate instructional approaches to engage students in reaching grade-level proficiency by optimizing choice, autonomy, relevance, value, and authenticity. |
| 3.2c | Materials consistently support options for comprehension by linking to and activating relevant prior knowledge, cross curricular connections, concept anchoring, and highlighting patterns, critical features, big ideas, and relationships. |
| 3.2d | Materials consistently support flexible grouping (e.g., whole group, small group, one-on-one). |
| 3.2e | Materials consistently support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures to achieve effective implementation. |
| 3.2f | Materials include a variety of print and/or digital resources to flexibly meet the learning interests and needs of all students. |

3.3 Support for Multilingual Learners

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| 3.3a | Materials incorporate linguistic accommodations (communicated, sequenced, and scaffolded) for various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). |
| 3.3b | Materials include guidance for teachers of students specific to all state-approved ESL and bilingual program models. |
| 3.3c | Materials include strategies for teachers to support multilingual learners in building vocabulary, comprehension, background knowledge, and language proficiency. |
| 3.3d | For dual language immersion (DLI) programs, materials incorporate linguistic accommodations (communicated, sequenced, and scaffolded) for various levels of partner language proficiency. |
| 3.3e | For dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer (“bridging”) from English to the partner language. |

Learning Quality

4. Phonics Rule Compliance

Materials comply with state requirements for explicit and systematic phonics instruction.

4.1 Explicit and Systematic Phonics Instruction

19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

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|------|--|
| 4.1a | Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. |
| 4.1b | Materials include explicit and intentional daily opportunities of phonics (sound-symbol correspondence) and foundational skills. |
| 4.1c | Materials include practice of foundational skills both in isolation and through decodable texts. |
| 4.1d | Materials include opportunities for cumulative review of previously taught skills. |

4.2 Daily Instructional Sequence and Routines

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

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|------|--|
| 4.2a | Lessons include direct and explicit instruction with teacher modeling. |
| 4.2b | Lessons include opportunities for direct and explicit guided instruction and feedback. |
| 4.2c | Lessons include a variety of opportunities for students to practice through collaborative learning and independent practice. |
| 4.2d | Materials include examples of direct and explicit instruction on effective modeling, guided practice, and independent practice with corrective feedback. |

4.3 Ongoing Practice Opportunities

19 TAC §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

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|------|---|
| 4.3a | Materials include intentional cumulative review and practice activities throughout the curriculum. |
| 4.3b | Practice opportunities include only phonics skills that have been explicitly taught. |
| 4.3c | Decodable texts incorporate cumulative practice of taught phonics skills. |
| 4.3d | Lessons include an instructional focus with opportunities for practice in isolation and connected text. |

4.4 Assessment

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

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|------|---|
| 4.4a | Materials include a variety of assessment tools that are developmentally appropriate. |
| 4.4b | Materials include clear, consistent directions for accurate administration of assessments. |
| 4.4c | Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. |
| 4.4d | Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. |

4.5 Progress Monitoring and Student Support

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

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| 4.5a | Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. |
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| 4.5b | Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. |
| 4.5c | Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. |
| 4.5d | Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. |

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5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness

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

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|---------------|--|
| 5.A.1a | Materials include guidance for the teacher to provide direct and explicit instruction on identifying upper and lowercase letters (K). (T) |
| 5.A.1b | Materials include guidance for the teacher to provide direct and explicit instruction in print awareness and regular review of print concepts including how print has different purposes (K-1) (T) |
| 5.A.1c | Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S) |
| 5.A.1d | Materials include guidance for the teacher to provide direct and explicit instruction and practice on alphabetization (1–3). (T) |

5.B Oral Language

5.B.1 Oral Language Development

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

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|---------------|--|
| 5.B.1a | Materials include systematic and explicit instructional guidance on developing oral language through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T) |
| 5.B.1b | Materials include opportunities for students to practice oral language skills regularly and authentically for different purposes. (S) |
| 5.B.1c | Materials include systematic and explicit strategies to support the teacher in explaining to students the connections between oral language and written language. (T) |
| 5.B.1d | Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S) |

5.C Alphabet

5.C.1 Alphabet Knowledge

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

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|---------------|--|
| 5.C.1a | Materials include an explicit and systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1) |
| 5.C.1b | Materials include guidance for the teacher to provide direct and explicit instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T) |
| 5.C.1c | Materials include guidance for the teacher to provide direct, explicit, and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T) |
| 5.C.1d | Materials include a variety of activities and resources (including the use of memory building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S) |

5.C.2 Letter-Sound Correspondence

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

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|---------------|---|
| 5.C.2a | Materials directly, explicitly, and systematically introduce letter-sound relationships in an order that allows for rapid application to basic decoding and encoding. (PR 2.A.1) |
| 5.C.2b | Materials include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T) |
| 5.C.2c | Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S) |

5.D Phonological Awareness

5.D.1 Phonological Awareness

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

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|---------------|--|
| 5.D.1a | Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1) |
| 5.D.1b | Materials include direct and explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T) |
| 5.D.1c | Materials include a variety of activities and resources (including the use of memory building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S) |

5.D.1 Phonemic Awareness

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

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|---------------|---|
| 5.D.2a | Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1) |
| 5.D.2b | Materials include direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T) |
| 5.D.2c | Materials include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T) |
| 5.D.2d | Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S) |

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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|---------------|--|
| 5.E.1a | Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1) |
| 5.E.1b | Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T) |
| 5.E.1c | Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T) |

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| 5.E.1d | Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S) |
| 5.E.1e | Materials explicitly connect the relationship between decoding and encoding by integrating both processes into activities to illustrate how these reciprocal processes support one another to produce fluent reading and writing skills. |

5.E.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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|---------------|---|
| 5.E.2a | Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1) |
| 5.E.2b | Materials include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T) |
| 5.E.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). (PR 2.A.1 & 2.A.3) (S) |
| 5.E.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 or decodable texts). (PR 2.A.1) (S) |

5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words

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

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| 5.E.3a | Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1) |
| 5.E.3b | Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T) |
| 5.E.3c | Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S) |
| 5.E.3d | Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts) (PR 2.A & 2.A.3) (S) |

5.E.4 Morphological Awareness

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

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| 5.E.4a | Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1) |
| 5.E.4b | Materials include guidance for the teacher to provide direct and explicit instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T) |
| 5.E.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) |
| 5.E.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 decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S) |

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

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| 5.F.1a | Materials connect vocabulary development to written language (e.g., reading and writing) and its impact on comprehension and written expression. |
| 5.F.1b | Materials provide opportunities for students to develop vocabulary skills and use newly acquired vocabulary through authentic discussions using a variety of tasks and topics. (S) |
| 5.F.1c | Materials include frequent opportunities to apply tier two and three vocabulary both out of context and in connection with intentionally sequenced knowledge-building content. (S) |
| 5.F.1d | Materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context. (S) |

5.F.2 Resources to Support Vocabulary Development

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

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| 5.F.2a | Materials include guidance for the teacher to provide direct and explicit instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T) |
| 5.F.2b | Materials include explicit instruction on the use, unique characteristics, and capabilities of different types of both print and digital resources and how to apply those knowledge and skills to finding words. (T) |
| 5.F.2c | [2 nd grade only] Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations. (S) |
| | [3 rd grade only] Materials include activities and tasks for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication. (S) |

5.G Fluency

5.G.1 Fluent Reading Skills

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

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| 5.G.1a | Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context with suggestions for teacher feedback. (T) |
| 5.G.1b | Materials include explicit guidance, including materials and tools for teachers, with strategies to support the development of students' fluency skills. (T) |
| 5.G.1c | Materials include grade-level texts (for grades 1-3) to be used to monitor the progress of students' fluency skills regularly throughout the year. (T) |
| 5.G.1d | Materials include tools to support teachers in providing immediate feedback to support the development of students' fluency skills. (T) |

5.G.2 Word Reading Fluency and Fluent Reading

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

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| 5.G.2a | Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S) |
| 5.G.2b | 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) |
| 5.G.2c | Materials include a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence. |
| 5.G.2d | Materials include connected text for the building of accuracy, fluency, prosody, and comprehension. |

5.H Handwriting

5.H.1 Handwriting Development

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

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| 5.H.1a | Materials include explicit instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T) |
| 5.H.1b | Materials include frequent opportunities, resources, activities, and tasks for students to practice and develop handwriting skills appropriate for each grade level. (S) |

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6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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| 6.A.1a | Units are intentionally designed to build a deep and wide knowledge based in the fields of science, history, literature, and the arts. |
| 6.A.1b | Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels. |
| 6.A.1c | Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts. |
| 6.A.1d | Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time. |
| 6.A.1e | Grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson. |

6.A.2 Context and Student Background Knowledge

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

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| 6.A.2a | Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (S/T) |
| 6.A.2b | Materials provide targeted opportunities for students to access/leverage prior knowledge and experiences to enhance engagement with the text. (S) |
| 6.A.2c | Materials systematically support students in accumulating background knowledge that promotes students' reading comprehension and deepens their understanding of increasingly complex texts. (S) |
| 6.A.2d | Materials include visuals and/or concrete examples at the beginning of every lesson to increase background knowledge prior to students engaging with the text. (T) |

6.A.3 Connected Texts and Tasks

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

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| 6.A.3a | Texts activate or supply background knowledge by making connections across units and build on previously learned content (within a grade level) to support knowledge building. |
| 6.A.3b | Texts make connections across grade levels and topics to support knowledge building across the course. |
| 6.A.3c | Tasks are intentionally designed so that students build and apply knowledge and skills in listening, speaking, reading, writing, and thinking across units. (S) |
| 6.A.3d | Tasks are designed with an intentional progression for students to build and apply knowledge and skills in listening, speaking, reading, writing, and thinking across lessons. (S) |

6.A.4 Developing Student Comprehension with Connected Topics, Questions, and Tasks

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

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| 6.A.4a | Questions and tasks facilitate student practice and discussion that leads towards deeper understanding of the meaning of the grade-level text. (S) |
| 6.A.4b | Questions and tasks require students to engage with big ideas, topics, and themes through listening, speaking, reading, writing, and thinking. (S) |

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| 6.A.4c | Questions and tasks prompt students to synthesize knowledge and concepts across texts within the units and across the units. (S) |
| 6.A.4d | Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across multiple related texts through listening, speaking, reading, writing, and thinking. (S) |
| 6.A.4e | Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S) |

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

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

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| 6.A.5a | Materials include a year-long scope and sequence for building key tier 2 and 3 academic vocabulary and grade level concepts in the context of intentional knowledge-building, including opportunities for application. |
| 6.A.5b | Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S) |
| 6.A.5c | Materials include a variety of authentic tasks that increase in rigor throughout the year and are designed to engage students in purposeful use of key academic vocabulary. (S) |
| 6.A.5d | Materials include explicit nonverbal teaching techniques to support students in the acquisition of key tier 2 and 3 academic vocabulary, such as the use of images and visualization. (T) |

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

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| 6.B.1a | Materials support instruction for students to ask and generate questions for inquiry. (S) |
| 6.B.1b | Materials support instruction for students to generate and follow a research plan. (S) |
| 6.B.1c | <p>K-1</p> <ul style="list-style-type: none"> Materials support students in identification of relevant sources based on their questions. (S) Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S) <p>2-3</p> <ul style="list-style-type: none"> Materials require students to gather relevant information from a variety of sources. (S) Materials provide guidance for students on differentiating between primary and secondary sources. (S) Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S) |

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

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| 7.1a | Core texts used for instruction are written at grade level when evaluated using common, research-based quantitative measures of text complexity. |
| 7.1b | Texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in included disciplines and content areas. |
| 7.1c | Materials include increasingly complex traditional, contemporary, classical, and diverse texts across multiple content areas to promote knowledge building. |
| 7.1d | Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences, and are connected to intentionally sequenced knowledge-building content. (S) |

7.2 Interaction with Increasingly Complex Grade-Level Text

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

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|------|--|
| 7.2a | Materials include ongoing opportunities for students to interact with grade level text that builds knowledge, increases in complexity, and requires students to apply their comprehension and response skills in all language domains. (S) |
| 7.2b | Materials include ongoing opportunities for students to listen to, think about, and critically respond to grade level texts and justify their thinking orally and in writing. (S) |
| 7.2c | Materials include a variety of discussion opportunities including partner, small group, and whole group discussion to discuss specific aspects of the complex text (e.g., authors' purpose, structure, language, vocabulary, etc.) that are grounded in connected, knowledge-building content. (S) |

7.3 Supporting Access to Grade-Level Text

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

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|------|---|
| 7.3a | Materials include 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, etc.). (T) |
| 7.3b | Materials include explicit guidance for the teacher for differentiation for students who require additional support to access grade-level text. (T) |
| 7.3c | Materials provide explicit guidance for the teacher to support opportunities for students who have demonstrated grade-level proficiency for reading above grade level using texts that build knowledge at above grade-level complexity. (T) |
| 7.3d | Anchoring texts include frequent opportunities for students to engage in meaningful discourse through a variety of ways such as listening, speaking, reading, and writing. (S) |

7.4 Measures of Text Complexity

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

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|------|---|
| 7.4a | Materials include a description of quantitative measures used by the publisher to evaluate text complexity, such as sentence length, word frequency, and text cohesion. |
| 7.4b | Materials include quantitative metrics for each text such as Lexile, ATOS, etc. |
| 7.4c | Materials include a description of qualitative dimensions of anchoring texts, including features such as levels of meaning, structure, knowledge demands, and language conventionality. |

7.5 Text Types and Genres

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

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|-------------|---|
| 7.5a | Materials reflect the inclusion of text types and genres required by the grade-level TEKS. |
| 7.5b | Materials include opportunities for students to demonstrate knowledge of distinguishing characteristics of well-known children’s literature. (S) |
| 7.5c | Materials include opportunities for students to recognize characteristics of informational texts including the central idea, organizational patterns, structures, and features. (S) |
| 7.5d | Materials provide opportunities for students to recognize characteristics of persuasive (k-2) and argumentative (3) texts according to the grade level TEKS. |
| 7.5e | Materials include opportunities for students to analyze the use of print and graphic features using a variety of texts. (S) |
| 7.5f | Materials include frequent opportunities for students to engage in a variety of reading skills across increasingly complex grade level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S) |

7.6 Read-Aloud, Shared Reading, and Independent Reading

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

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| 7.6a | Texts designated for read-aloud and shared reading are at or above grade level complexity, age appropriate, and contain a variety of structures with appropriate scaffolds. |
| 7.6b | Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S) |
| 7.6c | 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) |
| 7.6d | Procedures and/or protocols, along with guidance for teachers, are included to support students’ independent reading with grade level text. (T) |

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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|--------|---|
| 8.A.1a | Questions and tasks require students to evaluate literary/textual elements of the texts they are reading and writing about through analysis and synthesis of the text. (S) |
| 8.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) |
| 8.A.1c | Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text through listening, speaking, reading, writing, and thinking. (S) |

8.A.2 Text-Dependent Questions and Tasks

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

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|--------|---|
| 8.A.2a | Materials include text-dependent questions and tasks focusing on building knowledge, academic vocabulary, text structure, author's purpose, point of view, making inferences and connections across multiple texts and content areas. (S) |
| 8.A.2b | Questions and tasks support students' analysis of the literary/textual elements with a variety of texts and genres. (S) |
| 8.A.2c | Questions and tasks require students to engage in oral and written discourse using evidence from the text. (S) |
| 8.A.2d | Questions and tasks require students to routinely analyze and synthesize information from a variety of sources to justify their thinking. (S) |

8.A.3 Evidence-Based Claims

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

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|--------|--|
| 8.A.3a | Materials include explicit guidance for teachers to model the use of text evidence to create evidence-based claims. (T) |
| 8.A.3b | Questions and tasks require students to use evidence from the text to demonstrate comprehension of the text and support their claims. (S) |
| 8.A.3c | Questions and tasks require students to support their claims through a variety of strategies such as comparing sources, paraphrasing, summarizing, and discussing key ideas in the evidence. (S) |

8.A.4 Constructing Text-Based Responses

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

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|--------|--|
| 8.A.4a | Materials include explicit guidance for teachers to model the process for constructing text-based responses. (T) |
| 8.A.4b | Materials include frequent opportunities for students to respond to evidence-based discussion prompts that connect previous learning to new learning and require citing evidence from the text, including orally and in writing based on grade-level TEKS. (S) |
| 8.A.4c | Materials include structured opportunities and protocols for evidenced-based discussions that encourage teacher modeling and appropriate use of academic vocabulary and syntax. (S) |
| 8.A.4d | Questions and tasks require students to respond through a variety of strategies such as comparing sources, paraphrasing, and discussing key ideas in the evidence both orally and in writing. (S) |

8.B Writing

8.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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|--------|---|
| 8.B.1a | Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. |
| 8.B.1b | Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre specific characteristics and craft. (S) |
| 8.B.1c | Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre specific characteristics and craft. (S) |
| 8.B.1d | [3 rd grade only] Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre specific characteristics and craft. (S) |
| 8.B.1e | Materials include opportunities for students to compose correspondence with genre specific characteristics and craft. (S) |

8.B.2 Writing Process

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

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|--------|---|
| 8.B.2a | Materials support students' coherent 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) |
| 8.B.2b | Materials include guidance for the teacher to provide direct, explicit instruction to model each element of the writing process. (T) |
| 8.B.2c | Materials include guidance for the teacher to support students during the writing process through conferencing and revising. (T) |
| 8.B.2d | Materials include frequent opportunities for students to engage in the writing process to compose multiple texts for different purposes and audiences. (S) |

8.B.3 Explicit and Systematic Writing Instruction

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

| | |
|--------|--|
| 8.B.3a | Materials include guidance for teachers to provide direct, explicit instruction on sentence level writing, focusing on structure, syntax, and vocabulary. (T) |
| 8.B.3b | Materials include guidance for teachers to provide systematic, direct, and explicit instruction starting at the sentence level and building to compositions according to grade-level TEKS. (T) |
| 8.B.3c | Materials include systematic and explicit opportunities for students to engage in increasingly complex sentence level writing, revising, and editing. (S) |

8.B.4 Grade-Level Standard English Conventions

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

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|--------|--|
| 8.B.4a | Materials include opportunities for practice and application of the conventions of academic language including the increasing complexity of use of simple and compound sentences with subject verb agreement according to grade-level TEKS. (S) |
| 8.B.4b | Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level TEKS. (S) |
| 8.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) |
| 8.B.4d | Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S) |