

## **Overview of the Instructional Materials Quality Evaluation Rubric English Language Arts and Reading Grades K-2**

### **Background on the Instructional Materials Quality Reviews**

Teachers and students deserve the highest quality instructional materials that not only align to the TEKS but also reflect research-based instructional practices that provide teachers with support to challenge and inspire their students. Local education agencies (LEAs) across Texas are eager to purchase the best materials for their teachers and students, a desire which is backed by the growing body of research showing that selecting high-quality instructional materials is one of the most successful and cost-effective ways to improve student outcomes.<sup>1</sup>

A common challenge among teachers, schools, and LEAs is finding the time, expertise, and information necessary to identify strong materials. Often, materials adoption processes are hampered by the realities of time and capacity at the local level, and without support it can be difficult to discern differences about the quality among multiple programs that are labeled and marketed as meeting the needs of all students.

The TEA will facilitate an independent analysis of the quality of instructional materials, as written into statute in 2017 (Texas Education Code § 31.081 and § 31.082). This process will empower and strengthen local decision-making and make it easier for educators at all levels to attend to the specific, unique needs of their students. LEAs will have complete autonomy to decide if and how they use the reviews as part of their local review and adoption processes.

### **Development of the Draft ELAR K-2 Rubric**

To ensure accurate, transparent, and reliable reviews, materials will be evaluated by teams of highly trained reviewers, consisting of Texas teachers and other Texas school and district personnel that have content expertise, using a Texas-specific rubric. The DRAFT rubric below, which will evolve over the next few months, will be used by review teams to evaluate the quality of English language arts and reading (ELAR) materials for grades K-2.

The TEA will continue to solicit feedback from a variety of stakeholders throughout the state, including teachers, to hone the quality criteria and improve labeling language (terms, titles, etc.). Once finalized, this rubric will be shared publicly so it is readily available to LEAs, publishers, education service centers (ESCs), and parents.

### **Design of the Draft ELAR K-2 Rubric**

The goal of ELAR is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, instructional materials must build students' knowledge and skills in language, comprehension, conversations, and writing integrated around a

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<sup>1</sup> Steiner, David. (2017, March) Curriculum Research: What We Know and Where We Need to Go. StandardsWork

volume of complex texts and tasks.<sup>2</sup> In grades K-5 specifically, materials must build students' foundational skills to be able to read and write (using standard English conventions) about a range of texts independently.<sup>3</sup> Materials must also be closely aligned to the TEKS and be easy for teachers to use.

Therefore, this draft rubric includes the following broad categories reviewers will use to capture and report information about programs, helping Texas educators differentiate the quality of instructional materials:

- I. **TEKS and ELPS Alignment:** How well do the materials align to Texas' unique standards and context?
- II. **Quality and Variety of Texts:** What will students read, see, and hear?
- III. **Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, and Research:** How will students express their understanding of complex texts, and to what extent do these skills integrate with one another?
  - A. Reading: Questions and Tasks
  - B. Composition
  - C. Speaking and Listening
  - D. Inquiry, Research, and Integration
- IV. **Foundational Literacy Skills Development:** To what extent do the materials build the foundational skills that students need to read and write (using standard English conventions) about texts independently?
- V. **Supports for Diverse Learners:** How well do the materials support teachers in meeting the needs of students with diverse learning needs?
- VI. **Ease of Use and Supports for Implementation:** How user-friendly are the materials and how do they support students, teachers, and administrators in ensuring strong implementation?
- VII. **Additional Information About Cost, Professional Learning, and Technology**

Each category includes a series of more detailed indicators to help educators determine why a certain program is or is not considered high-quality within each category.

**Important note:** This rubric and the review process are not intended to capture all the characteristics and components that high-quality ELAR materials should encompass. There are many other components within a set of instructional materials that may support students in their development in literacy. This rubric and the review process are intended to provide information for teachers, schools, and LEAs to discern quality components among programs to assist them in making the best choice for their students.

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<sup>2</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>3</sup> A range of texts are texts written at different reading levels.

**How to Read the Rubric Draft**

<p><b>Criterion/Category</b> - This is the broadest category level. This is the “forest view.”</p>
<p><b>Indicator</b> - These make up the details within the categories. Together they are the “trees” that make the “forest.”</p>
<p>1.1 Indicator - These are the branches/leaves of the tree.</p>
<p>1.2 Indicator - These are the branches/leaves of the tree.</p>

**Note on Existing SBOE TEKS Alignment Process:**

The quality review process is designed to be complementary to the TEKS alignment process. All materials that are reviewed for quality will also complete the TEKS alignment review, which results in a percentage of TEKS coverage for a specific set of materials. The TEKS alignment process is designed to capture one threshold level of alignment (what standards are met). The quality review process, with the support of this rubric, will provide a broad overview of additional criteria required to determine high-quality materials (how well standards are met). The rubric identifies which quality components are present and how the instructional materials’ components work together to support students and teachers in the classroom.

**SCORING METHODOLOGY:**

To ensure all Texas educators have access to the highest quality materials, the scoring methodology for this rubric captures what is non-negotiable as well as the additional components that are important in supporting strong differentiation and implementation.

**Rationale for Scoring:**

- Materials must align to at least 51% of TEKS alignment per the SBOE process.
- Materials must achieve 80% or more in each non-negotiable section to meet the expectations of three or four stars. Materials which do not achieve 80% in these sections will receive one or two stars and are not recommended.
- To earn four stars, materials must meet the non-negotiable requirements **and** earn 80% or more of the total points possible.
- To earn three stars, materials must meet the non-negotiable requirements **and** earn less than 80% of the total points possible.
- To earn two stars, materials do not meet all non-negotiable requirements.
- To earn one star, publishers have not met all submission requirements.

**Raw Score Point Requirements:**

Star Score	Description	Grades K-2
★★★★	Materials require VERY LITTLE WORK on the part of the teacher and/or LEA to ensure the materials support rigorous grade-level instruction.	All non-negotiables met + a total score of at least XX out of XXX points ( $\geq 80\%$ ).
★★★	Materials require a REASONABLE AMOUNT OF WORK on the part of the teacher and/or LEA to ensure the materials support rigorous grade-level instruction.	All non-negotiables met + a total score of XX or fewer points out of XXX points ( $< 80\%$ ).
★★	Materials require a SIGNIFICANT AMOUNT OF WORK on the part of the teacher and/or LEA to ensure the materials support rigorous grade-level instruction.	Not all non-negotiables met.
★	Materials require a SIGNIFICANT AMOUNT OF WORK on the part of the teacher and/or LEA to ensure the materials support rigorous grade-level instruction. Materials do not include all required submission components.	Publishers have not met all submission requirements.

**Section I.**

**I. TEKS and ELPS Alignment (percent of standards met in materials)**

State review panel members review instructional materials to determine the extent to which the TEKS and ELPS are covered and to identify factual errors. To be eligible for adoption, instructional materials must meet at least 51% of the TEKS and 100% of the required ELPS in the components intended for student use and the components intended for teacher use, be free from factual error, meet manufacturing specifications, be suitable for the intended grade level, and be reviewed by academic experts.

**Scoring: This section is non-negotiable.** Materials must achieve 51% or better alignment per the SBOE process to meet the expectations of three or four stars.

Indicator	Scoring
<p><b>I.1</b> Percentage of <b>TEKS</b> met (as determined by SBOE process).</p>	<p>51-74%: 1 point 75-100%: 2 points</p>
<p><b>I.2</b> Percent of required <b>ELPS</b> met (as determined by SBOE process).</p>	<p>51-74%: 1 point 75-100%: 2 points</p>

**Section II.**

**II. Texts (what students read, see, and listen to)**

Materials must include a wide variety and range of high-quality literary and informational texts that are appropriately challenging for the grade.

**Scoring: This section is non-negotiable.** Materials must achieve 80% or more in each non-negotiable section to meet the expectations of three or four stars. This equates to at least X out of XX points in this section.

For this section, the following materials are reviewed: Read-aloud texts (K-2), Shared Reading Texts (K-Grade 2), Big Books, Leveled Readers (if provided).

Indicator	Scoring	Guidance for Texas Quality
<p><b>II.1</b> Materials include <b>high-quality texts</b> for ELAR instruction and cover a range of student interests.</p>	0/2/4	<ul style="list-style-type: none"> <li>• The texts are well-crafted and are of publishable quality (e.g., representing the quality of content, language, and writing that is produced by experts in various disciplines).</li> <li>• Texts include content that is engaging to K-1-2 students.</li> </ul>
<p><b>II.2</b> Materials include a <b>variety of text types and genres across</b> multiple disciplines (e.g., support connections to science and social studies) that meet the requirements of the TEKS for each grade level.</p>	0/2/4	<ul style="list-style-type: none"> <li>• Materials include traditional, contemporary, classical, and diverse texts including well-known children's literature (e.g., folktales, fables, fairy tales, nursery rhymes per the specifics indicated in the TEKS), poems, drama, and persuasive, informational, multimodal, and digital texts.</li> <li>• Materials include opportunities for students to recognize characteristics and structures of informational texts (e.g., central idea, supporting evidence, features and simple graphics, organizational patterns, steps in a sequence).</li> <li>• Materials include opportunities for students to recognize characteristics of persuasive texts, including stating what the author is trying to persuade the reader to think or do and distinguishing fact from opinion.</li> </ul>
<p><b>II.3</b> Texts, including read-aloud texts in K-2 and shared reading in Grade 2, are appropriately challenging, and are at an <b>appropriate level of complexity</b> to support students at their grade level.</p>	0/2/4	<ul style="list-style-type: none"> <li>• Texts and the series of texts connected to them are accompanied by a text complexity analysis provided by the publisher and are at the appropriate quantitative levels (e.g., Lexile) and qualitative features (e.g., text structure, language features, meaning, and knowledge demands) for the grade level.</li> <li>• Texts read aloud in K-2 are above the complexity level of what students can read independently.</li> </ul>

**Section III.**

**III. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, and Research**

Materials include instruction and practice for the grade and grade-band-specific skills of reading, composition, speaking, and listening. Materials provide questions and tasks for students to both develop and deepen comprehension of texts and topics. Students demonstrate grade-level literacy skills through reading, writing, listening, and speaking opportunities that require use of text evidence for response. Materials contain meaningful, interconnected questions and tasks that build student knowledge. Tasks integrate reading, writing, speaking, and listening (including components of vocabulary, syntax, and fluency, as needed) and provide opportunities for increased independence.

**Scoring: This section is non-negotiable.** Materials must achieve 80% or more in each non-negotiable section to meet the expectations of three or four stars. This equates to at least X out of XX points in this section.

**III.a Reading: Questions and Tasks**

Indicator	Scoring	Guidance for Texas Quality
<p><b>III.a.1</b> Materials contain questions and tasks that support students in <b>synthesizing knowledge and ideas to deepen understanding, identify and explain themes.</b></p>	<p>0/2/4</p>	<ul style="list-style-type: none"> <li>● Most questions and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information.</li> <li>● Most formal and informal assignments and activities focus on texts students are reading/listening to and require close attention to the meaning and inferences as students demonstrate comprehension.</li> <li>● Questions and activities grow students' understanding of topics and literacy skills over the course of each unit.</li> <li>● Materials provide opportunities for students to evaluate and discuss information from multiple places within a text.</li> </ul>
<p><b>III.a.2</b> Materials contain questions and tasks that require students to <b>evaluate the language, craft, and structure of individual texts</b> as well as connections to a text.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> <li>● Questions and tasks support students in evaluating vocabulary, form, and meaning of texts. Questions and tasks require students to                             <ul style="list-style-type: none"> <li>○ make connections to personal experiences, other texts, and the world around them;</li> <li>○ discuss the author's purpose and provide evidence from the text to support their understanding; and</li> <li>○ use text evidence to support appropriate responses.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Questions and tasks support students’ discussion of the literary elements of texts by                             <ul style="list-style-type: none"> <li>○ asking students to identify author’s purpose (in single and multiple texts);</li> <li>○ asking students to discuss the text structure and how it contributes to author’s purpose (within and across a variety of texts);</li> <li>○ asking students to study the language within texts to support students’ visualization of the material;</li> <li>○ supporting students making personal connections to the work.</li> </ul> </li> </ul>
<p><b>III.a.3</b> Most oral and written tasks provide opportunities for students to learn <b>newly acquired vocabulary</b> both in and out of context.</p>	0/2/4	<ul style="list-style-type: none"> <li>● Oral and written tasks provide students practice in applying language that is critical to conveying the purpose, the content, and the meaning of texts. This may include practice with new vocabulary in multiple text types.</li> <li>● Materials provide students practice in applying newly acquired vocabulary in speaking and writing.</li> </ul>
<p><b>III.a.4</b> Materials include a clearly defined plan to support and hold students accountable as they engage in <b>self-sustained reading</b>.</p>	0/1 (binary)	<ul style="list-style-type: none"> <li>● Procedures and/or protocols, along with adequate support to guide teachers for implementation, are provided to foster self-sustained reading.</li> <li>● 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.</li> </ul>
<b>III.b Composition</b>		
<b>Indicator</b>	<b>Scoring</b>	<b>Guidance for Texas Quality</b>
<p><b>III.b.1</b> Materials provide support for students to compose across text types for a variety of purposes and audiences.</p>	0/2/4	<ul style="list-style-type: none"> <li>● Materials provide students opportunities to write literary texts for multiple purposes and audiences:                             <ul style="list-style-type: none"> <li>○ Students dictate or write poetry using poetry elements (1-2).</li> <li>○ Students dictate or write personal narratives that convey their thoughts and feelings about an experience (K-2).</li> </ul> </li> <li>● Materials provide students practice with writing informational texts (K-2):                             <ul style="list-style-type: none"> <li>○ Students dictate or write procedural texts (1-2).</li> <li>○ Students dictate or write reports about a topic (2).</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>Materials provide students practice with correspondence writing:                             <ul style="list-style-type: none"> <li>Students dictate or write thank you notes and letters (1-2).</li> </ul> </li> </ul>
<p><b>III.b.2</b> Materials engage students in the writing process to develop text in oral, pictorial, or written form.</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text:                             <ul style="list-style-type: none"> <li>Students utilize drawing and brainstorming to generate drafts.</li> <li>In K-1, students plan and organize their drafts by speaking, drawing, or writing.</li> <li>In Grade 2, students organize drafts by writing based on an idea and details.</li> </ul> </li> </ul>
<p><b>III.b.3</b> Over the course of the year, students are provided opportunities to apply grade-level standard English conventions to their writing.</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.</li> <li>Grammar, punctuation, and usage are taught systematically, both in and out of context.</li> </ul>
<p><b>III.b.4</b> Materials include <b>practice</b> for students to write legibly <b>in cursive</b>.</p>	0/2	<ul style="list-style-type: none"> <li>Materials include instruction in cursive handwriting for students in the appropriate grade(s).</li> <li>Materials include a plan for procedures and supports for teachers to assess students' handwriting development.</li> </ul>
<b>III.c Oral Language</b>		
<b>Indicator</b>	<b>Scoring</b>	<b>Guidance for Texas Quality</b>
<p><b>III.c.1</b> Materials support students' <b>listening and speaking about texts</b>.</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to listen actively and to ask questions to understand information.</li> <li>Materials provide opportunities for students to practice grade-appropriate speaking skills using the standard conventions of English language.</li> </ul>
<p><b>III.c.2</b> Materials engage students in <b>collaborative discussions</b>.</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials provide consistent opportunities for students to engage in discussion.</li> </ul>

		<ul style="list-style-type: none"> <li>Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the topics they are discussing.</li> </ul>
<p><b>III.c.3</b> Materials include a cohesive, year-long plan for students to interact with and build key <b>academic language</b> when listening to and speaking about a text.</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials build academic vocabulary, including ways to apply newly acquired vocabulary in appropriate contexts.</li> <li>Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.</li> <li>Materials provide opportunities for students to use academic language in collaborative discussions.</li> </ul>
<b>III.d Inquiry, Research, and Integration</b>		
<b>Indicator</b>	<b>Scoring</b>	<b>Guidance for Texas Quality</b>
<p><b>III.d.1</b> Materials engage students in both <b>short-term and sustained recursive inquiry</b> processes for different purposes.</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials support instruction for students to ask general questions for inquiry with adult assistance.</li> <li>Materials support instruction for students to generate and follow a research plan with adult assistance.</li> <li>Materials support students in identification of relevant sources based on their questions with adult assistance (K-1).</li> <li>Materials support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research with adult assistance (K-1).</li> </ul>
<p><b>III.d.2</b> Materials contain <b>interconnected tasks</b> that build student knowledge.</p>	0/2/4	<ul style="list-style-type: none"> <li>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through cumulative tasks that integrate reading, writing, speaking, and listening; include components of vocabulary, comprehension, syntax, and as needed; and provide opportunities for increased independence.</li> <li>Questions and tasks prepare students to complete cumulative tasks.</li> </ul>

**Section IV.**

**IV. Developing and Sustaining Foundational Literacy Skills**

Materials follow a sequence of appropriate foundational skills instruction indicated by the TEKS while providing abundant opportunities for every student to become proficient in each of the foundational skills.

For this section, the following materials are reviewed:  
Teacher materials, student materials, Decodable Readers (if provided)

**Scoring: This section is non-negotiable.** Materials must achieve 80% or more in each non-negotiable section to meet the expectations of three or four stars. This equates to at least X out of XX points in this section.

Indicator	Scoring	Guidance for Texas Quality
<p><b>IV. 1</b> Materials provide explicit instruction in print concepts and opportunities for student practice (K-1).</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials provide explicit instruction in print awareness and connect print awareness to books/texts.</li> <li>Materials provide opportunities for students to connect print awareness knowledge to texts.</li> </ul>
<p><b>IV. 2</b> Materials provide explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K-1).</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to practice oral language activities.</li> <li>Materials provide explicit instruction in each newly taught sound and sound pattern.</li> <li>Materials provide opportunities for students to practice each newly taught sound and sound/phoneme pattern.</li> </ul>
<p><b>IV. 3</b> Materials provide explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context (K-2).</p>	0/2/4	<ul style="list-style-type: none"> <li>Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for sufficient student practice to achieve grade-level mastery.</li> <li>Materials systematically develop knowledge of grade-level phonics patterns as addressed in the TEKS for grades K-2.</li> <li>Materials provide opportunities for students to apply grade-level phonetic knowledge to connected texts (e.g., decodable reader) and tasks.</li> <li>Materials provide explicit instruction in grade-level high-frequency words.</li> </ul>

		<ul style="list-style-type: none"> <li>● Materials provide opportunities for students to read grade-level high-frequency words both in (e.g., decodable reader) and out of context.</li> <li>● Materials include building spelling knowledge as identified in the TEKS.</li> </ul>
<p><b>IV.4</b> Materials provide frequent opportunities for students to practice and develop <b>fluency</b> while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody. (1-2)</p>	0/2/4	<ul style="list-style-type: none"> <li>● Materials include explicit instruction in fluency, including rate, accuracy, and prosody.</li> <li>● Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.</li> </ul>
<p><b>IV.5</b> Materials include <b>placement</b> (diagnostic) <b>assessments</b> and provide <b>information</b> to assist in foundational skills instruction.</p>	0/2/4	<ul style="list-style-type: none"> <li>● Materials include support and direction for teachers to assess students' growth in and mastery of foundational skills (e.g., skill gaps in phonetic knowledge).</li> <li>● Assessments yield meaningful information for teachers to use when planning small group instruction and differentiation.</li> </ul>
<p><b>IV.6</b> Materials regularly and systematically offer assessment opportunities that genuinely measure student progress as indicated by the program scope and sequence.</p>	0/2/4	<ul style="list-style-type: none"> <li>● Materials support teachers with guidance and direction to respond to individual students' literacy needs, based on assessments appropriate to the grade level.</li> <li>● Materials include assessment opportunities to assess student understanding of print concepts (K-1).</li> <li>● Materials include assessment opportunities to assess student understanding of phonological awareness (K-1).</li> <li>● Materials include assessment opportunities to assess student understanding of phonetic knowledge (K-2).</li> <li>● Materials include assessment opportunities to assess student reading fluency (1-2).</li> </ul>

**Section V.**

**V. Supports for Diverse Learners**

Materials provide guidance and support that help teachers meet the diverse learning needs of all students.

**Scoring:** Materials may receive up to X points in this section which will contribute to the overall score. The total number of points received will impact the material’s star classification.

Indicator	Scoring	Guidance for Texas Quality
<p><b>V.1</b> Materials include <b>year-long plans and supports for teachers to identify needs of students and provide differentiated instruction</b> to meet the needs of a range of learners to ensure grade-level success.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> <li>Materials provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures, including alternate pacing and delivery options.</li> <li>Plans are comprehensive and attend to differentiation to support students via many learning opportunities.</li> </ul>
<p><b>V.2</b> Materials include <b>supports for students who demonstrate proficiency above grade level.</b></p>	<p>0/1/2</p>	<ul style="list-style-type: none"> <li>Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills <b>above</b> that expected at the grade level.</li> </ul>
<p><b>V.3</b> Materials include <b>supports for students who perform below grade level</b> to ensure they are meeting the grade-level literacy standards.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> <li>Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills <b>below</b> that expected at the grade level.</li> </ul>
<p><b>V.4</b> Materials include <b>supports for English Learners (EL)</b> to meet grade-level learning expectations.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> <li>Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS.</li> <li>Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and/or other modes of comprehensible input.</li> </ul>

		<ul style="list-style-type: none"><li>• 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).</li><li>• Vocabulary is developed in the context of connected discourse.</li></ul>
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**Section VI.**

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

Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.

**Scoring:** Materials may receive up to X points in this section which will contribute to the overall score. The total number of points received will impact the material’s star classification.

Indicator	Scoring	Guidance for Texas Quality
<p><b>VI.1</b> Materials include <b>implementation support for teachers and administrators</b>.</p>	<p>0/2/4</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program.</li> <li>Units and lessons contain clear, articulated objectives and learning goals with explicit documentation of their alignment to the TEKS.</li> <li>Materials include additional supports to help teachers implement the materials as intended.</li> <li>Materials include additional implementation supports for administrators to <i>gauge level of fidelity of implementation</i>.</li> </ul>
<p><b>VI.2</b> The visual design of the student edition (whether in print or digital) is <b>not distracting nor chaotic</b>.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> <li>Materials include appropriate use of white space and design that supports and does not distract from student learning.</li> <li>Pictures and graphics are supportive of student learning and engagement without being visually distracting.</li> </ul>
<p><b>VI.3</b> Materials include <b>assessment information</b> and guidance for teachers and administrators to <b>monitor progress</b> including how to interpret and act on data yielded.</p>	<p>0/1/2</p>	<ul style="list-style-type: none"> <li>Assessments and scoring information provide sufficient guidance for interpreting and responding to student performance.</li> <li>Assessments include clear purpose and intended use and identify which TEKS are being emphasized.</li> <li>Assessments included should be connected to the regular content to support student learning.</li> </ul>

<p><b>VI.4</b>  <b>If present, technology</b> components included are appropriate for grade level students and provide support for learning.</p>	<p>NOT                  SCORED</p>	<ul style="list-style-type: none"> <li>• Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.</li> </ul>
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**Section VII.**

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

The following information will appear on the portal for end users to provide additional information about the set of materials being reviewed.

**Scoring:** To be determined.

Indicator	Scoring	Guidance for Texas Quality
<b>VII. 1</b> <b>Technology</b> components are identified per the information requirement checklist.	TBD	<ul style="list-style-type: none"> <li>Technology checklist is completed.</li> </ul>
<b>VII.2</b> <b>Cost</b> worksheet completed.	TBD	<ul style="list-style-type: none"> <li>Cost worksheet completed.</li> </ul>
<b>VII.3</b> <b>Professional learning</b> opportunities meet criteria for implementation.	TBD	<ul style="list-style-type: none"> <li>[Professional learning indicators will be built out.]</li> </ul>

**Research Base:**

Improving Instruction (general):

<https://www.education.nh.gov/essa/documents/instructional-core.pdf>

Foundational Skills:

<https://drive.google.com/file/d/1ElzHt4C1S8qG3jCnVOoKCD2ncWg-dl4P/view?ts=5bcdfa2>

<http://psych.hsd.ca/Better%20Instruction%20for%20Struggling%20Readers.pdf>

[https://www.aft.org/ae/winter2018-2019/duke\\_mesmer](https://www.aft.org/ae/winter2018-2019/duke_mesmer)

<https://www.naeyc.org/resources/pubs/yc/mar2015/letter-sound-relationships>

[https://www.literacyworldwide.org/docs/default-source/where-we-stand/phonemic-awareness-position-statement.pdf?sfvrsn=944ea18e\\_6](https://www.literacyworldwide.org/docs/default-source/where-we-stand/phonemic-awareness-position-statement.pdf?sfvrsn=944ea18e_6)

[https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf?sfvrsn=1a16a48e\\_6](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf?sfvrsn=1a16a48e_6)

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF>

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_found\\_reading\\_summary\\_051517.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_found_reading_summary_051517.pdf)

[https://lincs.ed.gov/publications/html/prfteachers/reading\\_first\\_print.html](https://lincs.ed.gov/publications/html/prfteachers/reading_first_print.html)

Writing:

[https://peabody.vanderbilt.edu/departments/sped/research/special\\_education\\_research\\_news\\_-\\_fall\\_09/video\\_-\\_improving\\_writing\\_instruction/the\\_word\\_on\\_writing\\_with\\_steve\\_graham.php](https://peabody.vanderbilt.edu/departments/sped/research/special_education_research_news_-_fall_09/video_-_improving_writing_instruction/the_word_on_writing_with_steve_graham.php)

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_writingpg\\_summary\\_092314.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_writingpg_summary_092314.pdf)

Academic Vocabulary:

<https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/RRQ.011>

<https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1222>

Text Complexity:

<https://www2.ed.gov/programs/readingfirst/support/compfinal.pdf>

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp\\_pg\\_092810.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf)

**Terms of Reference:**

<b>Decodable reader</b>	Texts used for students to practice application of foundational skills should align with the explicit instruction laid out in the lessons. Decodable texts are simple stories that include phonetically decodable words using concepts students have learned in phonics lessons. (Decodable Readers not intended for comprehension use due to cognitive load of students working to decode words within the text.)
<b>Direct Instruction/ Explicit Instruction</b>	>add specific definitions here<
<b>High-quality text</b>	Quality text is rich in language, engaging, grade-level appropriate, and relevant. It encompasses universal and multiple multicultural topics that are timeless and may integrate other content areas. Quality text can be examined multiple times for multiple purposes. It is used to expand big ideas, build academic vocabulary, and facilitates access to similar future texts. Ideally, texts are engaging while providing students opportunities to gain and broaden their knowledge base and personal perspectives on a variety of topics at various levels of depth/meaning that lead to the development of a well-rounded individual and facilitate access to future texts (e.g., well-crafted, content-rich, stretches thinking or grows knowledge, engages students of the intended age, avoids stereotypes as well as one-dimensional characters).
<b>Leveled reader</b>	Texts used for students to practice reading strategies and comprehension skills, usually matched to students’ instructional levels for small group instruction. Leveled readers are not typically used to practice newly-learned foundational skills such as newly-taught sound-to-print patterns. Leveled readers may include vocabulary and fluency practice.
<b>Phonological awareness</b>	The ability to recognize sounds and separate words as well as recognizing syllables.
<b>Phonemic awareness</b>	The ability to hear, identify, and manipulate individual sounds (phonemes) (National Institute for Literacy, 2001). In other words, phonemic awareness is about sounds not printed letters or words.
<b>Phonics</b>	Instruction about the printed symbols and their association with speech sounds.
<b>Sound/phoneme pattern</b>	A phoneme is a sound unit. For example, a phoneme is represented by /s/. Another example is a phoneme pattern represented by /sh/.
<b>Systematic phonics instruction</b>	Phonics (sound-letter relationships) instruction introduced in a logical, sequential way.
<b>Well-crafted texts</b>	Texts that are well written and, as appropriate, richly illustrated.