

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Savvas Learning Company LLC	Texas myView Literacy
Subject	Grade Level
English Language Arts and Reading	3

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: 100%
Quality Review Overall Score: 496 / 513

IMRA Reviewers

Flags for Suitability Noncompliance 0

Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Flags for Suitability Compliance 9

Indicator	Count of Flags
Alignment with Public Education's Constitutional Goal, 2.1.1	9
Promoting Sexual Risk Avoidance, 6.2	0

Alleged Factual Errors 0

Public Feedback

Flags for Suitability Noncompliance 0

Rubric Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Alleged Factual Errors 0

Public Comments 2

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	48 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	32 / 32
4. Phonics Rule Compliance	34 / 36
5. Foundational Skills	196 / 198
6. Knowledge Coherence	50 / 54
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	73 / 74

Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabular for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity and offer guidance to educators on consistent administration of assessments.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabular and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable

- texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials include a variety of assessment tools that are developmentally appropriate as well as assessment opportunities across the span of the school year aligned to progress monitoring tools.
 - 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
 - 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
 - 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
 - 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
 - 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
 - 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.
 - 5.F.1 Vocabulary Development: Materials help students determine the meaning of unfamiliar words using illustrations, context, and print or digital resources. They include teacher guidance for explicit instruction and tasks for students to use these resources to find word meanings, pronunciation, and syllabication.
 - 5.G.1 Reading Fluency: Materials provide lessons, activities, and tasks for modeling and practicing fluent reading skills with suggested teacher feedback, including word lists, decodable texts, and various practice settings to develop accuracy, fluency, prosody, and comprehension.
 - 5.H.1 Handwriting Development: Materials offer explicit instruction on grade-level handwriting skills and provide frequent, authentic practice opportunities to develop these skills in alignment with current learning.
 - 6.A.1 Connected Knowledge-Building Units and Lessons: Materials design units to build knowledge in various fields with a structured scope and sequence, focusing

- on extended topics and integrating grammar, vocabulary, discussion, and writing activities with the knowledge theme.
- 6.A.2 Context and Student Background Knowledge: Materials activate background knowledge by linking to prior grade-level content, connecting across units, and providing relevant context to enhance student engagement with the text.
 - 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials provide a year-long scope and sequence for building tier 2 and 3 academic vocabulary within knowledge-building contexts, with differentiated practice opportunities, purposeful tasks, and nonverbal techniques like images and visualization to support vocabulary acquisition.
 - 6.B.1 Recursive Inquiry Process: Materials support students in asking questions, generating research plans, gathering information from various sources, and distinguishing between primary and secondary sources through guided activities and tasks.
 - 7.1 High-Quality Grade-Level Texts: Materials include grade-level TEKS-required text types and genres, with complex, high-quality core texts and a range of traditional, contemporary, and diverse texts that reflect students' backgrounds and experiences.
 - 7.2 High-Quality Grade-Level Texts: Materials include grade-level TEKS-required text types and genres, with complex, high-quality core texts and a range of traditional, contemporary, and diverse texts that reflect students' backgrounds and experiences.
 - 7.3 Supporting Access to Grade-Level Text: Materials include teacher guidance and scaffolds to ensure all students access grade-level texts while maintaining rigor and offer opportunities for proficient students to engage in further text analysis.
 - 7.4 Analysis of Text Complexity: Materials include both quantitative and qualitative analyses of core texts, with a rationale for their educational purpose and grade-level placement, ensuring they match the required complexity for student tasks.
 - 7.5 Read-Aloud, Shared Reading, and Independent Reading: Materials include complex, age-appropriate read-aloud texts with scaffolds, a range of independent reading texts, and a plan for students to self-select and read high-quality texts independently with goal setting and accountability.
 - 8.A.1 Use of Text Evidence: Materials include text-dependent questions and tasks that require students to use evidence to demonstrate comprehension, justify thinking, and support claims, evaluating text elements at various cognitive levels.
 - 8.A.2 Teacher Guidance for the Use of Text Evidence: Materials guide teachers in modeling text evidence for claims and responses and in structuring evidence-based discussions with academic vocabulary.
 - 8.B.2 Writing Process: Materials support the writing process with age-appropriate conventions and provide teacher guidance for modeling and supporting each stage, including conferencing and revising.

- 8.B.3 Explicit (Direct) and Systematic Writing Instruction: Materials offer guidance for explicit instruction in sentence-level writing, focusing on structure, syntax, and vocabulary, and provide systematic opportunities for students to develop, revise, and edit sentences into compositions.
- 8.B.4 Grade-Level Standard English Conventions: The materials offer practice in academic language conventions, grammar, and punctuation, both in and out of context, aligned with grade-level TEKS.

Challenges

- 1.1 Course-Level Design: Materials do not include course-level scope and sequence documents, ELPS at the course-level, rationale of unit order and concepts to be taught through the course, or support for instructional coaches.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials do not

Summary

Texas myView Literacy is an English Language Arts and Reading K–5 program by Savvas Learning Company LLC. It offers a comprehensive and structured approach to reading, writing, and phonics instruction through its reading and writing workshop models. The curriculum provides specific daily instructional guidance and routines, including modeling and guided practice through the gradual release of responsibility instructional model. Additionally, the product includes various supplemental materials to assist teachers in small group instruction, assessment, and intervention.

Campus and district instructional leaders should consider the following:

- *Texas myView Literacy* aligns to grade-level TEKS and ELPS-and provide embedded supports for all learners, including differentiated instruction, activities, and resources. The materials follow a workshop model for reading and writing instruction. To provide a systematic, structured literacy approach to phonics, teachers may need additional guidance to utilize the supplementary Reading Routines Companion, as it is not mentioned in the Teacher’s Edition.

include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- 5.C.2 Letter-Sound Correspondence: Materials do not include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions.
- 6.A.3 Context and Student Background Knowledge: Materials do not include questions and tasks that prompt students to synthesize knowledge and content across texts across units.
- 8.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials do not include mentor texts that serve as models to compose a variety of texts.

- Teachers will benefit from guidance and resources for whole group, small group, and project-based instruction. Novice teachers may benefit from additional coaching and support to implement the range of materials with fidelity.

Intentional Instructional Design

1.1	Course-Level Design	10/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
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).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

The materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation. Materials do not include suggested pacing for various instructional calendars (e.g., varying numbers of instructional days—165, 180, 210). Materials do not include an explanation for the rationale of unit order as well how concepts to be learned connect throughout the course. Materials include guidance, protocols, and templates for unit and lesson internalization. Materials do not include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The materials provide a vertically aligned scope and sequence that shows a skills progression throughout grades K–5. At the end of each unit in the Teacher Guide, correlation charts for both TEKS and ELPS are included. In the charts, teachers can see where each TEKS and/or ELPS is addressed by unit and week in both the Student Interactive and the Teacher Edition. The materials are organized as a workshop model for reading and writing. The materials include an overview of this instructional organization with the areas of focus listed for each component of the workshop. For example, the Reading Workshop includes whole groups, foundational skills, and small groups using leveled readers.
- The materials provide a course-level scope and sequence via the Unit Overview. The Teacher's Edition includes a "Skills Overview" section that shows which TEKS are being covered each week. An overarching course-level scope and sequence outlining the ELPS is not provided. The ELPS connections are detailed in a separate resource called The Language Awareness Handbook, organized by each week of the unit.

Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, and 210).

- The Unit Overview provides a course-level pacing guide or calendar for the workshop organizational model. The materials include a "Unit Overview" section for each of the five units. Each unit includes six weeks of study and centers on a central theme. Each week within that theme centers on a book from various genres. The five units reflect a 180-day instructional calendar. The Teacher's Guide includes a "Suggested Weekly Plan" section for each unit, which includes lesson time stamps and daily plans for each week. The Teacher's Guide includes an overview of the workshop model approach, which describes the pacing of daily lessons.
- The materials do not provide various instructional calendars. The materials would not accommodate a yearly instructional calendar with any variants to the 180-day calendar.

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- The materials do not provide an explanation of unit order or concepts to be learned on the course level. Each unit is organized by a theme with weekly goals for each part of the workshop lesson plan. The materials include an essential question for each unit, as well as guiding questions for each week that connect to the unit theme. The theme is connected week to week through text selection and inquiry projects. This information is depicted visually in a roadmap and chart format. For example, Unit 1's theme is titled, "Environments," and spotlights the traditional tales genre. Students read about different places in a community, making connections between reading and writing, as well as planning, drafting, and publishing writing. The area of focus for Week 3 is realistic fiction and the area of focus for Week 5 is myth.
- The materials do not include a rationale that explains the choice of themes or unit order. Each unit of study is a separate theme and there are five separate units in the course. However, the materials provide no explanation for the order of these unit themes or how they are organized.
- The Teacher's Edition includes a Quick Start Guide in each Unit Introduction. The Quick Start Guide does not reference previous or future units, nor does it reference the TEKS or ELPS. However, it does show how various concepts connect within the unit. Teachers read this guide to ascertain an overview of skills, goals, and activities within the unit.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The materials include a "Unit-at-a-Glance: Workshop Overview" section, which lists targeted skills and focus areas for each part of the lesson for the week and unit. This provides guidance and serves as a template for the teacher to internalize the target of the lesson. The Assessment Guide provides guidance on how the assessments align with the TEKS and standard learning objectives. For example, Unit 5, Lesson 3 provides teacher guidance on formative and quick check assessments that assess students' understanding and application

of story themes. Each unit includes a Quick Start Guide that allows teachers to "navigate the resources" provided for each unit.

- The Leveled Readers Library provides guidance on the use of resources. Teacher guidance materials explain that accurately placed leveled readers provide the support readers need to make progress.
- The Program Overview within Unit 1 of the Teacher Edition provides an "Instructional Model" resource for grades 3–5. This resource offers teachers insight as to how the materials support "Reading and Writing Workshops with rigorous instruction developed to address the Texas Essential Knowledge and Skills."

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials provide guidance to support administrators with implementing the materials as designed. The "Savvas Realize" on-demand training provides self-paced courses for administrators. For example, the "Realize Reports for Administrators" course overview states the course supports administrators in "helping educators evaluate student needs by tracking student performance on assessments and standards."
- The materials include resources to support administrators in the "Savvas Realize" on-demand training platform. For example, the Reports Overview handout reviews the types of reports provided for the materials, and the Realize Customer Administrator Guide supports administrators with the tools to customize and share assessments for program implementation.
- The materials do not provide resources or guidance for instructional coaches that would support implementing the instructional materials as designed.

Intentional Instructional Design

1.2	Unit-Level Design	4/4
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.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

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

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The units include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the unit. The beginning of each unit includes a cohesive overview that provides the teacher with previously taught content to teach current skills. The unit overviews or introductions show the skills and concepts that are taught. For example, in Unit 1, before introducing the new skill, teachers remind students of one of the characteristics of a folktale. In Unit 4, before the spiral review of "r" controlled vowels, teachers remind students "that decoding words with the VCCCV pattern can help them read words."
- Every unit begins with a Quick Start Guide in the Teacher's Edition, which gives a brief overview of the unit. Teachers use this resource to plan out the unit. The materials list academic vocabulary as a component of the lesson on Day 1 of the "Weekly Unit Overview" section.
- The materials include a Workshop Overview for each unit in the "Unit-at-a-Glance" section of the Teacher's Edition. Teachers use this overview to track observable student behaviors by week for each unit's Reading Workshop, Writing Workshop, Reading-Writing Workshop Bridge, and Project-Based Inquiry. The materials provide a "Skills Overview" section for every unit in the Teacher's Edition. This allows teachers to see which TEKS are aligned with each lesson.

Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

- The Assessment Guide includes a "Parent Connect" page for each unit. These materials inform families about the objectives of the unit using the language of educators. For example, the objectives are described as "digraphs" and "trigraphs." The materials offer only general suggestions for how families help support students at home, such as: "Can you show me

some of the new words in your reading? What did you write about in your final draft?" These suggestions are available in English and Spanish.

- The Assessment Guide includes a Parent Form that parents use to observe their child's reading. Each unit includes a "Family-School Connection" page for teachers to send home to parents explaining what the unit is about and what phonological, reading, and writing skills the students are working on. This page also explains what the Project-Based Inquiry is about. This resource is available in both English and Spanish. Parents complete the form at the beginning of the year to give the teacher a better idea of how the student is as a learner.
- The materials provide parent guidance to help support their child with an individualized learning plan. The "Parent Corner" resources allow parents to access resources in various languages to support students' online learning at home. Parents access weekly content that teachers assign. The color-coded online tools provide screenshots and hyperlinks for parents to access and view student assignments.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
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.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The 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. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice.

Evidence includes, but is not limited to:

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.

- The Teacher's Guide includes comprehensive lesson plans in the "Week-at-a-Glance" and "Weekly Plan" sections, which include the required components of daily ELA lessons. For example, the materials list the foundational, comprehension, and writing skills for each day's lesson, providing teachers with the necessary objectives, tasks, and materials. For each component of ELA, the materials provide daily structured lessons that include objectives, questions, tasks, and materials for teachers to support student learning. For example, each word work lesson lists the specific objectives addressed in the lesson, questions for the teacher to use during the lesson, tasks for students to complete, and materials for practice. The materials also provide formative assessment checks at the end of each lesson. Each lesson contains a teacher script to support teachers' implementation of the content and language standards.
- In the Teacher's Guide, each unit begins with a "Skills Overview" page that lists all the lessons the teacher conducts, broken down by week and by literacy component. This "Skills Overview" page also lists the corresponding TEKS and the essential questions for the unit. Each unit in the Teacher's Guide is broken down by week. Each week includes a "Suggested Weekly Plan" section that includes learning goals and specific locations for the teacher to find the necessary lessons, activities, supports, and formative assessments (referred to as "Quick Checks") for each of the program's components. The "Weekly Overview" section provides

suggested time frames for each component. In Unit 3, the materials guide regular and routine activities to support student learning. Additionally, the Unit 1 materials guide routine activities to support student learning. These detailed lesson plans offer the components needed to meet the content and language standards of each lesson.

- The lessons found in the Teacher's Guide explicitly tell the teacher what to do and how to practice with the students. The "Lesson Overview" section includes timing in minutes for each component of the lesson. For example, the materials allocate 10-20 minutes in the reading workshop for foundational skills (phonics) and comprehension lessons with the text. Teachers model various skills and walk students through various activities. Lessons include "TEKS Objectives" and "ELL Targeted Support" sections, which tell the teacher how to intervene with students at various levels of English proficiency. Lessons also include pictures of the Student Interactive, ensuring teachers guide their students through the lesson.
- Each unit provides explicit, clear, and specific routines aligned with the TEKS to develop grade-level skills and knowledge. The "Weekly Overview" includes various components with suggested time frames for teachers to implement the lesson instruction. For example, in Unit 4, materials include the mini-lesson bank, independent writing, conferences, and share-backs. The materials provide teachers with a daily overview of grade-level content that they teach students. For example, in Unit 5, the components are color-coded so that teachers easily find the location of lesson materials. The components also include the skills that students learn, EB support, a quick check for student understanding, teacher-led options, and independent and collaborative opportunities for students.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The materials include a "Weekly Lesson Overview" section, which provides teachers with a suggested time frame in minutes for each reading lesson component. For example, in Unit 1, Week 1, Lesson 1, the materials offer teachers guidance on routine activities to support student learning. The Teacher's Guide Program Overview includes a "Daily Plan" section for reading workshops, which provide teachers with a suggested daily pacing guide. This includes whole-group mini-lessons that require 15-30 minutes, a workshop bridge that requires 5-10 minutes, small group activities that require 25-30 minutes (which coincide with independent and collaborative actions), as well as a whole-group share-back that requires 5 minutes.
- The materials include a "Weekly Lesson Overview" section, which provides teachers with a suggested time frame in minutes for each writing lesson component. The Teacher's Guide Program Overview includes a "Daily Plan" section for writing workshops, which provides teachers with a suggested daily pacing guide. This includes mini-lessons that requires 5-15 minutes, independent writing that requires 30-40 minutes, teacher conferences with individual students for 3-5 minutes, and a 5-minute share-back.
- The "Weekly Overview" section provides teachers with suggested time frames for each lesson component. For example, Unit 1 and 3 materials provide teachers with guidance on routine activities to support student learning.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The materials include a "Lesson Overview" section listing the teacher and student materials necessary for the lesson. The Teacher's Guide Program Overview lists all the print and digital program components and workshop resources for Grade 3. These materials include the Student Interactive, leveled readers, small-group guide, assessment guides, language awareness handbook, and the myFocus Intervention Teacher's Guide. The lessons within the Teacher's Guide include screenshots of the Student Interactive and "flexible option[s]" such as anchor charts, which help teachers meet their students' needs during the lesson.
- Each unit includes a "Suggested Weekly Plan" section that the teacher references to find the page numbers of each lesson in the Teacher's Guide, ensuring teachers effectively deliver the lesson. The lessons within the Teacher Guide's include screenshots of the Student Interactive and list any available "additional practice" or digital downloads available to help teachers deliver the lesson. The "Weekly Overview" section includes teacher and student grade-level materials and resources to support the skills that students learn. In Unit 3, the materials provide resources and hyperlinks for the myView digital platform, as well as resources for shared reading.
- The "Lesson Overview" for each day of the week lists the materials for each lesson component. This includes teacher and student page numbers.

Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

- The materials guide teachers on the effective use of lesson materials for extended practice or enrichment of the lesson. For each lesson, the materials provide teachers with guidance to assess and differentiate, including options for extended practice opportunities and enrichment. Educational online activities throughout the myView digital platform offer interactive learning activities to extend and enrich the lesson or unit objectives.
- The materials include resources for extended practice within the "Resource Download Center" of the Savvas Realize online platform, which provides extension activities for each unit. Teachers implement these activities in their classrooms or send students home with the activities as a home-school connection.
- The "Small Group" page of the Teacher's Guide provides intervention, enrichment, and extension activities for teachers to integrate in classroom instruction. This page also includes targeted ELL support, guiding the teacher on the effective use of lesson materials for extended student practice. The "ELL Support" section includes suggested activities for students at each language proficiency rating (beginning, intermediate, advanced, and advanced-high), helping students develop vocabulary and language objectives.

Progress Monitoring

2.1	Instructional Assessments	24/24
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.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	6/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The 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. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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.

- The materials include a variety of instructional assessments at the unit level, including diagnostic, formative, and summative assessments. The Assessment Overview Chart provides teachers with detailed information on how and when to utilize these assessments throughout the year. The materials include a variety of each type of assessment. For example, the materials include a Diagnostic Baseline Assessment for the beginning of the academic year, as well as other tools such as the Reading Behavior Checklist, which teachers use diagnostically throughout the year. Unit 1 provides another type of unit-level assessment. The teacher utilizes the "Progress Check" online tool to assess students' long and short vowel phonics skills.
- The "Summative Assessments: Teacher's Manual and Answer Keys" section includes a Baseline Test, which serves as the diagnostic test for the program. The Baseline Test features a phonics, word knowledge, vocabulary, reading comprehension, and phonemic awareness test along with an optional fluency component. The "Summative Assessments: Teacher's Manual and Answer Keys" section includes all unit, middle-of-year, and end-of-year tests for the program.

- At the lesson level, the materials include a variety of instructional assessments in the "Weekly Plan" section. For example, the materials include quick checks for foundational skills and vocabulary throughout the week. These assessments are notated in the Daily Lesson Guide. Lessons include formative checks with guidance on how teachers intervene when "students struggle" or when "students show understanding."
- The materials include a variety of assessment tools that vary in types of tasks and questions. For example, in Unit 1, the teacher assigns an end-of-the-unit assessment to measure the student's learning. The materials include three online formative assessments that teachers administer: the BOY, MOY, and EOY.

Materials include the definition and intended purpose for the types of instructional assessments included.

- The materials include the definition for the types of instructional assessments included. In the Assessment Guide, the materials distinguish the differences between diagnostic, summative, and formative assessments. For example, teachers administer diagnostic assessments at the beginning of the year or unit to determine students' academic strengths and weaknesses, as well as to determine the academic support that students need. Formative assessments are used to "gather continuous data about the student and monitor academic progress."
- The Assessment Guide includes the intended purpose for the various types of assessments, including examples of each. This includes diagnostic, formative, and summative assessment types. The guide also includes a chart indicating where teachers find the assessments in the teacher resources. There is also information on different question types, allowing teachers to use a variety of questions to assess student learning.
- The Assessment Guide allows teachers to understand how to interpret data collected from assessments, as well as how to use this data to inform instruction.

Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

- The Assessment Guide provides teachers with guidance on understanding the different types of assessments. It also provides teachers with a suggested timeline. The guide provides various tools such as a checklist to support the teacher in collecting student data. For example, the Assessment Guide provides teachers a concise explanation of the purpose of using observational assessments, when such assessments are to be used, and how such assessments inform instruction design to support students' academic needs. The materials also provide guidance steps when teachers administer an observational assessment. Teachers utilize a checklist to track student progress and help inform their instructional design.
- The Assessment Guide offers teachers guidance on the administration of each type of assessment included within the materials, ensuring teachers' consistent and accurate administration of instructional assessments. The materials list this guidance in a bulleted,

user-friendly format, including scripted directions for the teacher to use with students to ensure administrative accuracy and consistency.

- The materials include the "Summative Assessments: Teacher's Manual and Answer Keys" section, which informs teachers on how to administer various assessments. This section includes information on a fluency test and summative assessments with various components.

Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

- The Assessment Overview states that formative and summative assessments are aligned to the TEKS and unit objectives. The materials also include TEKS-aligned and TEKS-formatted assessment items. In the Assessment Guide, Savvas Realize (the online assessment tool) allows teachers to view each student's online assessment results. For assessments aligned to standards, teachers view assessment scores by question and standard. Therefore, assessments are aligned to the TEKS and unit objectives.
- The "Summative Assessments: Teacher's Manual and Answer Keys" section includes summative assessments aligned to the TEKS and unit objectives, providing charts per unit that indicate which TEKS is being assessed for each component of the summative assessments. The materials include diagnostic assessments aligned to the TEKS and objectives in the "Summative Assessments: Teacher's Manual and Answer Keys" section. This section provides an Item Analysis Chart for the Baseline Test—a diagnostic assessment that shows the TEKS and component alignment.
- In the Teacher's Guide, assessments are aligned at the lesson level. Lessons feature a formative quick check with the TEKS aligned from the lesson. Teachers intervene using the quick check if students struggle, or "extend instruction" if students show proficiency.

Instructional assessments include standards-aligned items at varying levels of complexity.

- The materials include various types of informal assessments at varying levels of complexity. For example, in Unit 3, the quick check guides the teacher to make quick decisions based on a student's performances on syllable patterns. This assessment provides teachers with on-the-spot opportunities to provide constructive feedback and immediately respond to students' academic progress.
- The materials include an online assessment resource that allows for customizable digital assessments that teachers edit or create at various levels of complexity to fit the needs of their class. The Assessment Guide provides a chart of the types of questions that each assessment measures, including multiple-choice items, fluency checks, and writing prompts. For example, the assessment titled "Cold Reads" provides a rubric to assess students' reading fluency.
- The materials include the "Summative Assessments: Teacher's Manual and Answer Keys" section, which includes charts per unit that demonstrate the various Depth of Knowledge (DOK) levels being assessed. For grade 3, the DOK level fluctuates between DOK 1 and DOK 3.

The TEKS being assessed are also listed on these charts, which demonstrates that the materials include standard-aligned items at varying levels of complexity.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	1/1

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

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The materials provide guidance on how to interpret and measure student progress. Teachers are able to assess and respond to student-constructed responses in writing. The Rubric Scoring Guide provides the teacher support in evaluating students' constructed responses. Teachers evaluate student responses and respond to student data via conferences within the "Writing Workshop" component.
- The materials include instructional assessments that provide standard-aligned items, allowing teachers to interpret student performance and respond to student needs. When students take an online assessment, Savvas Realize offers a variety of reports to support teachers' analyses of assessment data. These reports allow teachers to see student assessment scores by question and by standard. The materials allow teachers to export classroom data as a CSV file to use in grade books or other applications. All of these features provide teachers with guidance on using assessments to respond to student trends and individual student performance.
- The materials include instructional assessments in varying formats, ensuring teachers have several data points to accurately and consistently respond to student needs. The myView digital reporting tools allow teachers to easily track and monitor benchmark data from the myView Baseline Test, myView Middle-of-Year Test, and myView unit tests. The reporting tools guide teachers on how to respond to data trends across whole group, small group, and individual performance.
- The Assessment Guide provides a chart that filters assessments by type, determines when the assessment is to be administered, clarifies the type of data the assessment will provide, and provides a brief description of how teachers will interpret the data. Teachers use information to determine baseline practices in how to respond to student assessments. The Assessment

Guide walks the teacher through how to use the online assessment component of the materials as well as how to interpret and use data to make informed instructional decisions on a minimally detailed level. The Assessment Guide also provides teachers with guidance on how to keep track of running records, conduct a running record, and interpret the data collected from running records to ensure teachers adjust small groups and differentiate instruction as needed.

Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

- The materials include guidance for the use of tasks and activities, supporting teachers in responding to student trends and assessment performances. For example, in Unit 1, teachers utilize a quick check to determine if students need additional support with phonics skills and long and short vowels.
- When students take an online assessment, Savvas Realize offers a variety of reports to support teacher analysis of assessment data. This allows teachers to see student assessment scores by question and by standard. The materials also allow teachers to export classroom data as a CSV file to use in grade books or other applications. All of these features guide teachers on how to use assessments to respond to student trends and individual performances.
- The Teacher's Guide includes guidance on how to respond to students who struggle with the lesson's material, as well as guidance on how to respond to students who are proficient with the lesson material. The "Summative Assessments: Teacher's Manual and Answer Keys" section offers teachers guidance on how to interpret the Baseline Test results, which serve as the diagnostic test. This includes guidance on how to respond to students scoring about 90%, how to respond to students scoring between 60% and 89%, and how to respond to students scoring below 60%.

Materials include tools for students to track their own progress and growth.

- The materials provide opportunities for students to track their progress. In Assessment and Practice: Inquiry-Based Research Projects Rubrics, Unit 1, students utilize the Research Project Checklist to ensure they have completed tasks associated with their assigned project.
- The Assessment Guide provides several checklists for students to self-assess their progress with reading, writing, and unit projects. For example, the materials provide a student form to assess group projects and work. This form allows students to reflect on their learning as well as their contribution to the group's effectiveness.
- In the Assessment Guide, teachers provide students with a writing log that allows students to keep track of their writing, record how they felt about a piece of writing, as well as record what they liked or disliked about a piece of writing. The Student Interactive provides reading logs for each unit so that students track their reading practices.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
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)	2/2
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.	3/3

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

- The Reading Workshop materials include teacher guidance to provide differentiated comprehension instruction by using texts of different levels to match students' reading abilities. The materials provide additional lesson plans to reteach skills using leveled texts. This is useful for students who have not reached proficiency in a whole-group shared reading. For example, there are additional pages in the myFocus Intervention Teacher's Guide with instructions on specific student comprehension skills. The myFocus Intervention Teacher's Guide contains specific lessons for teachers to utilize to differentiate below-grade-level students during small-group time. The lessons include references to student materials that they complete within their myFocus Reader. The materials include various manipulatives and lesson variety. There are also independent activities for students to practice skills in self-selected texts as well as question stems for teachers to use to support reading conferences during independent student reading practice. This practice is not supported by reading science. For foundational skills, the materials provide teacher-led options for reteaching students specific phonics concepts. For example, the materials provide additional lessons in the myFocus Intervention Teacher's Guide. The materials also provide differentiated activities for students who have not yet reached decoding proficiency. These are found on the "Teacher-Led Options" page in the Teacher's Guide. Listed activities are for independent word work using letter tiles or a decodable text. The materials provide extra scaffolding by providing teachers with guidance on working with partners. The concepts the materials present in these

lessons are at kindergarten-level expectations. There is no guidance on the continuum of skill level in foundational skills to move students from grade K to grade level.

- The materials include teacher guidance to support students who have not yet reached proficiency on grade-level skills. The Teacher's Guide includes quick checks, which are formative assessments that guide teachers to differentiate instruction, activities, and lessons. Teachers review content, reteach content via different approaches for students who did not reach proficiency, or extend and enrich instruction for students who mastered content. For example, in Unit 3, the teacher utilizes a quick check to determine if students need additional support. According to the materials, "identifying specific vocabulary gives clues about the character." In the Teacher's Guide, each unit includes an "Assess & Differentiate" section, which focuses on small-group instruction. This section provides intervention activities in the myFocus Intervention Teacher's Guide, aligning with the skills the teacher is teaching that week.
- The Reading Routines Companion includes teacher guidance on how to use materials as a continuum of resources to meet student needs. As the level of support increases, teachers use the small-group differentiation provided in the "Teacher-Led Options" pages within the Teacher's Guide, the myFocus intervention resource, as well as the SuccessMaker, which the materials describe as a way to adapt and prescribe reading instruction for intervention, differentiation, and personalization.

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

- The lesson plans include the regular practice of pre-teaching three to five unfamiliar vocabulary words before reading with an explicit approach. For example, for each new unit, teachers pre-teach vocabulary words using an explicit vocabulary routine. Before each new text, instead of using the explicit routine, students preview vocabulary words on a practice page, which they read with teacher guidance to "define as needed."
- The "Turn, Talk, and Share" section of each lesson in the Teacher's Edition provides students with embedded support for unfamiliar vocabulary. This section provides opportunities for students to speak to one another using academic vocabulary. The teacher directs students to work with a partner and practice various skills while utilizing their academic vocabulary. The Teacher's Guide includes screenshots of the Student Interactive to help teachers direct students as necessary. The Reading-Writing Workshop Bridge contains additional pages that allow students to extend their vocabulary by learning related words. The lessons include frequent structured opportunities for students to talk with partners and larger groups about a text using academic language and vocabulary.
- The Teacher's Guide includes embedded supports for references in the text. The lessons include a "Possible Teaching Points" section that teachers use during the read-aloud. This section supports students in reading like a writer as well as noticing a writer's crafting of figurative language. The Student Interactive offers continued student practice. Before a shared reading, teachers preview vocabulary with students by utilizing specific pre-teaching techniques for ELL students. The Teacher's Guide includes many teacher "think aloud" moments that model reading comprehension skills for students.

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- Each Reading Workshop mini-lesson includes a quick check (a short formative assessment) that provides teachers with guidance on assessing and differentiating instruction for students who have demonstrated proficiency and need enrichment or, alternatively, require extension instruction. Lessons including quick checks also provide references to activities to "extend instruction" for "students [who] show understanding" of the skills and content taught in that lesson. The "Small Group" section of the lesson offers extended instruction by providing conference questioning during students' independent reading of self-selected texts. For example, teachers ask students to apply the skill taught during a mini-lesson to a new text. For each unit, the materials provide a Project-Based Inquiry project that contains week-by-week instructions. For each step, the materials provide instruction and differentiated support, ensuring both intervention and advanced support to enrich student learning.
- The "Assess & Differentiate" section of each lesson provides teachers with guidance regarding "On-level and Advanced" activities for students who do not require intervention during small group instruction. These activities are found in the Resource Download Center online. The activities align with the skills and content in the weekly lessons to enrich and extend student learning. Extension Activities are found in the online Resource Download Center of Savvas Realize. These activities are broken up by unit and are referenced in the Teacher's Guide.
- The materials provide extended activities to support student learning. The extension activities include templates that students complete in class, or that they take home to practice grade-level content.

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
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

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. 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.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The materials include prompts and guided instructions to support teachers in communicating, explaining, and modeling concepts directly and explicitly. For example, during handwriting instruction, the teacher models correct letter formation and explains letter strokes to students. The materials provide teachers a script with prompts to communicate this information to students.
- The Reading Routines Companion provides additional guidance to support teachers in modeling, explaining, and communicating concepts to be learned explicitly. For example, the materials provide teacher scripting and prompting for phonics instruction. One script reads, "Listen carefully to the vowel sound in this word. Have students repeat the sound after you."
- The Teacher's Guide includes explicitly written lessons, allowing teachers to easily model and direct students through activities. For example, one lesson focusing on comprehension skills has the teacher "encourage [students] to ask relevant questions to clarify information and follow up with pertinent comments." The Teacher's Guide directs teachers to mini-lessons, which include "Focus," "Model," and "Practice" sections. These detailed sections guide the teacher to properly teach students. Sometimes, the materials offer "flexible options," such as creating an anchor chart. This ensures that teachers adapt lessons to the needs of students. The Teacher's Guide also provides call-outs to the "ELL Targeted Support" and "Additional Practice" sections, so teachers meet the needs of every student in their classroom.

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

- The Teacher's Guide provides teachers with guidance on lesson delivery, which includes a variety of instructional approaches. When introducing the new unit, lessons include a video and explicit instructions on vocabulary. This variety of instructional approaches increases student engagement and learning potential.
- The materials include recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, the materials offer students frequent opportunities to partner and talk using academic language. In Unit 3, the students partner to discuss different purposes for reading. The lessons in the Teacher's Guide also offer various activities through which teachers guide students, including a "Quick Write" activity in response to a discussion about a poem with an illustration.
- The lesson plans in the Teacher's Guide allow for a variety of lesson facilitation and instructional approaches, including partner sharing, small group instruction, and independent practice. These lessons provide more opportunities for student engagement and learning. During small groups, the Teacher's Guide provides several activities students perform to promote independent and collaborative thinking. In teacher-led small groups, the teacher guides students through various activities that are dependent upon the student's progress. The materials provide intervention, on-level, and advanced activities that teachers integrate into class instruction. During shared reads, the Teacher's Guide prompts teachers with sections such as "Possible Teaching Points," including conducting a think-aloud to further ground the students' skills and learning.

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.

- The Teacher's Guide includes multiple types of practice to support effective implementation. For example, the daily lesson components include opportunities for guided, independent, and collaborative practice (guided, independent, group, literacy centers, project-based, partners, and book clubs). The materials recommend that teachers include these components within each day's lesson. The Teacher's Guide provides explicit lessons for whole-group instruction, as well as directions for teachers to follow to guide students through independent practice, including independent writing. The materials provide opportunities for students to practice and apply taught concepts and skills. In Unit 5, Lesson 1, teachers model how to determine the parts of speech for each word command. As the lesson progresses, students apply this concept to different words.
- The materials include guidance for teachers, supporting effective implementation. For example, the lesson instructs teachers to "have students apply by practicing..." as well as integrate "Turn, Talk, and Share" opportunities. This guidance ensures increased student engagement and learning.
- The Teacher's Guide provides guidance for teachers. For example, the materials direct teachers to confer with students about their writing, including providing prompts and "if-then"

statements. The Teacher's Guide also includes a "Conference Support for ELL" section, which provides teachers with guidance for helping ELL students' writing at various levels.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
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.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
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.	8/8
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.	Not scored

The 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. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. 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.

Evidence includes, but is not limited to:

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.

- The materials include teacher guidance on providing accommodations for various levels of language proficiency via dedicated sections in the lesson plans for Emergent Bilinguals (EB). These sections guide targeted support specific to the concept/skill being taught. This guidance includes accommodations for various levels of language proficiency, including beginning/Intermediate, advanced, and advanced-high. In the Teacher's Guide, lessons include "ELL Targeted Support" sections that teachers use to differentiate activities, skills, and content based on whether the ELL is at a beginning, intermediate, advanced, or advanced-high level. For example, units provide EB support with synonyms and antonyms. Teachers present the following word bank to students: competition, organization, and occasion. Teachers use the word occasion in a sentence. EB students who are at a beginning proficiency level orally name special occasions. EB students who are at an intermediate proficiency level complete a two-step response by orally using the word in a sentence and identifying a synonym.

- The Teacher's Guide contains "ELL Access" sections that teachers use to "help prepare students for" oral readings and other activities. This resource helps increase EB students' background knowledge. Lessons in the Teacher's Guide include strategies such as making anchor charts and using sentence stems to help enhance student understanding. The materials also include highlighted Spanish cognates to assist with language transfer.
- The Language Awareness Manual includes a "Story Map Graphic Organizer" resource to help EB students organize sequences of events. Teachers model how to complete the graphic organizer, as well as provide sentence frames and a word bank that includes words that tell time order such as after, first, later, and next. Unit 3 provides EBs support with comparative endings. EB students at a beginning and intermediate proficiency level are provided a sentence stem and visual representation to compare the endings -er and est. Advanced students point to the word, identifying the base word in large. Advanced EB students use large, larger, and largest in a sentence.

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The Language Awareness Handbook reviews the definitions of r-controlled vowels and how to identify and pronounce r-controlled vowels. The lesson continues with teachers asking guiding questions and providing Emergent Bilingual (EB) students with sentence frames. EB students work in pairs, taking turns asking questions and constructing oral responses. The Language Awareness Handbook reviews realistic fiction and utilizes the story map to organize story elements.
- The materials include "Dual Language Program Planning" guides, which are planning and pacing tools for dual language practitioners who use miVisión Lectura and myView Literacy to impart their Spanish and English language arts and reading instruction. This resource helps ensure complete standards coverage of literacy standards in both languages. The guides are designed for the following dual language instructional model but may be customized to suit your language allocation needs: 50/50 time-allocation models for Spanish and English Language Arts; 60 minutes of daily instruction designated to each language; 120 daily minutes of language arts instruction over 30 weeks.
- The materials provide a Dual Language Program Planning Guide for teachers planning biliteracy units.

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.

- The materials provide guidance for supporting EB students' academic vocabulary development. The Language Awareness Handbook provides additional support to support ELL and Emerging Bilingual students, including using cognates. The Language Awareness Handbook identifies the purpose of cognates as a useful strategy to expand vocabulary. The materials provide an exemplar chart for EB students to notice similarities in English and Spanish words. The materials also provide tips for teachers to support EB students. For

example, cognates in different languages usually have the same origin. Teachers suggest that students utilize resources such as bilingual dictionaries, peers, and online tools. The materials also provide opportunities for EB students to extend identifying cognates in a vocabulary-building activity and game. In one game, titled "Cognate Sort," teachers create English and Spanish words and picture cards that have cognates. Teachers use the following words: music, computer, park, family, música, musique; computadora, komputer parque, parc, familia, and famiglia. Students sort the cognate under the correct word and picture card. Teachers extend the lesson by asking students to contribute additional words. Students then identify similarities and differences.

- The lessons in the Teacher's Guide contain embedded guidance to support ELLs with written discourse. For example, during the Reading Workshop, the "ELL Targeted Support" section for vocabulary requires students to write words and draw pictures to represent meaning. In The Teacher's Guide, the "ELL Targeted Support" section provides guidance, so teachers help students build academic language by using cognates to transfer language.
- The "ELL Targeted Support" section provides teachers with student sentence stems (referred to as "sentence frames" in the materials) to help develop students' understanding of various concepts (e.g., setting). Some activities allow EB students to transfer academic language learned in one language to another language. For example, during the "Informative and Explanatory" writing, students use a graphic organizer to plan and write informative or explanatory writing pieces. Teachers model how to complete the graphic organizer.
- The Teacher's Guide lessons include tips for supporting English Language Learners with language transfer (e.g., cognates, cross-linguistic connections, rephrasing suggestions, and checks for understanding through oral discourse). The materials provide these opportunities for academic vocabulary, comprehension, and building background knowledge as well. For example, one "Listening Comprehension" lesson includes guidance on words in the story that have Spanish cognates. The lesson guides teachers to build students' background knowledge of the story by sharing a summary before the oral reading.

If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

- The materials include "Dual Language Program Planning" guides, which are planning and pacing tools for dual language practitioners who use miVisión Lectura and myView Literacy to impart their Spanish and English language arts and reading instruction. This resource helps ensure complete standards coverage of literacy standards in both languages. The guides are designed for the following dual language instructional model but may be customized to suit your language allocation needs: 50/50 time-allocation models for Spanish and English Language Arts; 60 minutes of daily instruction designated to each language; 120 daily minutes of language arts instruction over 30 weeks.
- The materials provide a Dual Language Program Planning Guide for teachers planning biliteracy units.

Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	7/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	4/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	0/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	2/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	1/1

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials do not include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include the practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.

- The "Getting Started with myView" resource provides a scope and sequence of foundational skills (including phonics). This resource includes a systematic and sequenced list of phonics and foundational skills, which the materials include in instruction for all six units. This resource offers guidance for the systematic and sequenced instruction of phonics and foundational skills, thereby ensuring that teachers can understand the progression of foundational skills. This resource supports teacher planning. It also ensures teachers' abilities to differentiate for a variety of learners.
- The Teacher's Guide includes a systematic and sequenced list of phonics and foundational skills. Each unit begins with a "Skills Overview" section that shows the TEKS as well as the skills students will focus on in that unit and progression. This overview includes "Word Study" and "Spelling" sections, which encompass the phonics TEKS and instruction. Each unit also begins with a "Unit-at-a-Glance: Workshop Overview" resource, which lists students' phonological awareness. This resource highlights a student's progression throughout the six-week unit in the "Word Study" and "Spelling" content sections.
- The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. In Unit 2, Week 1, one lesson begins with a review of the skills taught in grade 1. The lesson then requires students to decode and encode multisyllabic words using the prefixes pre-, dis-, and in-. In grade 2, the materials begin with a review of previous grade 1 skills (e.g., words with CVC patterns). The lesson continues with students spelling words with short vowels. In grade 3, skills progress to more complex

concepts. For example, in Unit 5, Week 1, skills progress to vowel patterns. Students decode and encode single and multisyllabic words that have the vowel pattern /au/, /aw/, /al/, /augh/, and /ough/.

- The materials separate spelling instruction from phonics and foundational skills. For example, the unit overview lists spelling skills during a separate block of time from phonics instruction. This guidance may lead teachers to misunderstand the connectedness of decoding and encoding skills and literacy development. For example, Unit 5, Week 5 focuses on final stable syllables. The "Word Study" lesson provides instruction for decoding words with these syllables. Then, in a separate spelling lesson, instruction focuses on the spelling of these syllables.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The lessons in the Teacher's Guide support a discovery-oriented approach to phonics rather than direct, explicit instruction. One example of this approach can be found in the "Word Work" lesson for Unit 3, Week 4. The materials require students to identify the phonics pattern of various vowel teams. The materials direct teachers to do the following: "Have students identify the vowel team in each word. Then read each word and say: Does (word) have the same vowel sound as tool or cue? Write each word in the appropriate column." The materials also provide explicit instruction via the "Gradual Release of Responsibility" instructional model. This instructional approach requires teachers to model or demonstrate the skill before students join in to practice.
- The Teacher Guide does not provide daily opportunities for phonics and foundational skills. Each unit is broken into six weeks and each week includes five lessons. The "Suggested Weekly Plan" sections all include time for "Word Study" and "Spelling" activities (including phonics) each week. The sixth week only focuses on project-based learning.
- In the "Suggested Weekly Plan" section for each unit, the materials suggest spending 10-20 minutes daily on phonics and foundational skills, but this time frame also includes the "Reading Comprehension" mini-lesson.
- The materials allow for the systematic and sequenced instruction of phonics. In grade 3, student skills progress to increasingly more complex concepts. For example, in Unit 5, Week 1, student skills progress to vowel patterns. Students decode and encode single and multisyllabic words with the vowel patterns /au/, /aw/, /al/, /augh/, and /ough/. However, the materials do not include daily interaction with this skill.

Materials include practice of phonics skills both in isolation and through decodable texts.

- The "Daily Lesson Plan" resource in the Teacher's Guide provides whole group phonics skills practice in isolation. Teachers provide students practice reading words in isolation. The materials provide additional practice pages as part of the lesson. For example, the "Word Work" lesson refers to the practice page and suggests additional pages for independent or partner practice. The materials also suggest using the practice pages as formative

assessments to determine small group instructional needs. The materials allow students to practice phonics skills in isolation via individual words and word lists. For example, in Unit 3, Week 5, students read irregular plural nouns in isolation. The materials provide phonics skills practice through decodable readers. Teachers use decodable readers during small group instruction to help struggling students with specific deficits and skills. The online materials include a "Decodable Readers Skill Table of Contents" resource for grade 3. Teachers can use this resource to determine which decodable reader to use according to the skill they are teaching. The "Decodable Readers Skill Table of Contents" resource shows which titles pair with specific phonics skills. Teachers can assign a decodable reader so students can practice decoding words in context. For example, the decodable reader Dawn and Baseball includes words using the previously taught sound-spelling patterns a, au, aw, al, augh, and ough as well as some high-frequency words. After instruction on these patterns, students can use the decodable reader to practice decoding words in context.

Materials include opportunities for cumulative review of previously taught skills.

- The Teacher's Guide provides "Word Study" lessons that include a weekly review on the fifth day of each week. These lessons review the skills and concepts that students learned during the previous week. For example, Unit 3, Week 4 includes a "Spiral Review" component that reviews only what was taught during the previous week (e.g., the suffixes -y, -ful, and ness). The online materials in the "Savvas Realize" resource provide "Weekly Standards Practice" PowerPoints for teachers to utilize as quick checks for students. For example, in Savvas Realize: Assessment & Practice: Weekly Standards Practice: Unit 1: Weekly Stands Practice: Week 5: TEKS Check: Word Study, students work on the diphthongs ou, ow, oi, and oy.

Phonics Rule Compliance

4.2	4.2 Daily Instructional Sequence and Routines	8/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- The materials provide daily lessons that include explicit guided instruction with teacher modeling. The Teacher's Guide provides lessons that include all the elements of explicit instruction. The "Spelling" lessons in the Teacher's Edition provide explicit directions for teachers to follow when modeling different phonics skills for students. This teacher modeling is sometimes labeled as "Model and Practice." The materials also embed teacher modeling in the teacher guidance as shown in Unit 4, Week 5, Lessons 1 and 2.
- The materials include lessons that offer explicit (direct) instruction with teacher modeling. The daily phonics lessons include explicit teacher modeling before students practice phonics skills on their own. In Unit 5, Week 1, teachers provide explicit instruction in reviewing the vowel patterns au, aw, ai, augh, and ough. Students decode or encode single-syllable and multisyllabic words in isolation.

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- The "Word Study" and "Spelling" lessons in the Teacher's Edition include corrective feedback, as seen in the Unit 4, Week 1 Reading-Writing Workshop Bridge. In the Reading Routines Companion, each skill includes "Side A" and "Side B" pages that offer teachers explicit instructional directions as well as corrective feedback for students. The materials include phonics lessons with direct instruction and independent practice.
- Daily lessons include opportunities for explicit guided instruction as well as immediate and corrective feedback. The Teacher's Guide provides daily lessons with all elements of explicit instruction on some days, but not others. For example, in Lesson 1 of each week, the materials introduce a new phonics skill. Teachers explicitly introduce and model this skill. Unit

3, Week 4, Lesson 1 begins with teachers introducing the VCCV syllable division pattern. The lesson also includes guided practice. The second day consists of independent practice. In Lesson 1 of each week, teachers explicitly introduce and model a new phonics skill. The materials include opportunities for guided instruction using the gradual release model. The materials also provide opportunities for immediate and corrective feedback.

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- "Word Study" lessons provide students a variety of opportunities to practice phonics patterns over the course of the week, but not daily. For example, the first day of the Unit 3, Week 4 lesson "VCCV Syllable Division" provides practice opportunities via words that teachers write on the board. The second day of this lesson includes a practice page for students to divide the words into syllables. The third day requires students to find words from a story that follow this syllable pattern.
- The materials offer daily opportunities for students to practice through collaborative learning and independent practice. The Teacher's Guide includes daily "Word Study" and "Spelling" lessons. The materials also include daily opportunities for collaborative practice. The "Word Study" and "Spelling" lessons include independent practice, as seen in the Unit 4, Week 1 Reading-Writing Workshop Bridge.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- The materials include intentional practice activities throughout the curriculum. In the Teacher's Guide, the "Suggested Weekly Plan" resource outlines practice opportunities for foundational skills throughout the week using whole groups, collaborative groups, small groups, and independent work. In Unit 2, Week 3, teachers remind students that, in the previous lesson, they learned about vowel teams or digraphs ai, ay, and ea. Teachers encode the words pie and thief. Teachers tell students, "When I say the word pie, I hear the long /i/ sound. When I say the word thief, I hear the long /e/ sound."
- In the Teacher's Guide, the "Suggested Weekly Plan" resource for the "Word Study" section outlines the practice opportunities that the materials provide throughout the week. Some lessons include practice opportunities. For example, in Unit 5, Week 5, Word Study Day 1, teachers "guide students to think of additional words that include the final stable syllables -le, -ture, -ive, and -ize." On Day 4, the materials direct teachers to do the following: "Have students work independently to write five words that include the schwa sound. Have students exchange lists with a partner. Have the partner identify the letter that creates the schwa sound in each word."
- The materials include intentional practice and a review of decoding and encoding using previously learned (and newly learned) phonics skills throughout the year. In Unit 2, Week 2, the materials refer to r- controlled vowels from Lesson 1. Teachers display the words formal, target, and cardboard. Then, students decode each word. During Lesson 2, students apply their knowledge of r-controlled vowels through encoding by completing an independent activity located in the Student Interactive.
- The materials include intentional cumulative review and practice activities throughout the curriculum. In the "Foundational Skills" section of the Teacher's Guide, Lesson 5 includes a

review of the skill that students learned during the previous week. For example, Week 4, Lesson 5 reviews consonant blends. Throughout Units 1 and 2, the materials provide intentional cumulative reviews via the "Phonics: Spiral Review" sections. Additionally, the materials provide intentional cumulative reviews throughout the "Word Study" and "Spelling" lessons in the Teacher's Guide. The spiral reviews offer a "flexible option" during Lesson 4 of each week.

Practice opportunities include only phonics skills that have been explicitly taught.

- In the Teacher's Guide, the "Suggested Weekly Plan" resource for the "Word Study" section outlines practice opportunities for phonics skills throughout the week. Lessons include practice opportunities that connect to explicitly taught skills. For example, Unit 5, Week 5, Word Study Day 1 directs teachers to "guide students to think of additional words that include the final stable syllables -le, -ture, -ive, and -ize." On Day 4, the materials direct teachers to do the following: "Have students work independently to write five words that include the schwa sound. Have students exchange lists with a partner. Have the partner identify the letter that creates the schwa sound in each word." These practice opportunities are consistent for each "Word Study" weekly plan.
- The materials include practice opportunities for students on explicitly taught phonics skills. During independent practice in Unit 2, Week 1, students decode V/CV and VC/V words in isolation. As the lesson continues, students sort the words by their syllable pattern. In the Teacher's Guide, the "Word Study" and "Spelling" lessons include practice for explicitly taught materials. This is evidenced in Unit 4, Week 1's Reading-Writing Workshop Bridge.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The Teacher's Guide contains a weekly "Reading Workshop Assess & Differentiate Teacher-Led Options" resource that provides intervention guidance. The materials recommend using the "myFocus Reader" resource for interventions with specific reference to the myFocus Intervention Teacher's Guide. This resource provides explicit and systematic word study, offering students practice with skills in isolation and in text. The texts included in the lessons support the application of the skill and provide teacher guidance in using the text to support all learners. For example, in Level D, Lesson 2, the text highlights the target skill and directs teachers to do the following: "Point out the word visitor. This word has the suffix -or, which means 'a person who.' Cover up -or. What word do you see? (visit). Visit is the base word of visitor. A base word is a word in its most basic form. A visitor is someone who visits. Then point out the words artist and speaker. Both of these also have a suffix that means 'a person who.' Help students identify each word's base word, identify its suffix, and give its meaning." With this level of teacher support, students can decode the text.
- The materials include a decodable reader that includes taught phonic skills. Students can read the text independently or read along with an audio reader. The reader also includes high-frequency words. The materials include a "Decodable Reader Book Club."

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- The materials include lessons with an instructional focus and opportunities for practice. The Teacher's Guide contains a weekly "Reading Workshop Assess & Differentiate Teacher-Led Options" resource that provides intervention guidance. The materials recommend using the "myFocus Reader" resource for interventions with specific reference to the myFocus Intervention Teacher's Guide. This resource provides explicit and systematic word study, offering students practice with skills in isolation and in text. The text included in the lessons supports the application of the skill and provides teacher guidance in using the text to support all learners. For example, in Level D, Lesson 2, the text highlights the target skill and directs teachers to do the following: "Point out the word visitor. This word has the suffix -or, which means 'a person who.' Cover up -or. What word do you see? (visit). Visit is the base word of visitor. A base word is a word in its most basic form. A visitor is someone who visits. Then, point out the words artist and speaker. Both of these also have a suffix that means 'a person who.' Help students identify each word's base word, identify its suffix, and give its meaning."
- The "Word Study" lessons in the Teacher's Guide include practice opportunities for skills at the word level in isolation. The practice pages may include sentence-level applications. For example, in Unit 5, Week 5, Lesson 1's practice is at the word level. Lesson 2 includes a practice page with sentence-level application. Lesson 3 includes a practice page at the word level. Lessons 4 and 5 include practice at the word level. The "Word Study" and "Spelling" lessons in the Teacher's Edition provide lessons that allow students to practice the skills they were explicitly taught in isolation, as evidenced in Unit 4, Week 4's Reading-Writing Workshop Bridge. These types of lessons are found regularly throughout the curriculum.
- The materials include decodable word lists and texts that align with the scope and sequence. In Unit 3, Week 1, students decode single-syllable and multisyllabic words from a word list. These include the vowel patterns au, aw, al, augh, and ough. The lesson continues with the student underlining the letters that have the same vowel sound as the word saw. For example, after explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text during Unit 2, Week 3.

Phonics Rule Compliance

4.4	Assessment	7/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

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

Evidence includes, but is not limited to:

Materials include a variety of assessment tools that are developmentally appropriate.

- Materials include a variety of assessment tools that are developmentally appropriate including a broad overview of a variety of assessments components and tools, Progress Check-Up manuals, and summative assessments. The *Teacher* Edition includes an overview of the assessment components and tools such as baseline tests, unit tests, middle-of-year tests, end-of-year tests, formative assessments, progress check-ups, cold reads, project-based inquiry, and TEKS test prep.
- The Assessment Guide provides guidance and tools to teachers on the various types of assessment tools, examples within the materials, and when and how the different types of assessments are to be used. For example, the Assessment Guide includes a *Reading Behaviors Checklist* for each student, and the teacher records yes or not yet, and anecdotal notes on the students' reading behaviors.
- The materials include summative assessments in a variety of formats. The "Summative Assessments: Teacher's Manual and Answer Keys" resource includes summative assessments for each unit as well as "Middle-of-Year" and "End-of-Year" tests. All of these assessments are multiple choice and include a writing component. The "Summative Assessments: Teacher's Manual and Answer Keys" resource also includes a diagnostic assessment (the Baseline Test), which determines each student's starting point. In Unit 1, Week 6, the materials include end-of-unit assessments, timed fluency assessments, and spelling tests. Using the "Spelling" section in the Teacher's Edition, teachers utilize spelling tests to assess students' spelling during the fifth lesson of each week.
- The materials include a variety of diagnostic assessment tools for measuring phonological awareness and phonics skills. For example, in Unit 2, Week 1, the materials assess phonics

skills with various assessment tools, including quick checks, formative assessments, and weekly standard practice. Additionally, formative assessments are provided in a variety of formats to measure student learning and determine next steps for instruction. This is evidenced in Unit 1, Week 1.

Materials include clear, consistent directions for accurate administration of assessments.

- The Assessment Guide includes teacher guidance on the administration of each assessment in the materials. The materials list this guidance in a bulleted, user-friendly format with scripted directions for teachers to use to ensure administrative accuracy and consistency.
- The materials include guidance to help teachers efficiently administer assessments with clear, consistent directions, ensuring accurate assessment administration. For example, during the Summative Phonological Assessment, the Teacher's Manual provides clear directions and guidance to help teachers administer the assessment. In the "Summative Assessments: Teacher's Manual and Answer Keys" resource, the materials provide teachers with directions on how to measure various assessments, including oral reading accuracy, phonemic awareness, and summative multiple-choice tests.
- The materials include clear, consistent directions, ensuring the accurate administration of assessments. For example, the assessment directions clearly specify when to move to the next task and when to discontinue the assessment. The directions state that if students cannot respond orally to any of the practice items in a section of the Phonemic Awareness Assessment, then the teacher will discontinue the assessment.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

- The materials include systematic progress monitoring tools that measure students' acquisition of grade-level phonics skills. The materials provide "Progress Check-Ups" that "measure students' progress [during] each week of instruction." The materials include a total of 25 check-ups. These check-ups include four sections: vocabulary, phonics, reading comprehension, and writing. The "Progress Check-Ups: Teacher's Manual and Answer Keys" resource provides teachers with a reproducible "Student Progress" chart to keep track of each student's progress throughout the year. The materials also include a "Class Progress" chart.
- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. This is evidenced in the "How to Use Data" section of the Assessment Guide. The materials include progress monitoring for sample class record charts.
- The materials provide assessment tools to measure reading comprehension skills and overall reading proficiency. For example, the Assessment Guide (found at the beginning of the Teacher's Guide) provides an overview of assessment measures as well as information on how to administer these measures throughout the course.

Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

- The "Assessment Overview" section at the beginning of the Teacher's Guide provides a timeline for the use of a variety of assessment measures throughout the course. This overview includes a chart that provides guidance to teachers on which assessment tools are aligned with progress-monitoring data. The overview lists a variety of assessment measures and contains information on each assessment, how to administer each assessment, and when and how to use the data from the assessment.
- An online assessment screens a variety of reading skills that can be used as a baseline measure. This resource ensures that teachers can screen for students who may need more diagnostic assessments to identify gaps. In grade 3, students are expected to build upon the basic reading comprehension skills learned in grade 2, as well as apply foundational skills to become more fluent readers. It is developmentally appropriate for assessments at this level to include a general comprehension test as well as tools to identify any learning gaps or deficiencies.
- The Assessment Guide includes teacher guidance on using an aligned system of assessment tools throughout the year. The materials include a "Progress Check-Ups: Teacher's Manual and Answer Keys" resource, which provides teachers with a reproducible "Student Progress" chart to track each student's progress throughout the course. The materials also include a "Class Progress" chart. The "Progress Check-Ups" are designed to "measure students' progress [during] each week of instruction." The materials include a total of 25 check-ups. The check-ups have four sections: vocabulary, phonics, reading comprehension, and writing. Teachers administer these progress monitoring tools at the end of each week's instruction.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	6/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

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

Evidence includes, but is not limited to:

Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

- The materials include Savvas Realize, an online assessment and data-management tool for tracking individual student progress. Savvas Realize provides a variety of reports for teachers to analyze student assessment data.
- The materials include an online data-management tool for tracking individual student progress, which allows teachers to make appropriate instructional decisions to accelerate instruction. The online tool enables teachers to document and monitor student phonics skill outcomes, also enabling teachers to document individual data regarding student progress on phonological awareness and phonics skills. Teachers document student phonics progress on the student progress chart.
- The "Teacher's Manual" and "Answer Key" sections of the Progress Check-Ups provide the teacher with a reproducible student progress chart. This, along with a class progress chart, allows teachers to track each student's progress throughout the year. This data management tool tracks individual student progress, allowing teachers to make appropriate instructional decisions to accelerate instruction.

Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

- The materials include the data management tool Savvas Realize, an online assessment and data-management tool designed for tracking whole class trends and progress. The Assessment Guide provides comprehensive support on how to effectively use Savvas Realize to guide instructional practices. This guidance includes detailed instructions on accessing and interpreting assessment reports within Savvas Realize.
- When students utilize the online assessment tools in Savvas Realize, the platform generates various reports to assist teachers in analyzing assessment data. Teachers view student scores on assessments by individual questions and, for assessments aligned with educational standards, by specific standards. Additionally, teachers export classroom data in CSV format for integration into grade books or other educational applications. This data management tracks whole-class student progress to analyze student patterns and needs.
- The "Teacher's Manual" and "Answer Key" sections of the Progress Check-Ups supplement these capabilities by providing tools such as a reproducible student progress chart. This, along with a class-wide progress chart, enables teachers to monitor each student's academic progress throughout the academic year. This functionality allows educators to analyze patterns and identify specific student needs to inform instructional decisions effectively.
- Savvas Realize offers robust reporting capabilities for academic progress and is effective in tracking overall class data on both individual student and collective class levels.

Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

- The myFocus Intervention Teacher's Guide provides specific guidance on determining the frequency of progress monitoring based on student needs. As stated in the resource, "myFocus Intervention offers a consistent lesson format to make instruction, practice, and assessment during intervention clear and easy to use. Student models, activities, routines, and assessments are provided at point of use and follow a gradual-release model. The pace of the lessons is naturally dependent on the needs of each student. The chart provides suggested pacing for lessons, many of which might typically take about one week." The guide includes a weekly pacing chart that offers teachers specific guidance on when and how to progress-monitor throughout the week (i.e. on day two, three, and four). As the materials explain, "the myFocus Intervention Teacher's Guide provides progress monitoring and intervention in a Weekly Lesson Plan that follows the gradual release model."
- The materials offer teachers suggestions on how often to progress-monitor different groups of students or individuals, depending on the results of their diagnostic assessment. For example, the materials encourage teachers to progress-monitor approaching-level students once per month and to progress-monitor below-level students every two weeks.

Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

- The myFocus Intervention Teacher's Guide includes guidance to accelerate learning based on student needs. The myFocus Intervention Teacher's Guide provides progress monitoring and intervention in a weekly lesson plan that follows the gradual release model. This resource includes the following guidance: "myFocus Intervention follows a consistent format, but the sequence and number of lessons in the program are not prescriptive. Intervention should be quick and efficient, targeted to the skills and concepts that are proving barriers to grade-level reading proficiency. If a straightforward concept is introduced and quickly mastered in a session or two, teachers move on (i.e. reading words with digraphs or reading words with common prefixes). On the other hand, some lessons may require several sessions for instruction, modeling, and practicing skills before students will show mastery (i.e. reading some lesson common vowel patterns like ue or ie). The number of sessions, duration, and the intervention model used should be tailored to students' needs. For example, students needing intensive intervention may require 30-minute daily sessions for instruction, practice, and progress monitoring. For students needing minimal intervention, two to three 30-minute small-group sessions may be enough to teach the concept and provide sufficient guided practice and assessment."
- The materials include guidance on how to accelerate learning based on the progress monitoring data. In Unit 4, Week 1, the materials offer instructions on accelerating student learning based on individual student outcomes. For example, for students who met proficiency in r-controlled vowels such as ir, er, and ur, the materials include additional challenging words for those students to encode.
- The materials include guidance on accelerating learning to achieve mastery of specific concepts based on progress monitoring data. For example, the Teacher's Guide includes tables that specify which activities in the program teachers should assign when students have difficulty on progress monitoring assessments or have already demonstrated mastery of a concept or skill. This includes a list of suggested activities to assign students and a set of lessons to teach when a student scores above or below a set threshold on a progress monitoring assessment.

Foundational Skills

5.B.1	Oral Language Development	21/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	9/9

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- The Reading Routines Companion includes a "Corrective Feedback" section in each lesson, this section advises teachers to repeat modeling and give extra practice to students who are not proficient in decoding. For example, in the "r-Controlled Vowels" lesson in the Reading Routines Companion, the "Corrective Feedback" section simply repeats the modeling from Steps 2-3 on the previous page. The materials also advise students to work through the "Make it Easier" activity.
- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in decoding words with long vowels focused on connecting phonemes to letters within words. In Unit 1, Week 2, the materials guide teachers to say the following: "The word mat has a consonant-vowel-consonant pattern. The vowel in this pattern is usually short. Write the word mat on the board with CVC on top." This lesson continues with the teacher saying, "The word make has the long vowel sound /a/, and the /e/ is silent. This pattern is called a consonant-vowel-consonant-silent e. In this pattern, the first vowel is usually long." As the lesson continues, teachers write CVCe over the word make.

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- The Reading Routines Companion includes a "Corrective Feedback" section in each lesson, this section advises teachers to repeat modeling and give extra practice to students who are not proficient in decoding. For example, in the "r-Controlled Vowels" lesson in the Reading Routines Companion, the "Corrective Feedback" section simply repeats the modeling from Steps 2-3 on the previous page. The materials also advise students to work through the "Make it Easier" activity.
- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in decoding words with long vowels focused on connecting phonemes to letters within words. In Unit 1, Week 2, the materials guide teachers to say the following: "The word mat has a consonant-vowel-consonant pattern. The vowel in this pattern is usually short. Write the word mat on the board with CVC on top." This lesson continues with the teacher saying, "The word make has the long vowel sound /a/, and the /e/ is silent. This pattern is called a consonant-vowel-consonant-silent e. In this pattern, the first vowel is usually long." As the lesson continues, teachers write CVCe over the word make.

Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

- The Reading Routines Companion includes a "Corrective Feedback" section in each lesson, this section advises teachers to repeat modeling and give extra practice to students who are not proficient in decoding. For example, in the "r-Controlled Vowels" lesson in the Reading Routines Companion, the "Corrective Feedback" section simply repeats the modeling from Steps 2-3 on the previous page. The materials also advise students to work through the "Make it Easier" activity.
- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in decoding words with long vowels focused on connecting phonemes to letters within words. In Unit 1, Week 2, the materials guide teachers to say the following: "The word mat has a consonant-vowel-consonant pattern. The vowel in this pattern is usually short. Write the word mat on the board with CVC on top." This lesson continues with the teacher saying, "The word make has the long vowel sound /a/, and the /e/ is silent. This pattern is called a consonant-vowel-consonant-silent e. In this pattern, the first vowel is usually long." As the lesson continues, teachers write CVCe over the word make.

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) 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)	0/2
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)	24/24

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials do not include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. 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.

Evidence includes, but is not limited to:

Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)

- The Reading Routines Companion includes a "Corrective Feedback" section in each lesson, this section advises teachers to repeat modeling and give extra practice to students who are not proficient in decoding. For example, in the "r-Controlled Vowels" lesson in the Reading Routines Companion, the "Corrective Feedback" section simply repeats the modeling from Steps 2-3 on the previous page. The materials also advise students to work through the "Make it Easier" activity.
- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in decoding words with long vowels focused on connecting phonemes to letters within words. In Unit 1, Week 2, the materials guide teachers to say the following: "The word mat has a consonant-vowel-consonant pattern. The vowel in this pattern is usually short. Write the word mat on the board with CVC on top." This lesson continues with the teacher saying, "The word make has the long vowel sound /a/, and the /e/ is silent. This pattern is called a consonant-vowel-consonant-silent e. In this pattern, the first vowel is usually long." As the lesson continues, teachers write CVCe over the word make.

Materials include guidance for the teacher to provide explicit (direct) 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)

- The Reading Routines Companion includes a "Corrective Feedback" section in each lesson, this section advises teachers to repeat modeling and give extra practice to students who are not proficient in decoding. For example, in the "r-Controlled Vowels" lesson in the Reading Routines Companion, the "Corrective Feedback" section simply repeats the modeling from Steps 2-3 on the previous page. The materials also advise students to work through the "Make it Easier" activity.
- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in decoding words with long vowels focused on connecting phonemes to letters within words. In Unit 1, Week 2, the materials guide teachers to say the following: "The word mat has a consonant-vowel-consonant pattern. The vowel in this pattern is usually short. Write the word mat on the board with CVC on top." This lesson continues with the teacher saying, "The word make has the long vowel sound /a/, and the /e/ is silent. This pattern is called a consonant-vowel-consonant-silent e. In this pattern, the first vowel is usually long." As the lesson continues, teachers write CVCe over the word make. The materials do not provide evidence of recommended feedback for students based on common errors and misconceptions.

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)

- The "Foundational Skills" lessons in the Teacher's Guide include a "Weekly Review" lesson on Day 5 of each week. These lessons review the skills that students learned the previous week. For example, in the "Word Work" lesson on Week 4, Day 5, the "Spiral Review" component of the lesson reviews what students learned during the previous week.
- Daily phonics lessons include explicit teacher modeling before students practice phonics skills independently. In Unit 5, Week 1, teachers provide students with explicit instruction to review the vowel patterns au, aw, ai, augh, and ough. Students decode or encode single-syllable and multisyllabic words in isolation.
- The Teacher's Guide provides a variety of activities and resources for students to develop, practice, and reinforce. The materials provide practice with phonics skills in isolation, such as in individual words and word lists. For example, in Unit 2, Lesson 3, students receive immediate and effective feedback. As a result, students are less likely to develop misconceptions. Direct, explicit instruction in phonics prepares students to connect phonemes to letters within words, resulting in students' competent decoding and encoding skills. In Unit 3, Week 5, students read irregular plural nouns in isolation.
- Grade 3's Reading Routines Companion provides a variety of practice opportunities for reading one and multisyllabic words, as well as systematic and explicit instruction connecting

phonemes to letters. This resource also includes explicit lessons for decoding and encoding, as evidenced in the "Word Study" lesson "Base Words and Endings: -ing, -ed, -er, -est."

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
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)	6/6
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)	8/8

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

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)

- The "Foundational Skills Scope and Sequence" section in the "Getting Started with myView" resource provides a systematic sequence for introducing grade-level sound-spelling patterns. The TEKS outline the phonics skills for grade 3, which review sound-spellings and apply them to multisyllabic words. The materials provide a "Word Study" section throughout each of the five units that align with the grade 3 TEKS. The Teacher's Guide provides a systematic sequence of sound-spelling patterns for each six-week unit in the "Unit at a Glance: Workshop Overview" section. This resource provides teacher guidance in planning and differentiating instruction based on the needs of students. For example, the Unit 1 Overview lists the sound-spelling patterns of syllable patterns, inflectional endings, suffixes, vowel digraphs, and diphthongs.
- The materials include a systematic sequence for introducing grade-level sound-spelling patterns. In Unit 1, Week 3, the materials provide explicit instruction for creating rhyming words, a simpler skill. The materials guide teachers to point to a picture of a key in the Student Interactive. Teachers tell students to listen carefully to the ending sounds of the words key and tree. The materials guide teachers to repeat the word key while emphasizing the final long /e/

sound and saying, "these words rhyme." Students practice by naming additional words that rhyme with key. Students have opportunities to participate in a more complex skill by recognizing changes in spoken words when a specified phoneme is added, changed, or removed. For example, in Unit 1, Week 5, teachers begin by saying the word cat has three sounds. Teachers tell students, "You can change the word cat by taking away the /k/ sound and adding the /m/ sound to make the word mat. The lesson continues with the students adding the /b/ sound to the word lock. Students then move to more complex skills, removing the initial sound in the hand /h/ and changing it with the blend /s/ /t/. Students also remove the digraph /sh/ in short and change it with the blend /s//p/.

- The materials include a systematic sequence for introducing grade-level sound-spelling patterns. In the Student Interactive, students read and sort words with the vowel digraphs /ee/, /ai/, /ow/, /ea/, /ay/, and /oa/. The materials include a vertical alignment that outlines the progression of "Sound-Spelling Patterns" skills and concepts, including lesson objectives. The materials present this progression week by week throughout the school year, providing an overview of the skills and concepts in accordance with the ELAR TEKS.

Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)

- The Teacher's Guide provides "Word Study" lessons that include explicit instruction in grade 3 sound-spelling patterns. For example, Unit 5, Week 1's Word Study provides guidance for teachers to provide direct instruction in multiple spellings of the vowel sound /aw/ as in saw. Students sort the list of words by the spelling of the vowel sound to focus attention on the spelling. This supports students' development of spelling and reading proficiency.
- The materials provide explicit encoding instruction in some of the lessons. In Unit 1, Week 1, Lesson 1, the "Word Study" Lesson provides explicit instruction in encoding words with the CVC pattern. The materials state, "Tell students they are going to write words with short vowel sounds. As you model, write each letter on the board. Say 'I want to spell the word mat. I listen to the first sound: /m/. I know the letter m stands for the /m/ so I write m. I hear /a/ in the middle of mat. I know the letter a stands for the /a/ sound. I write the letter a. I hear a /t/ at the end of mat. I know the letter t stands for the /t/ so I write t. Now I sound out the word to make sure I have the correct letter: /m/ /a/ /t/.'" This is an explicit instruction for spelling that would also be aligned with TEKS in grade K. In the same week's "Spelling" lessons, teacher guidance includes the following: "Display and say these words aloud. Discuss that these are words with short vowel sounds." This lesson lacks explicit language for teachers to use to provide explicit instruction for grade-level sound-spelling patterns. The materials demonstrate inconsistency in explicit instruction regarding sound-spellings.
- The grade 3 Reading Routines Companion offers guidance in explicit and direct instruction for sound-spelling patterns, including r-controlled vowels. The materials provide a teacher script that says, "An r-controlled vowel is a vowel followed by the letter r. The r changes the sound of the vowel to a sound that is neither long nor short."
- The materials include guidance for teachers to provide direct and explicit instruction for grade-level sound-spelling patterns. In Unit 5, Weeks 1-3, the materials guide teachers with direct and explicit instructions on the vowel patterns au, aw, and al. In Lesson 1, teachers point out

that au, aw, al, augh, and ough all spell the sound that students hear in the word saw. During Lesson 2, students apply this knowledge in an activity in the Student Interactive. In Lesson 3, students have additional opportunities to practice the vowel patterns. Teachers remind students that this vowel pattern has multiple sound-spelling patterns. For example, students decode the words naughty, awful, author, thoughtful, and talking.

- The materials include guidance for teachers to provide direct and explicit instruction for the grade-level vowel digraphs ee, ea, ai, and ay. The materials provide clear and concise instructions, clarifying that a vowel digraph "is two letters that spell one vowel sound. The vowel sound is usually the long vowel sound of the first vowel." The materials guide teachers to display the word meet. Teachers say, "I see the vowel digraph /ee/. The vowel digraph can spell the sound long /e/." The materials continue guiding teachers on how to blend the sounds. Teachers point to each sound spelling as they say its sound.

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)

- The materials include a variety of activities and resources for students to develop and practice grade-level sound-spelling patterns. The "Digital Word Study Practice Activities" section for grade 3 includes activities that align with the "Word Study" scope and sequence. Teachers assign these activities for extra practice or reinforcement. For example, the list of activities available includes syllable patterns, endings, and common sound-spellings. The "myFocus Interventions" resource provides additional instruction to develop and practice sound-spellings. This resource provides teachers with instruction to fill in gaps from previous grade-level sound-spellings that some students may need. The scope and sequence include TEKS from grades K–3.
- The 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). The "Word Study" practice activity provides support for students to decode words in isolation, including words with syllable pattern VC/CV. The materials remind students that words with syllable pattern vc/cv have two middle consonants that belong to separate syllables and the vowel sound in the first syllable is often short. Students read each word, divide the words into syllables, and write the syllables. This skill is also practiced as a cumulative review throughout the week.
- The "My Focus Intervention" resource provides a variety of activities 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). The materials remind students that each syllable in a word has a vowel sound. Teachers say, "Today, you'll be learning about two specific syllable patterns: r-controlled syllables and stable syllables." The materials direct teachers to "have the students read the first row of words: dirty, number and orange aloud and clap the syllables...Ask the students: 'how many syllables does the word dirty have?'" The lesson continues with teachers asking, "What vowel sound does the first syllable have? When a vowel is followed by the letter r, its sound is changed, or controlled, by that r. When you see a vowel

followed by an r, the vowel and r are usually working together in the same syllable." The lesson continues with teachers using a different colored marker to draw a slash between syllables dirty. This skill is also practiced as a cumulative review throughout the week.

- The 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). In the "Word Study" practice activity, students decode words in Latin suffixes (e.g., -able, -ible, -ation) using sound spelling patterns.
- The 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). In the "Decodable Texts" practice activity, the materials support students in decoding words by using a word list and reading passages to practice sound-spelling patterns. This skill is also practiced as a cumulative review throughout the week.

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)

- The "myFocus Interventions" resource provides a variety of activities and resources to support the decoding and encoding practice of sound-spellings. The "Scope and Sequence" section includes TEKS from grades K–3, which provides teachers with intervention instruction from previous grade-level sound-spellings lessons that struggling students may need. This includes activities to support decoding and encoding, providing isolation and connected text practice for reading.
- In the grade 3 Reading Routines Companion, teachers are given guidance for explicit and direct instruction for encoding and decoding sound-spelling patterns to support students. For example, in the "r-Controlled Vowel" lessons, students not only read r-controlled words but produce their own lists and then write them in a sentence. The Teacher's Guide includes lessons to directly instruct, model, and practice sound-spelling patterns as seen in the Unit 2, Week 2 "Words with r-Controlled Vowels" lessons.
- The materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns in isolation. Students demonstrate spelling knowledge by spelling multisyllabic words with vowel teams. In Unit 2, Week 1, students use vc/v and v/cv spelling patterns to spell words. Students sort the words by the syllable pattern. The materials only provide instruction for tiers 2 and 3, not tier 1. In Unit 3, Week 4 in the Student Interactive, students apply their knowledge for the vowel teams oo, ew, ue, ui, and eu. Students read the vowel team in isolated words and write the word in the correct column. This instruction is only used for tiers 2 and 3, not tier 1.
- The materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in decodable connected texts. In the "Word Study" activities, the practice of the syllable pattern VCe enables students to use previously taught lessons to identify the VCe pattern words in the sentence. The materials include

decodable texts in the digital resources under the "Foundational Skills Kit" option. This resource supports students in decoding. The materials provide one decodable text each week of the unit to correlate with the "Word Study" lessons in the Teacher's Guide.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	2/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	4/4
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)	24/24
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)	12/12

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. 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). 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).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)

- The materials include a systematic sequence for introducing regular and irregular high-frequency words. The "Foundational Skills Scope and Sequence" section for grade 3 includes a list of high-frequency words for each unit by week. For example, in grade 3 Unit 1, Week 1, the scope and sequence refers to *surface* and *produce* as the high-frequency words for the week. Then, in Unit 1, Week 2, the high-frequency words listed are *building* and *ocean*.
- Materials include a systematic sequence for introducing regular and irregular high-frequency words across units and weeks. In Unit 1, Week 5, the materials remind students that high-frequency words often do not follow sound-spelling patterns. The lesson continues with students identifying and reading irregular high-frequency words in isolation and through an independent reading activity. In Unit 4, Week 4, the materials explain that high-frequency words often do not follow sound-spelling patterns. The lesson continues with students identifying and reading irregular high-frequency words in isolation and in an independent reading activity.

Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)

- The materials include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. The Reading Routines Companion provides structured routines for explicit instruction in both regular and irregular high-frequency words. It outlines a step-by-step approach that teachers can use consistently throughout the curriculum. For instance, teachers start a lesson by pronouncing a word aloud. Teachers then instruct students to write it. Students then connect the word to its meaning by using the word in a sentence. The Reading Routines Companion also includes routines for explicit instruction in regular and irregular high-frequency words during fluency practice. For instance, teachers explain to students encountering high-frequency words that some words are "often memorized."
- The materials include guidance for teachers to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. The "myFocus Intervention" section for grade 3 offers additional opportunities to practice high-frequency words. These lessons focus on developing skills in both decoding and encoding high-frequency words, providing practice in isolation as well as within contextual text.

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)

- The materials include a variety of activities and resources for students to recognize and read high-frequency words. The Teacher's Guide briefly explains high-frequency words as words "that appear often in texts but do not follow regular word study patterns." Teachers then emphasize the need for students to practice reading them. In grade 3, the "Word Study" lessons in the Teacher's Guide include "Student Practice" pages specifically designed for practicing reading and writing high-frequency words. For instance, after explaining in Unit 5, Week 1 that "high-frequency words are often irregular so students should practice reading them," students complete a dedicated practice page for these words. Unit 5, Week 5 includes a "Student Practice" page in which students fill in the correct high-frequency words in final stable syllables.
- In the Teacher's Guide, the "Spelling" section of the Reading-Writing Workshop Bridge includes a variety of activities and resources for students to recognize and read high-frequency words for the week. The Teacher's Guide offers minimal guidance. For instance, in Unit 4, Week 2, Lesson 2, teachers are directed to have students complete a "Student Activity" page on the VCCCV pattern.
- The materials include a variety of activities and resources for students to recognize and read high-frequency words within connected texts, such as sentences or decodable texts. For instance, the Decodable Practice Reader features fluency passages containing both newly-learned and previously-learned high-frequency words. Students practice reading these words in texts like "A Winter Picnic." The materials also include decodable texts that list high-frequency words for review before reading. The Decodable Reader "Big Men" features eleven

high-frequency words on the front cover, providing a starting point for teachers to review and read these words with students prior to reading the text.

- The materials provide opportunities for students to recognize, read, and write high-frequency words both in isolation and within connected texts. For example, in the Language Awareness Handbook, teachers are guided to write words like called, long, and most on the board, read them aloud, and have students repeat them. Teachers support pronunciation as needed and guide students to complete sentence frames using the correct high-frequency words.

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)

- The materials provide decodable texts that include lists of high-frequency words to review before each text. This practice helps students recognize and read high-frequency words within connected text. For example, the Decodable Reader "Big Men" features eleven high-frequency words on the front cover and within the text. This list serves as a starting point for teachers to review and read these words with students before students begin reading and serves as a memory-building strategy.
- The Teacher's Guide for "Word Study" lessons include references to high-frequency words. For instance, in Unit 1, Week 2, teachers are guided to explain that "high-frequency words are often irregular, so students should practice reading them." This instruction focuses on decoding these words in isolation. Additionally, the materials include a "Student Practice" page in which students use these words in sentences to ensure they understand and use the words correctly. The materials provide teachers with high-frequency words for the week in the "Spelling" section of the Reading-Writing Workshop Bridge. The materials include activities and resources for memory building, such as high-frequency word lists designed to help students recognize, read, and write high-frequency words both in isolation and within connected texts like "Winter Picnic."

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
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)	2/2
5.E.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 one-syllable or multisyllabic words. (PR 2.A.1)(T)	8/8
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)	12/12
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)	16/16

The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. 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 one-syllable or multisyllabic words. 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). 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).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

- The materials include a systematic sequence for introducing grade-level syllable types and syllable division as outlined in the TEKS. The grade 3 TEKS offers a review of syllable types that were introduced in grade 1 and grade 2. Syllable division principles include dividing words with common patterns such as VCCV or VCV, but also include dividing words by identifying common affixes such as the suffix -ing or the prefix re-.
- The online materials include a "Foundational Skills Scope & Sequence" section that emphasizes a systematic progression of grade-level syllable types and syllable division principles. This progression begins with the syllable pattern VC/CV in Unit 1 and ends with final stable syllables -le, -ture, -ive, and -ize in Unit 5.
- The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles as outlined in the TEKS. In the Reading-Writing Workshop Bridge

found in the Teacher's Edition, the materials provide a scope and sequence for VC/V and V/CV words. Each week provides teachers with daily guidance on assessing students' prior knowledge of teaching, modeling, practice, and reinforcement. For example, in Week 1, Lesson 2, the teacher says, "Knowing where to divide syllables in a word is important to be able to decode." This demonstrates a progression from simpler syllable types to more complex ones as the units progress, emphasizing the systematic sequence of skills.

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 one-syllable or multisyllabic words. (PR 2.A.1) (T)

- The materials provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles (i.e., dividing words into manageable parts to assist in decoding and encoding). For example, when teaching r-controlled vowels in Unit 4 Week 1, the teacher emphasizes that words with *ir*, *er*, *ur*, and *ear* have different sounds such as in the words *turn* and *learn*. This is explicit guidance that the teacher gives, directing student instruction in decoding syllable types for one-syllable words.
- The materials include teacher guidance on providing students with direct and explicit instruction for applying their knowledge of syllable types and syllable division principles in the process of decoding and encoding one-syllable or multisyllabic words. For example, in Unit 2, Week 1, the teacher shows the students the words *punish*, *radar*, and *major* before guiding the students through how to identify the syllable pattern in each word. The students determine if the first syllable in each word is open or closed. The students then decode each word. The materials thus provide explicit guidance for the teacher. The teacher offers direct instruction to students in decoding syllable types in multisyllabic words.
- The weekly Word Study lessons in the Teacher's Edition provide explicit instruction on syllable types and syllable division principles. For example, in Unit 1, Week 1, the Word Study lesson focuses on dividing words into syllables with the VC/CV pattern. The lesson provides explicit guidance on teaching this concept with a gradual release of responsibility. The teacher models this skill and explains how it is helpful for decoding and encoding one-syllable and multisyllabic words. Then the teacher provides explicit guided practice in decoding the words.

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)

- In the Teacher's Edition, teachers are given guidance for direct and explicit instruction on encoding one-syllable and multisyllabic words. In the Reading-Writing Workshop Bridge for Unit 2, Week 2, Lesson 3, students practice encoding words such as *sport* and *boredom* to reinforce previously learned skills.
- The myFocus Interventions Guide provides teachers with additional instruction to develop and practice sound spellings. This resource provides teachers with instruction to fill in gaps from previous grade-level sound spellings that some students may need for decoding and encoding

one-syllable and multisyllabic words. The scope and sequence include TEKS from grades K–3 to support cumulative review.

- The 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. For example, in Unit 4, Week 4, students independently complete an activity in the Student Interactive. Students decode each multisyllabic word with syllable patterns VCe, then write the words in the correct box based on the VCe pattern.

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)

- The materials include a variety of activities and resources for students to practice decoding one-syllable or multisyllabic words. Students apply their knowledge of syllable types and syllable division principles in isolation and in decodable connected text. For example, in the Online Interactive Practice, the students read each provided sentence and choose the correct VCe word to complete the sentence, thus demonstrating this skill in isolation.
- In the Teacher's Edition, the materials provide teachers with guidance for direct and explicit instruction of syllable patterns such as the VCV pattern found in Unit 2, Week 1. The teacher's script reads, "in the word *'label*, the syllables are divided after the first vowel: *la/bel*. The first syllable is open because it ends in a vowel sound." Teachers thus provide students with explicit decoding instruction in Lesson 1. By the end of the week in Lesson 5, students practice encoding VCV words during a spelling assessment. This progression demonstrates the reinforcement of a skill that was previously taught during the week.
- The myFocus Interventions Guide provides an additional resource to practice knowledge of syllable types and syllable division. The scope and sequence include TEKS from grades K–3, which provides teachers with instruction to fill in gaps from previous grade-level patterns that some students may need. For example, one lesson in Level D, Practice 3 includes a connected text in which students practice the r-controlled syllable type as well as the final stable syllable *-tion*. Such practice demonstrates the variety of activities that support decoding and encoding in isolation and in connected text. Teachers find specific lessons to satisfy their students' needs.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.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)	4/4
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)	6/6
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)	8/8

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. 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. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). 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).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

- The materials include a systematic sequence for introducing grade-level morphemes as outlined in the TEKS. The Reading-Writing Workshop Bridge in Unit 3, Week 1 provides a scope and sequence for adding prefixes to base words. The week provides daily opportunities for students to practice spelling words with prefixes. The materials also include weekly check-ups to assess students' newly acquired skills.
- The materials include a "Foundational Skills Scope & Sequence" section that shows a systematic progression of grade-level morphemes for grade 3. For example, during the Word Work study, Unit 4 begins with r-controlled vowels such as -ir, and -er, subsequently progressing to Latin suffixes.

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)

- The lesson plans in the Teacher's Edition include teacher tips or explanations of the lesson's morphological objective. For example, in Unit 4, Week 1, Lesson 1 of the Reading-Writing Workshop Bridge, the teacher's script guides the teacher to use the gradual release model as students learn and apply r-controlled vowels such as ir, er, ur, and ear.
- The materials include guidance for the teacher to provide direct and explicit instruction for supporting students' recognition of common morphemes and using their meanings to support decoding, encoding, and reading. In Unit 4, Week 4, the teacher reviews suffixes with the students and defines, explains, and provides instruction on decoding the prefixes un-, re-, pre-, and dis-. The materials guide the teacher to point to the prefix un- and say, "The prefix un- is added to a word to make a new word that means 'not or the opposite of' the base word." The lesson continues with the teacher reading the word true and saying, "When the prefix un- is added to the word true, the new word untrue means 'not true.'"
- The myFocus Interventions Guide provides explicit instruction on common morphemes and their meaning. In Level D, Lesson 5, the teacher guidance directs teachers to "remind students that many words can be broken into smaller parts to make them easier to read. Explain: Today we will learn about word parts called prefixes and suffixes. A prefix comes at the beginning of a word. A suffix comes at the end. Prefixes and suffixes add special meanings to words." This is precise language that supports the explicit instruction of these foundational skills. The lesson ensures application to text by having students recognize common morphemes and discuss how the suffix affects the meaning of base words.

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)

- In the Reading Routines Companion Grade 3, the teacher is given guidance on directly and explicitly instructing students on how to use prefixes. Teachers use various word cards to model and provide guided practice to students before having the students define various words on their own. These words include disloyal, inactive, nonwoven, and imbalance.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills. For example, in the decodable practice passage, the students practice reading words with suffixes in the story Messy Jim. The materials provide students opportunities to practice reading the words in isolation and within the context of the story. The word list includes chilly, sloppy, statement, and darkish.
- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught, as well as spiral previously learned morphological skills. For example, in Unit 4, Week 3, students use graphic organizers such as T-charts and 4-squares to brainstorm words with targeted morphemes, accompanied by a dictionary to build word families.

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)

- In the Reading Routines Companion Grade 3, the teacher is given guidance on directly and explicitly instructing students on how to use Latin suffixes. Teachers use various word cards to model and provide guided practice before having the students define various words on their own. These words include teachable, digestible, and organization.
- The materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation and in decodable connected text that builds on previous instruction. In the Unit 3, Week 3 online activities, students have the opportunity to read words that have a suffix in isolation and in a sentence. The students read words with inflected endings in a sentence and use the online tools to underline the word that has the suffix -ful, -y, or -ness. The lesson continues with students writing the definition of the new word in the online notebook.
- In Unit 3, Week 1 in the Teacher's Edition, the Reading-Writing Workshop Bridge instructs students to write out various words with selected prefixes. Students then complete a spelling test that includes these words with prefixes.

Foundational Skills

5.F.1	Vocabulary Development	11/11
5.F.1a	Materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade level TEKS. (S)	3/3
5.F.1b	Materials include guidance for the teacher to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (M)	4/4
5.F.1c	Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations.	4/4

The materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade level TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. Materials include activities and tasks for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication.

Evidence includes, but is not limited to:

Materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance in the use of context according to grade level TEKS. (S)

- The materials help students determine the meaning of unfamiliar words, offering guidance on the use of context according to grade level TEKS. The Teacher's Guide provides lessons on academic vocabulary for each week as part of the Reading-Writing Workshop Bridge. In Unit 1, Week 3, the lesson includes guidance on how to use context within the text to determine the meaning of unknown words. The lesson provides scripted modeling for the teacher to use as guidance in teaching students this skill. For example, the script models the process of using context clues to determine the meaning of an unknown word. This is an example of how the materials provide guidance to determine the meaning of unfamiliar words.
- The materials support students in determining the meaning of unfamiliar words, providing illustrations on the use of context according to grade level TEKS. In the "Shared Read" portion of the Reading Workshop in Unit 2, Week 1, Lesson 2 of the Teacher's Edition, teachers "remind students to notice images that help explain the text." Students then read Patterns in Nature either independently, in pairs, or as a whole class, using their "First Read" notes in the Student Interactive as a guide. This ensures that students can use illustrations to find the meaning of unfamiliar words.
- The materials support students in determining the meaning of unfamiliar words with text in the use of context according to grade level TEKS. The myFocus intervention lessons provide guidance for students to understand how to use various types of context clues, such as the definition and explanation contained within the text. For example, Level D, Lesson 13 provides the teacher guidance on modeling as well as teaching students how to identify definitions using context clue strategies.

Materials include guidance for the teacher to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)

- The materials include guidance for teachers to provide explicit instruction on using print and digital resources. For example, during the Reading Workshop in Unit 5, Week 2, Lesson 2, students are prompted to review vocabulary from the story by writing definitions from either a digital or print dictionary. Students are tasked with determining the meanings and pronunciations of both the synonyms and antonyms for the word solid.
- The materials offer guidance for teachers to provide explicit instruction on the purpose and use of print and digital resources such as a glossary and a print or digital dictionary. In the "Glossary Support" section of Unit 2 in the Teacher's Edition, teachers instruct students on how to use a glossary and, by extension, a dictionary. Teachers explain that "a glossary is a text feature that include[s] important terms or vocabulary [along with] a word's syllabication, pronunciation, part of speech, and definition." Teachers also explain that "if a word does not appear in the glossary, [students] can use a print or digital dictionary. A print dictionary uses the same organization as a glossary, [while] a digital dictionary use[s] [a] search field to type in a word. When a word has multiple entries, use context to determine which meaning is being used in the text." Teachers then model using a glossary entry found in the Student Interactive by looking for the word adaptations. The teacher says, "adaptations begins with the letter a, so I know that it will be at the beginning of the glossary. When I find adaptations, I can see that it is divided into four syllables. In parentheses, I see how adaptations is pronounced, and I also see that the first and third syllables are stressed...Next, I find the word's part of speech...and its definition." After this modeling, students work with a partner and, eventually, independently to find words in a glossary. Students then use those words in a sentence. The activity provides evidence of guidance for the teacher via the teacher's scripted, direct instruction. This script helps students understand the purpose of print and digital resources, as well as how to use those resources.
- The materials provide explicit instruction on the purpose and use of print resources such as a glossary. The Teacher's Edition includes a lesson in Volume 2 titled "Glossary Support." This lesson provides explicit guidance for the teacher to define and explain the purpose of a glossary. Once teachers establish the purpose of the lesson, teachers explicitly model how to use the glossary to find the meaning of a few words. Students next look up the meaning and pronunciation of various words. The materials thus provide direct guidance for teachers, offering explicit instruction for students to properly use glossaries and understand their purpose.

Materials include activities and tasks for students to use print and digital resources to determine the meaning of words and their pronunciations. (S)

- The materials provide opportunities for students to use digital or print resources to complete tasks to determine the meaning of words and their pronunciation. For example, in the

"Glossary Support" section at the end of Unit 1, students are prompted to use either a digital or print dictionary to determine meanings and pronunciations of teacher-selected words. This task provides the practice students need to become proficient at using these resources.

- The materials provide opportunities for students to use digital or print resources to complete tasks to determine the meaning of words as well as these words' pronunciation and syllabication. In the "Glossary Support" section of Unit 2 in the Teacher's Edition, teachers instruct students on how to use a glossary and, by extension, a dictionary. Teachers "explain that a glossary is a text feature that...include[s] important terms or vocabulary [along with] a word's syllabication, pronunciation, part of speech, and definition." Teachers also explain that "if a word does not appear in the glossary, they can use a print or digital dictionary. A print dictionary uses the same organization as a glossary [while] a digital dictionary use[s] [a] search field to type in a word. When a word has multiple entries, use context to determine which meaning is being used in the text." Teachers then model using a glossary entry found in the Student Interactive by looking for the word adaptations. The teacher tells students that "adaptations begins with the letter a, so I know that it will be at the beginning of the glossary. When I find adaptations, I can see that it is divided into four syllables. In parentheses, I see how adaptations is pronounced, and I also see that the first and third syllables are stressed...Next, I find the word's part of speech...and its definition." After this modeling, students work with a partner and, eventually, independently to find words in a glossary. Students then discuss these words' pronunciation and syllabication. Finally, students use the words in a sentence.
- The materials provide opportunities for students to use digital or print resources to complete tasks at the end of each unit, allowing students to determine the meaning of words and their syllabication. In Unit 3, the materials include activities and tasks in which students use print and digital resources for determining the meaning of words. The materials provide detailed visual guidance on the sections of an online glossary. The materials point to sections of the entry with a clear and concise definition or example. For example, the entry in bold type is divided into syllables, while the definition shows what the words mean. The activity continues with the student locating and defining the word tactic.

Foundational Skills

5.G.1	Reading Fluency (1–3)	16/16
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. (7)	6/6
5.G.1b	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (8)	3/3
5.G.1c	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.). (8)	3/3
5.G.1d	Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.	4/4

The materials include lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context with suggestions for teacher feedback. Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. 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.). Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

Evidence includes, but is not limited to:

Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context with suggestions for teacher feedback. (7)

- The materials offer lessons that include the modeling of fluent reading skills with suggestions for teacher feedback. One example is in the Reading Routines Grade Companion. These lessons include modeling and practice of fluent reading skills. For example, in the lesson titled "Prosody: Poetry," the materials guide teachers to model texts for fluent reading, emphasizing expression and punctuation cues. The materials provide suggestions concerning teacher feedback for specific corrections on textual punctuation, or how characters in the text are portrayed with appropriate expression. The materials thus provide guidance for modeling and teacher feedback out of context.
- In the Reading Routines Companion, the materials include lessons, activities, and tasks involving modeling and the practice of fluent reading skills out of context with suggestions for teacher feedback. Teachers model how to read a short informational text. The teacher says, "With informational text, we pause when we see commas and periods" and "I use my voice to make my reading sound natural." For students who are not reading aloud with prosody, the teacher place slashes between words to show where to pause. This process demonstrates teacher modeling and feedback suggestions, as well as opportunities for student practice out of context.
- The materials include lessons involving the modeling of fluent reading skills in context with suggestions for teacher feedback. In the myFocus Intervention Teacher's Guide, Lesson 17,

titled "Read Accurately with Appropriate Rate," provides teachers with activities and scripts to model fluent reading skills. This is intended for a small intervention group, not whole-group instruction. The teacher tells the students that they "will practice reading all the words in a text correctly, without skipping or changing words. [They] will pause for an appropriate amount of time when [they] reach a period." The teacher then explains that the students "will also practice reading at a normal speed [because if they] read too fast or too slow, listeners may have trouble understanding what [they are] reading." Teachers then read the story "Canada" aloud. Teachers point to periods, telling students that "when we see a period, we should pause before beginning to read the next sentence. This helps us read at an appropriate rate." Teachers then reread the first three sentences, modeling how to pause at the periods. Next, the teacher reads the first paragraph of the story "Into the Darkness" aloud. Students independently read the first paragraph aloud three times. The teacher then provides "corrective feedback on students' accuracy." The class repeats these steps with the remaining paragraphs. Finally, if the teacher chooses to extend the practice, they have students create word cards for words they found to be difficult. Students quiz one another as the teacher corrects errors. This activity demonstrates teacher modeling and feedback along with student practice in context.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S)

- The materials include embedded modeling and practice with word lists in lessons. Each week of Unit 3 begins with a list of words for modeling and practice. The Unit 3, Week 3, Lesson 1 Reading-Writing Bridge: Word Study contains a list of words for modeling that include the suffixes *-ful*, *-y*, and *-ness*. The materials thus include word lists for teachers to model and for students to practice.
- The materials include embedded modeling and practice for students, following the pattern of the week's lessons. In Unit 3, Week 3, Lesson 1, the "Word Study" section of the Reading-Writing Workshop Bridge includes the practice sentence, "They were very tired and thankful." Students are expected to read the sentence, underline the suffix, and write the meaning of the word *thankful*. This activity allows students to practice with decodable sentences to better understand the use of suffixes.
- The materials include embedded modeling and practice with decodable texts in lessons. The decodable text titled *The Best Place* appears in Unit 5, Week 1, Lessons 4-5. This text helps students learn what homographs are. The teacher models reading part of the text, monitoring students' comprehension. Students read the story independently, and then again with a partner. The materials thus use decodable texts for modeling and practice.

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)

- In the "Assess & Differentiate" portion of the Reading Workshop in the Teacher's Edition, teachers assess students' oral reading rate and accuracy. Teachers use the cold reads in Unit

4, Week 1 to "assess students by having partners practice reading the passage." Teachers then "use the Fluency Progress Chart to track student progress." This activity allows students to develop word reading fluency with a partner.

- The materials include practice activities and tasks to develop word reading fluency in an independent setting. In Unit 3, Week 4 of the Teacher Edition, students practice reading fluency via the biography *Milton Hershey, Chocolate King*. Students first read the text on their own, and then with a partner. Students practice reading aloud with accuracy.
- The materials include practice activities and tasks to develop word fluency in a teacher-facilitated small-group setting. In the "Assess & Differentiate" portion of the Reading Workshop within the Teacher's Edition, students practice their oral reading rate and accuracy using the "Cold Read and Fluency Progress" chart. In the Unit 2, Week 1, Lesson 2 "Teacher-Led Options" section, teachers assess students' reading rates by having students "choose a short passage from the text or a leveled reader." Teachers then "ask pairs to take turns reading the passage with expression." Teachers give students feedback, such as to "vary their tone of voice to make their reading more interesting." The materials instruct teachers to model reading with expression as needed for student success. This activity helps develop students' reading fluency in a teacher-facilitated small-group setting.

Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

- The materials include texts that help build student accuracy, fluency, prosody, and comprehension. During shared readings, portions of the text focus on fluency during whole group instruction. These opportunities to build fluency help ensure student comprehension of the shared reading texts. For example, during shared readings in Unit 1, Week 5 of the Teacher Edition, teachers guide students to go back to a specific paragraph and reread it for fluency. Teachers remind students how to read using various types of punctuation. Students read with a partner, listening for fluency and prosody.
- The materials include connected texts that build student accuracy, fluency, prosody, and comprehension. In Unit 5, Week 4 of the Teacher's Edition, students have the opportunity to practice their fluency skills and answer comprehension questions while reading the story *Nora's Ark*. In the "Reflect and Share" section, students answer comprehension questions. For example, one question asks, "Which details from the text can help your community in an emergency?"
- The materials include texts that build student accuracy, fluency, prosody, and comprehension during the "Shared Reading" portion of the Reading Workshop. These opportunities to build fluency also help students build comprehension of the shared reading texts as they get progressively more complex. For example, during the shared reading in Unit 4, Week 2 of the Teacher's Edition, teachers guide students to go back to a specific paragraph and reread it for fluency. Teachers remind students how to read various types of punctuation. Students read with a partner, listening for fluency and prosody. This activity ensures the progression of students' fluency skills because students work with increasingly difficult texts as the year goes on.

Foundational Skills

5.H.1	Handwriting	5/5
5.H.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. (7)	2/2
5.H.1b	Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (8)	3/3

The materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. Materials do include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level.

Evidence includes, but is not limited to:

Materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (7)

- The materials include explicit instruction on the teaching of handwriting skills appropriate for each grade level and connected to current student learning. The Unit 2, Week 5 Writing Workshop in the Teacher's Edition includes a mini-lesson called "Edit for Legibility," in which teachers instruct students to ensure their handwriting is legible by explaining that "when handwriting is legible, it is neat and easy to read. When handwriting is not legible, it does not matter how useful the information is...because readers will not know what it says." Teachers then explain that legible handwriting has "appropriate spaces between letters and words," as well as "letters that are formed correctly and (in cursive) joined correctly." Teachers then model how to copy a draft using legible, cursive handwriting. Teachers read the draft aloud to make sure that it includes "complete thoughts and no words were accidentally added or left out." Students then complete the "My Turn" activity in their Student Interactive before transitioning into independently writing and editing one of their drafts for legibility. This process demonstrates explicit teacher instruction as well as student practice that is connected to the broader lesson of developing, drafting, and editing skills.
- The materials include explicit instruction on teaching handwriting skills appropriate for each grade level and connected to current student learning. Unit 4, Week 5 includes a "Handwriting Practice For All" section, which includes explicit instruction on teaching cursive writing. Teachers review the guidelines for writing the letters *W* and *V* in cursive. Teachers then ask students questions, including, "Look at the uppercase cursive *W* in the box" "Where do you start an uppercase cursive *W*?" "What do you do next?" and "How do you finish?"
- In Unit 1, Week 5, the materials include explicit instruction on teaching handwriting skills appropriate for each grade level. Teachers review the guidelines for writing legibly. Teachers then ask students, "When you write, do you leave enough space between words?" Teachers tell students, "Try using a pencil to gauge the space between words and make sure your letters are the same size."

Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)

- The materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. In Unit 1, Week 5, the students copy and write a paragraph legibly in cursive. The materials guide the students to use a bulleted list for guidance, which includes entries such as, "form letters carefully," "leave proper spacing between letters and words," and "write with a slight slant."
- The materials provide frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for grade 3. The "Getting Started with myView" resource list includes a section titled "Handwriting for All," which contains resources to practice and develop print and cursive letter formation. These resources provide interventions or fill in gaps in students' handwriting skills. For example, students practice each letter (as well as the connections between letters) as organized by approach stroke. This practice goes beyond the Grade 3 TEKS requirements, which only require the correct application of cursive writing to complete assignments.
- The materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for grade 3. In Unit 2, Week 5's Writing Workshop in the Teacher's Edition, students have the opportunity to "review their writer's notebook, drafts, and other relevant materials" as students reflect on their writing. Students complete these reflections in their Student Interactive. Students write out all of their answers, allowing them to further practice their handwriting skills.

Knowledge Coherence

6.A.1	Connected Knowledge-Building Units and Lessons	12/12
6.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
6.A.1b	Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.	2/2
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.	1/1
6.A.1d	Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
6.A.1e	Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	4/4

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

Evidence includes, but is not limited to:

Units are designed to build knowledge based in the fields of science, history, literature, and the arts.

- The grade 3 units are designed to build knowledge based in the fields of science, history, literature, and the arts. The materials place the units in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. For example, in Unit 5, Week 6 of the Teacher's Edition, students design a project-based inquiry on a natural disaster. The unit's theme, "Solutions," provides an opportunity for students to collaboratively work with a partner to add additional academic vocabulary words to the vocabulary chart. Students also develop three questions they have about the article that are related to the theme. This demonstrates a connection to science.
- The "Shared Read" section of the Reading Workshop for Unit 1, Week 1, Lesson 2 in the Teacher's Edition includes a "Cross-Curricular Perspectives" resource that integrate TEKS from other content areas into the Shared Read. *Grandma and the Great Gourd* includes a cross-curricular opportunity with social studies in which the teacher explains that "like the United States, India has national wildlife reserves where animals are protected in their natural habitat." Teachers instruct students to connect that information with the "Going from Here to There" infographic in their Student Interactive. This Cross-Curricular Perspective links to Social Studies TEKS 3.4.

- The materials organize lessons into six-week units with a broad topic that includes science and history. These topics include literature and references to the arts throughout as well. Each unit includes a text for each week. The unit topics include Unit 1: "Environments," Unit 2: "Interactions," Unit 3: "Heroes," Unit 4: "Events," and Unit 5: "Solutions." For example, Unit 1 includes ecology issues within the theme "Environments."

Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.

- The materials provide a scope and sequence of knowledge-building within each grade level. The materials include five units organized around a broad topic. The unit topics include Unit 1: "Environments," Unit 2: "Interactions," Unit 3: "Heroes," Unit 4: "Events," and Unit 5: "Solutions." Each unit encompasses six weeks of knowledge-building content. The final week focusing on a project-based inquiry.
- The materials provide a scope and sequence of knowledge-building across each grade level. The Teacher's Edition has a scope and sequence at the end of each unit that shows how the skills found in the materials build upon one another and span grades K-5. For example, "reading aloud with accuracy" begins in grade 1 and continues through grade 5. The materials provide a scope and sequence to demonstrate the approach to knowledge-building within the grade level. For example, Unit 5's "Introduction" section shows a progression of skills and content the student will learn by the end of the unit.
- The materials provide a scope and sequence to demonstrate the approach to knowledge-building across grade levels. For example, grade 2, Unit 4's theme is "Making a Difference." The essential question asks, "Why is it important to connect with other people?" Grade 3, Unit 4's civic topic is "Events." The essential question asks, "How do communities change over time?" This question directly builds on the knowledge-building community and civics of grade 2, Unit 4.

Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.

- Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts. For example, the materials are broken down into five six-week units. The Teacher's Edition guides teachers in building knowledge across the six-week units. For example, building foundational knowledge and introducing the unit require two days; whole-class learning requires 15 days; peer group learning requires 15 days; independent learning requires two days; finally, end-of-unit closing, and reflection requires three days.
- Each unit in the materials is six weeks long and includes a theme. For example, Unit 2's theme is "Interactions." Its essential question asks, "How do plants and animals live together?" Each week includes its own central question that relates back to the theme. Week 1 focuses on how patterns in nature help plants and animals, Week 2 focuses on how living things in a habitat support one another, Week 3 focuses on how a chain of events can affect plants and animals,

Week 4 focuses on how reintroducing a species affects plants and animals in a habitat, and Week 5 focuses on why it's important for plants and animals to depend on one another. Week 6 focuses on a project that serves as the culmination of the previous weeks.

- The materials organize lessons into six-week units with a broad topic. Each week contains texts that connect to the unit's theme. For example, Unit 1's theme is "Environments" and includes texts that connect to the theme. These texts include *Grandma and the Great Gourd*, *Living in Deserts*, and *Why is the Sky Far Away?*

Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.

- The materials organize lessons into six-week units. Each week contains a text designed to intentionally build connected student background knowledge over time. For example, Unit 1: "Environments" includes the text *Grandma and the Great Gourd* for Week 1. This text serves as the anchor for the Reading Workshop lessons that week and allows students to build background knowledge throughout the week.
- The materials organize lessons into six-week units. Each week contains a text designed to intentionally build connected student background knowledge over time. In the Teacher's Edition, each week of each unit is anchored around a Shared Read. For example, the Shared Read for Unit 2, Week 1 is *Patterns in Nature*. Classes use this text each day of that week to introduce various mini-lessons. This text also allows students to practice various skills, such as identifying the main idea, as well as applying VC/V and V/CV syllable patterns.
- The materials organize lessons into six-week units. Each week contains a text designed to intentionally build connected student background knowledge over time. The Unit 3, Week 1 lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time. In the Project-Based Inquiry, students inquire and ask questions to examine the qualities they see in a hero. The materials suggest that students ask questions of inquiry about topics that interest them and conduct additional research online to find out more information. The lesson continues with the students viewing pictures of Apollo 11. Students collaboratively generate questions with a partner. For example, students consider how the astronauts in the Apollo mission were heroic.

Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.

- The materials include vocabulary activities that connect to the knowledge-building topic of the lesson. This includes the academic vocabulary for the unit theme as well as the vocabulary words from the text that connect to the knowledge-building topic. For example, each unit begins with an introduction to academic vocabulary that connects to the unit topic. In Unit 1, teachers introduce the words competition, solve, organization, custom and occasion. Students are given an opportunity to talk about how the words are connected in the Student Interactive.

- The materials include discussion activities that connect to the knowledge-building topic of the unit. Each unit includes an essential question that opens the discussion at the start of the unit. The materials then provide a weekly question that correlates to the unit question. Unit 1's question asks, "How does our environment affect us?" Week 1's question asks, "How do people travel in different environments?" Additional discussion activities provide connections to the topic throughout the unit.
- The grammar and writing activities connect to the knowledge-building topic of the lesson. For example, Unit 1's theme, "Environments," includes an essential question that asks, "How does our environment affect us?" The grammar activity for Week 4 in the Student Interactive uses sample sentences about the hardships of a desert climate. Students then edit a paragraph about how to stay safe in the desert. This activity matches the Week 4 selection title, which is "Living in Deserts." The activity also matches the weekly question, which asks, "What creative solutions do people come up with to survive in their environment?"

Knowledge Coherence

6.A.2	Context and Student Background Knowledge	3/3
6.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	1/1
6.A.2b	Materials activate or supply background knowledge by making connections across units within a grade level. (S)	1/1
6.A.2c	Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)	1/1

The materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. Materials activate or supply background knowledge by making connections across units within a grade level. Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text.

Evidence includes, but is not limited to:

Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

- The materials activate students' background knowledge of text structures such as chronological order. For example, in grade 2, Unit 4, Week 1, Lesson 2, students complete an assignment in their Student Interactive on chronological order text structure. In grade 3, Unit 4, Week 1, Lesson 1, teachers activate students' background knowledge by making connections to grade 2's emphasis on text structure and chronological order, despite these topics not being explicitly mentioned in the lesson. The Teacher's Edition includes a "Scope and Sequence" chart at the end of each unit showing the progression of skills across grade levels.
- The materials include a "Scope and Sequence" chart that shows the connections to prior grade levels for each area of skill development. This chart encompasses grades K-8 and indicates which skills and concepts each grade level includes. Skill areas include phonics, genre characteristics, grammar, author's craft, and writing.
- The materials activate or supply students' background knowledge by making connections to previously learned content from prior grade levels. The "Scope and Sequence" chart includes skills that connect to students' previous knowledge and skills.

Materials activate or supply background knowledge by making connections across units within a grade level. (S)

- The materials activate or supply students' background knowledge by making connections within a grade level through unit topics and essential questions related to civic topics. For example, Unit 3's theme is titled "Heroes" and includes an essential question that asks, "What makes a Hero?" Unit 4's topic is titled "Events," and continues to highlight historical figures that made heroic impacts, such as Jane Addams in *The House that Jane Built* and Frederick

Douglas in a self-titled biography. Unit 4's essential question asks, "How do communities change over time?" These questions thus relate the impacts of various historical figures to advances in society.

- The materials activate or supply students' background knowledge by making connections across units within a grade level through unit topics and essential questions related to science. Unit 1's theme is titled "Environments" and includes an essential question that asks, "How does our environment affect us?" Unit 5's theme is titled "Solutions" and includes an essential question that asks, "How does the world challenge us?" Students leverage the earth science background knowledge they built in Unit 1 about how environments impact humans and communities. Students then translate this information to intense contexts such as extreme environments, earthquakes and volcanic eruptions, and emergency safety plans.

Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)

- The materials provide students with relevant and targeted context or background knowledge to enhance students' engagement with the text. Each unit begins with an introduction to the topic and an essential question. To enhance student engagement, materials include a video to support this introduction and build students' background knowledge. The materials guide students to listen for new information. Students then use guiding questions to support discussion on the introductory video. Teachers state the unit goals and allow students to engage by sharing what they already know about these goals.
- The materials provide students with relevant and targeted context or background knowledge to enhance students' engagement with the text. Each unit in the Teacher's Edition begins with an "Introduce the Unit" section, which includes unit videos that provide students with background knowledge of the unit. This section also introduces students to the academic vocabulary for the unit. For example, in Unit 2, the "Interactions: Academic Vocabulary" section includes the words *associate*, *prefer*, *features*, *investigate*, and *avoid*. Students refer back to these vocabulary words throughout the unit.
- The materials provide students with relevant and targeted context or background knowledge to enhance students' engagement with the text. The materials include activities that build students' background knowledge before students read the main selection of the lesson and unit. For example, in the Student Interactive, the materials include the following reflective question: "Look back at the goals at the beginning of the unit. What did you learn from your reading?"

Knowledge Coherence

6.A.3	Developing Student Comprehension with Connected Topics, Questions, and Tasks	16/20
6.A.3a	Questions and tasks require students to engage with big ideas, topics, and themes.	2/2
6.A.3b	Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)	12/16
6.A.3c	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)	1/1
6.A.3d	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	1/1

Questions and tasks require students to engage with big ideas, topics, and themes. Questions and tasks that prompt students to synthesize knowledge and concepts across texts within lessons and unites and across lessons. Questions and tasks do not prompt students to synthesize knowledge and concepts across texts across units. Materials include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts. Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom.

Evidence includes, but is not limited to:

Questions and tasks require students to engage with big ideas, topics, and themes.

- The questions and tasks found in the materials require students to engage with big ideas, topics, and themes. In the Teacher's Edition, teachers can consult the "Unit Theme" page for each unit. This page includes the essential question for the unit as well as the central question for each week. Unit 2's theme is titled "Interactions," and the essential question asks, "How do plants and animals live together?" Each week within the unit focuses on various aspects of nature. For example, Week 2 focuses on how living things in a habitat support one another, and Week 5 focuses on why it's important for plants and animals to depend on each other. These are the central questions that students focus on each week and unit, ultimately culminating in a project that students complete during the sixth week of the unit.
- Each unit includes an essential question to engage students with big ideas, topics, and themes. The essential question launches each unit with a discussion and background-building video. Additional questions provide teachers with guidance to support discussion. For example, Unit 1's essential question asks, "How does our environment affect us?" Additional guiding questions after the video introduction include the following: "What did you learn about the different environments and their effect on different life forms? What did you learn by looking at the different images in the video?"
- The questions and tasks found in the materials require students to engage with big ideas, topics, and themes. The materials arrange the questions to develop from one lesson to another, encouraging student discourse on repeated big ideas, topics, and themes. For

example, Unit 4's Unit Overview focuses on "Events." The unit begins with the text *The House that Jane Built*, which provides an overview of how events and communities change over time. Later in the unit, students listen to a drama read-aloud called *Grace and Grandma*. This text allows students to learn more about the "Events" theme by helping students identify elements of a drama.

Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)

- The questions and tasks in the materials prompt students to synthesize knowledge and concepts across texts and lessons within a unit. Each unit in the Teacher's Edition concludes with a "Comparing Across Texts" lesson. This lesson includes questions and tasks that prompt students to synthesize knowledge and concepts within the unit and across lessons. However, this synthesis does not transfer across units. For example, the lesson guidance advises teachers to do the following: "Have students look back at the essential question: 'Why is it important to connect with other people?' Use their responses to answer the essential question for the entire unit. Prompt students to push their thinking further and ask follow-up questions with their partners." This type of task prompts students to synthesize what they learned from week to week across the unit.
- The questions and tasks in the materials prompt students to synthesize knowledge and concepts across texts and lessons within a unit. In Unit 3, Week 6, questions and tasks prompt students to synthesize knowledge and concepts between texts within and across unit lessons. Week 1's unit theme is "Heroes." Teachers tell students, "A hero is not defined by their age, gender or race but by the actions a person does for the safety, care and well-being of others." Students review the essential question, identify someone from the text or from their lives who they think is a hero, and explain the qualities of that person or character with a partner. The "ELL Target" lesson has "Beginner" EB students monitor and self-correct their understanding of the unit's theme as they complete several sentence frames. As the week continues, students research and write an opinion piece on why it is important to take advantage of opportunities to be heroic. Students activate background knowledge and reflect on being a hero. Using the article titled "I'm a Volunteer" and the "Plan Your Research" chart, students work together to recognize the characteristics and structures of argumentative text, developing a plan to compose and research their own argumentative text.
- The questions and tasks in the materials prompt students to synthesize knowledge and concepts across texts and lessons within a unit. In the Teacher's Edition, the final week of each unit includes an inquiry project that requires students to consider the unit's essential question across texts. In Unit 2, Week 6, Lesson 1's "Weekly Launch" section, teachers remind students of the unit's essential question, which asks, "How do plants and animals live together?" Teachers have students "look back at each text to choose and record a word that best shows the unit theme of 'interactions.'" Teachers model this process by using *Patterns in Nature*. Teachers ask students various questions. Students answer these questions using text they read throughout the unit. One question reads as follows: "How do the Portuguese man-of-war in 'Weird Friends' and the sharks and seals in 'Nature's Patchwork Quilt' interact with predator fish in their habitats?" Students might respond with the following: "They both eat the

predator fish." This response demonstrates continuity across lessons and across the unit itself.

- The questions and tasks in the materials do not prompt students to synthesize knowledge and concepts across texts and lessons across units. Each unit in the materials are taught in isolation, so students are not synthesizing knowledge and concepts from previous units.

Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)

- The materials include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts. The final week (Week 6) of Unit 2 in the Teacher's Edition involves a project that requires students to research plant and animal relationships and create a scrapbook. This project connects back to the essential question of the unit, which asks, "How do plants and animals live together?" During this project, students read *Relationships in Nature* and learn about plant and animal relationships while applying the academic vocabulary introduced at the beginning of the unit. Students then refine their research and read *Why We Need Plants* before revising, editing, and eventually reflecting on their project.
- The materials include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts. Each unit in the Teacher's Edition concludes with a "Comparing Across Texts" lesson. This culminating lesson requires students to demonstrate their knowledge of the unit topic by making connections across related texts. The lesson guidance directs teachers to do the following: "Remind students that all of the readings from this unit are connected by a common theme. Use the questions below to help students compare the texts read in these previous weeks of the unit and find text evidence to compare themes." This can be an oral discussion or turned into a written assignment.
- The materials include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts. In the Teacher's Edition, the final week of each unit includes an inquiry project. This project requires students to consider the unit's essential question across texts. In Unit 4, Week 6, Lesson 1's "Weekly Launch" section, teachers remind students of the unit's essential question, which asks, "How do communities change over time?" Students look back at each text to choose and generate questions. Teachers model how to compare texts, then ask students various questions. Students answer these questions using texts they read throughout the unit.

Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

- The materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. The final week (Week 6) of Unit 4 in the Teacher's Edition involves a project that requires students to create an informational poster. This project connects back to the essential question of the unit, which asks, "How do communities change?" During this project, students work collaboratively to research facts and details.

Students read *Yankee Stadium: Then and Now* to write, analyze, and explain the structure and characteristics of informational text.

- The materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. In Unit 5, Week 6, students collaborate with a partner. Students read the text *Getting Outside* and answer questions about the text. Students then discuss their responses with a partner.
- The materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. Each unit ends with the Project-Based Inquiry during Week 6. Lesson 1 introduces the project, which provides students an opportunity to apply new understanding based on the topic to a context beyond the classroom. For example, Unit 1's project states, "In this unit you explored the topic of 'Environments.' This should help you understand the diverse environments on Earth and how environments affect people's lives." Unit 1's project involves researching and writing a letter to town officials about a safety concern at a local park. This project allows students to demonstrate new understandings of how environments affect people.

Knowledge Coherence

6.A.4	Key Academic Vocabulary and Grade-Level Concepts	12/12
6.A.4a	Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.	2/2
6.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)	8/8
6.A.4c	Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)	1/1
6.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)	1/1

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

Evidence includes, but is not limited to:

Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.

- The "Getting Started with myView" list includes a year-long scope and sequence for building tier 2 and 3 academic vocabulary. This list is organized by unit and includes essential questions as well as academic words that connect to the context of knowledge-building. There is no reference for tiers on the list, although it consists of tier 2 words. The list includes five words for each six-week unit for a total of 25 words per year. The materials employ a generative vocabulary methodology throughout the course, guiding teachers and students to generate related words to expand vocabulary even further.
- Each unit in the Teacher's Edition begins with a lesson introducing the academic vocabulary that connects to the context of knowledge-building. For example, Unit 1 words include the following: competition, solve, custom, occasion, and organization.
- The materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building. This scope and sequence list each unit week to showcase the academic vocabulary words that will be introduced and developed during the lessons of that week. The academic words are identified as tier 2 or tier 3 words. For example, in grade 3, Unit 2, Week 1, titled "Environments," the identified words include competition, solve, custom, occasion, and organization. Each of these words have a (T2) or (T3) label beside it to reference if the word is tier 2 or tier 3.

Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)

- Lesson 38 of the myFocus Intervention Teacher's Guide includes practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. Teachers tell students the following: "Today you'll learn to identify and define academic and domain-specific words. Then you'll practice using them in sentences." The lesson continues with the teacher pointing out the word waltz. The teacher says, "Let's look for context clues to figure out what a waltz is...I see a description that follows the word." Teachers will model using context clues to define the word conductor. Then, teachers will write the other words listed on the side of the "Teacher Page" resource on the board, pair the students up, and guide them as they work together to define these words.
- The materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. The myFocus Intervention Teacher's Guide has several lessons that teachers can use to help students who need vocabulary development scaffolded. For example, in Lesson 14, students practice determining the meaning of unfamiliar words. Teachers do this by using the passage "The Zoo" and utilizing context clues. Teachers tell students, "Sometimes you can figure out a word's meaning by using context clues. Today we'll learn to determine word meaning by using definitions and explanations included in sentences." Teachers then read the passage aloud and model finding the definition of the word captivity using the last sentence of the first paragraph. Students then do the same thing. Students use the third paragraph to define exhibits.
- The materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary development for all learners. Each unit in the Teacher's Edition introduces academic vocabulary using an oral language routine. This routine guides the teacher to expand and ask questions about the meaning of words. Students respond orally and practice using the words. Another content scaffold includes photographs of the words with teacher guidance to use to support student conversation using the vocabulary. These content scaffolds support all learners in vocabulary development.

Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)

- The materials include tasks designed to engage students in the purposeful use of key academic vocabulary. Each unit in the Teacher's Edition begins with a lesson introducing the academic vocabulary words for the unit. This lesson includes tasks designed to engage students in the purposeful use of these key vocabulary words. For example, Unit 1's "Introduce the Unit" section includes the following task: "Complete the Student Interactive and then have partners share their answers." The Student Interactive activity requires students

to explain the connections between key academic vocabulary words. This lesson includes purposeful engagement with academic vocabulary.

- The materials include tasks designed to engage students in the purposeful use of key academic vocabulary. The Teacher's Edition contains the key academic vocabulary words that are used in each unit. These words are introduced at the beginning of the unit and reinforced throughout various lessons. For example, the Unit 2 "Academic Vocabulary" list can be found in the Unit 2 "Introduce the Unit" section. In this section, teachers can read each word's definition from the Student Interactive aloud. Students then respond to the "Expand and Ask" question for each word. One question asks, "What do you usually associate with macaroni?" Next, students complete a chart in their Student Interactive and have their partners share their answers. Unit 5, Week 6 of the Teacher's Edition includes tasks designed to engage students in the purposeful use of key academic vocabulary in the unit's theme "Solutions." With a partner, students add additional academic vocabulary to an ongoing chart.

Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (T)

- The materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. In Unit 3, Week 1 of the Teacher's Edition, the materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. Students illustrate how they will help make a change in their community for the better.
- The materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. In Unit 2, Week 1, Lesson 1's "Weekly Launch" section in the Teacher's Edition, students look at an infographic in their Student Interactive. This infographic "combines pictures with text to provide readers with information." Students read the infographic and discuss how plants and animals interact with each other to survive.

Knowledge Coherence

6.B.1	Recursive Inquiry Process	7/7
6.B.1a	Materials support instruction for students to ask and generate questions for inquiry. (S)	2/2
6.B.1b	Materials support instruction for students to generate and follow a research plan. (S)	2/2
6.B.1c	<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) 	3/3

The materials support instruction for students to ask and generate questions for inquiry. Materials support instruction for students to generate and follow a research plan. Materials require students to gather relevant information from a variety of sources. Materials provide guidance for students on differentiating between primary and secondary sources. Materials include activities and tasks which require students to differentiate between primary and secondary sources.

Evidence includes, but is not limited to:

Materials support instruction for students to ask and generate questions for inquiry. (S)

- The materials support instruction for students to ask and generate questions for inquiry. Each unit in the Teacher's Edition ends in a Project-Based Inquiry that "foster[s] curiosity in students," requiring students to "apply their understanding of the Unit Theme and Essential Question to a collaborative project." This project "combines inquiry and research skills to create a real-world, authentic product."
- The materials support instruction for students to ask and generate questions for inquiry. In the online text, A Nigerian Folktale: Why the Sky is Far Away, students highlight details in paragraph one and ask questions about why the sky is important to people.
- The materials support instruction for students to ask and generate questions for inquiry, with adult assistance. Each unit culminates in a Project-Based Inquiry designed to apply student learning from the unit content. Lessons motivate students with a project that connects to their personal experience. For example, Unit 1's project requires students to write an opinion letter to a local official on what needs to be done to improve safety in the local park. The lesson activates background learning by prompting students to ask and generate questions about safety concerns at the park. Then, teachers guide students to "generate their own questions and research ideas." The Student Interactive includes space to record student-generated questions.

Materials support instruction for students to generate and follow a research plan. (S)

- The materials support instruction for students to generate and follow a research plan. As part of the Project-Based Inquiry, the Teacher's Edition directs teachers to "have students use the Plan Your Research activity to help them form an opinion about park or playground safety and develop a research plan with adult assistance." In addition, after students complete the plan, they have the opportunity to share their research with the class and use the information and feedback to revise their research plans. This task supports students in making and following a research plan.
- The materials support instruction for students to generate and follow a research plan. In the Teacher's Edition, Week 6 of each unit is an inquiry project. In Unit 2, students complete the "Plan Your Research" activity in their Student Interactive to "help them identify and define a topic for their scrapbooks." Then, with teacher assistance, students "develop and follow their research plans."
- The materials support instruction for students to generate and follow a research plan. In Unit 5, Week 6 in the Teacher's Edition, the materials support instruction for students to generate and follow a research plan in developing a brochure. Students use the "Research Plan" template to develop a plan for how they will conduct research on a brochure. The template includes the following guiding prompt: "To identify my topic, I will research to find out..."

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)

- In Unit 4, Week 6 in the Teacher's Edition, the materials provide guidance for students on differentiating between primary and secondary sources. Students gather information from a source and distinguish between primary and secondary sources. For primary sources, students may include photos, speeches, diaries, and interviews. For secondary sources, students may include newspapers, textbooks, and biographies. Working with a partner, students read an article titled "History in the Making" to identify primary and secondary sources.
- The materials include activities and tasks that require students to differentiate between primary and secondary sources. In Unit 4, Week 6 of the Teacher's Edition, students complete a Project-Based Inquiry. During this process, students learn how to identify primary and secondary sources. Teachers point out that all "sources can be classified as either primary or secondary sources." Teachers then explain that "a primary source provides direct or firsthand evidence about an event, object, or person," while "a secondary source is a source made by someone using primary source information or someone else's research. Secondary sources do not provide direct or firsthand evidence about the topic." Students next independently complete a chart in the Student Interactive that requires them to identify primary and secondary sources in an article.

- As part of the Project-Based Inquiry, the materials require students to gather relevant information from a variety of sources. For example, in the Unit 1 project, students read several articles to gain background information. Students then gather their own field research by going on-site. Students use this research to complete the inquiry project.

Text Quality and Complexity

7.1	High-Quality Grade-Level Texts	11/11
7.1a	Materials reflect the inclusion of text types and genres required by the grade-level TEKS.	2/2
7.1b	Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.	1/1
7.1c	Texts are well-crafted and are of publishable quality.	1/1
7.1d	Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.	4/4
7.1e	Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (S)	3/3

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

Evidence includes, but is not limited to:

Materials reflect the inclusion of text types and genres required by the grade-level TEKS.

- The materials reflect the inclusion of text types and genres required by the grade-level TEKS. These required genres are listed in the table of contents for each unit in the Teacher's Edition. In Unit 1, students read a traditional text titled *Grandma and the Great Gourd*, a folktale titled *Why the Sky is Far Away*, a contemporary realistic fiction text titled *Cocoliso*, an informational text titled *Living in the Deserts*, and a myth titled *The Golden Flower*. Unit 2 includes an informational text titled *Weird Friends* and a persuasive text titled *Welcome Back, Wolves!* In Unit 3, students read a historical fiction text titled *Below Deck*, a biography titled *Mama Miti*, and various poems about "heroes" by Folami Abiade, Mary E. Cronin, Nikki Grimes, Jennifer Trujillo, and Charles R. Smith, Jr. In Unit 4, students read a narrative nonfiction text titled *Green City* and a drama titled *Grace and Grandma*.
- The materials reflect the inclusion of text types and genres required by the grade-level TEKS. The Getting Started with myView Guide includes a correlation chart of TEKS for grade 3. This chart outlines the multiple genres required by the TEKS and references the unit and week the genre is included. For example, the materials include the required genre of poetry in Unit 3, Week 5 and Unit 5, Week 3.
- The materials reflect the inclusion of text types and genres required by the grade-level TEKS. Each unit provides a variety of text types and genres that connect to the unit topic for the "Shared Reading" block in the Teacher's Edition. For example, Unit 1 includes traditional tales,

informational texts, poetry, myths, and argumentative text. The grade-level TEKS requires these text types and genres.

Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.

- The materials include core texts used for instruction that are written at level when evaluated using common, research-based measures of text complexity. The core texts are written at grade level as evaluated by Lexile levels. A text complexity chart for each core text identifies the text's Lexile level in the Getting Started with myView Guide. The materials classify each text in the grade 2-3 band. Poetry and drama do not contain Lexile levels due to the nature of these genres, but they are measured qualitatively to be in the mid-range for complexity of levels of meaning, text structure, language conventions and clarity, and knowledge demands. The materials include core texts used for instruction that are written at level when evaluated using common, research-based measures of text complexity. The chart titled "Lexiles for Selections" in the Getting Started with myView Guide identifies the Lexile levels of all texts used in the materials for each grade level. This makes it easy to compare the increasing complexity of texts from one grade level to the next to ensure students are progressing. For example, the materials begin the year with the Unit 1 text *Grandma and the Gourd: A Bengali Folktale*, which has a Lexile level of 680L and an average sentence length of 10.264. The materials end the year with the Unit 5 text *A Safety Plan: In Case of Emergency*, which has a Lexile level of 7700L and an average sentence length of 11.225. The materials thus demonstrate a progression of complexity as the year progresses.
- All of the student book club books for grade 3 fall within the 640L-800L Lexile range. The Lexiles are listed in the "Novels/Tradebook" list in the Getting Started with myView Guide.

Texts are well-crafted and are of publishable quality.

- The materials include texts that are well-crafted and are of publishable quality. In Unit 1, Week 4, Lesson 2, the language of the grade 3 informational text *Living in the Desert* includes rich vocabulary, appropriate context, and illustrations. Vocabulary words from this text include "shield, lack, exposure, nomadic, and landscape."
- The materials include texts that are well-crafted and are of publishable quality. For example, in Unit 3, Week 4, Lesson 2, the shared read is a biography titled *Mama Miti: Wangari Maathai and the Trees of Kenya* by author Donna Jo Napoli. This text is based on the life of Wangari Maathai, the first African woman to win the Nobel Peace Prize. Maathai's bravery and determination helps children realize their own ability to positively impact the future.
- The materials include texts that are well-crafted and of publishable quality. For example, in Unit 1, *Grandma and the Great Gourd* is written by an award-winning author, Chitra Banerjee Divakaruni.

Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.

- The materials include diverse texts across multiple content areas. Each six-week unit in the Teacher's Edition focuses on a different content area with texts that connect to the content. In Unit 1, the theme is "Environments" and includes texts that connect to science and social studies. Unit 2's theme is "Interactions," so the included texts connect to social studies. This organization of content ensures that texts connect across multiple content areas.
- The materials include traditional and diverse texts across multiple content areas. For example, Unit 1's traditional core texts include a Nigerian folktale, *Why is the Sky Far Away?* and *Grandma and the Great Gourd*. This unit also contains diverse texts such as *The Golden Flower*.
- The materials include classical and diverse texts across multiple content areas. Unit 3 of the Teacher's Edition includes the text *Little House on the Prairie* and *By the Shores of Silver Lake*. Both of these texts include connections to social studies content.
- The materials include contemporary texts across multiple content areas. Unit 2 of the Teacher's Edition includes the texts *Patterns in Nature* and *Weird Friends*. Both texts are contemporary stories and include connections to science content.

Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (S)

- The materials include texts with content that is relevant, engaging, and authentically reflective of students' background and experience. Unit 3, Week 5 of the Teacher's Edition includes "Poems About Heroes" by Folami Abiade. This text includes relevant and engaging content that authentically reflects students' backgrounds and experiences. It features diverse heroes and narratives that resonate with the cultural and personal identities of young readers, thereby promoting connection, inspiration, and empowerment through poetry.
- The materials include texts that are relevant, engaging, and authentically reflective of students' backgrounds and experiences. Unit 4 of the Teacher's Edition includes the text *Grace and Grandma* by Rich Lo from Unit 4. This text includes relevant, engaging content that authentically reflects students' backgrounds and experiences by portraying intergenerational relationships and Chinese-American culture with sensitivity and authenticity. The text thus provides meaningful representation for young readers from similar backgrounds while offering all readers a window into diverse family dynamics and cultural traditions.
- The materials include texts that are relevant and engaging. For example, in Unit 1 of the Teacher's Edition, the text *Living in Deserts*, an informational text, includes actual photographs and authentically represents life in the desert. The text is thus engaging and relevant to students living in a state with deserts.

Text Quality and Complexity

7.2	Interaction with Grade-Level Text	8/8
7.2a	Materials include opportunities in each lesson for students to interact with grade-level text. (S)	1/1
7.2b	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)	5/5
7.2c	Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)	1/1
7.2d	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)	1/1

The materials include opportunities in each lesson for students to interact with grade-level text. 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. Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). 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).

Evidence includes, but is not limited to:

Materials include opportunities in each lesson for students to interact with grade-level text. (S)

- The materials include opportunities in each lesson for students to interact with grade-level text. Each week, the Teacher's Edition includes two "Close Reading" lessons that provide opportunities for students to engage in a variety of reading skills with grade-level texts. These "Close Reading" lessons focus on skills to support student understanding of the text. For example, Unit 1, Lesson 4 guides students to collect evidence as they read to support their thinking. This includes identifying textual evidence as they confirm predictions, generating and answering questions as they read, and making inferences.
- The materials include opportunities in each lesson for students to interact with grade-level text. In the Teacher's Edition, the Reading Workshop: Listening Comprehension Read-Aloud during each week of a unit enables students to engage in various reading skills using grade-level texts. In Unit 2, Week 3, Lesson 1, the "Think Aloud" and "ELL Access" sections encourage students to generate questions and make predictions about characters and events. Students practice inferencing using Jacob's actions and dialogue. The materials emphasize analysis by encouraging students to examine character interactions and language cognates. The "Wrap-Up" activity and rereading strategies help students evaluate and synthesize information from the story.

The materials include opportunities in each lesson for students to interact with grade-level text. In Unit 3, Week 2 of the Teacher's Edition, students write brief comments that demonstrate their understanding of the story *Granddaddy's Turn: A Journey to the Ballot Box*. In the online notebook, students write about their understanding of people and events in the past.

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)

- The materials include opportunities in each lesson for students to think about and critically respond to grade-level texts, justifying their thinking orally and in writing. In the Teacher's Edition, each week concludes with an additional "Reflect and Share" lesson after students close read a core text. This provides an opportunity for students to critically respond to grade-level texts, justifying their thinking orally and in writing. The lesson guides students to contribute effectively to the discussion on the text. The materials provide statements that encourage students to expand on previously shared thinking, as well as justify their thinking with evidence from the text. Students also justify their thinking in writing using the Student Interactive.
- The materials include opportunities in each lesson for students to think about and critically respond to grade-level texts, justifying their thinking orally and in writing. For example, in the Close Read for Unit 2, Week 3, Lesson 3 of the Teacher's Edition, the "Model and Practice" section requires the teacher to read aloud and model annotations. The "Focus on Strategies" section prompts students' critical thinking about illustrations. The "ELL Targeted Support" section includes questions that encourage critical responses, and the "ELL Access" section promotes group discussions for oral justification. Additionally, the "Formative Assessment Options" section requires students to annotate text, complete evidence charts, and write sticky notes, ensuring written justification of their thinking. These activities help students deeply engage with texts, enhancing student comprehension and critical thinking skills.
- The materials include opportunities in each lesson for students to think about and critically respond to grade-level texts, justifying their thinking orally and in writing. During the Reading Workshop in the Teacher's Edition, teachers use a shared read. Teachers read the text aloud to students either in parts or in the text's entirety. Each week also includes a lesson on listening comprehension in which the teacher reads aloud a short grade-level text for students to think about and critically respond to. For example, in Unit 1, Week 1, Lesson 1, the "Reading Workshop: Genre & Theme" section directs teachers to "tell students you are going to read a realistic fiction story aloud. Have students listen as you read. Explain that students should listen actively, paying careful attention to the setting of the story as you read. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules."

Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)

- The materials include opportunities in each lesson to discuss specific aspects of grade-level text, such as examining author's purpose and setting. For each core grade-level text, the Teacher's Edition provides lessons on a close read of the text focusing on grade-level reading skills using specific aspects of the text. For example, Unit 1, Lesson 3 uses the core grade-level text and focuses on the aspects of the text that relate to the setting. The materials provide teacher guidance to model and demonstrate identifying and understanding how and why the author creates the setting of the story. The materials provide students with guided and independent practice that helps them apply this understanding. Students next apply this learning to core texts, as well as additional texts during the small-group block in which the teacher differentiates for each learner.
- The materials include opportunities in each lesson to discuss specific aspects of grade-level text. In the Teacher's Edition, each week concludes with an additional "Reflect and Share" lesson after a close reading of the grade-level core text. These lessons provide opportunities for students to listen to others and discuss the text. The materials guide students to contribute effectively to the discussion with statements expanding on shared thinking. The materials also provide statements that encourage students to justify their thinking orally and in writing by citing evidence from the text. Students record their written responses in the Student Interactive.
- The materials include opportunities in each lesson to discuss specific aspects of grade-level text, including text structure, vocabulary, and analysis. The "Weekly Launch" in Unit 2, Week 2, Lesson 1 of the Teacher's Edition includes a section called "Interact with Sources," which provides opportunities for students to discuss specific aspects of grade-level text through guided discussions, targeted support, and structured activities. Guided questions focus on text structure, the relationship between plants and animals, and habitat dynamics, prompting students to critically analyze the content. Weekly questions and "Turn, Talk, and Share" activities encourage students to discuss and write about the text's purpose and information. The "Academic Vocabulary" section enhances student understanding of key terms, and the "ELL Targeted Support" section offers visual, contextual, and linguistic aids to deepen student comprehension of complex concepts and language.

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)

- The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, such as generating questions, analyzing, inferencing, evaluating, and synthesizing. In the "Weekly Launch" for Unit 2, Week 4, Lesson 1 in the Teacher's Edition, the "Interact with Sources" section engages students in various reading skills through guided discussions, interactive activities, and annotation tasks. Students generate and analyze questions such as, "What are some reasons why animals are reintroduced into a habitat?" Students also make predictions such as, "Which of these

reintroduced animals was in the greatest danger of dying out?" Students infer and evaluate by exploring how the "reintroduction of animals affects habitats" and by annotating key details to support their answers to the weekly question. The "ELL Targeted Support" section helps students with vocabulary and contextual understanding, further enhancing their ability to synthesize information from the text.

- The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, such as making and confirming predictions, making connections with the text, and generating questions. Each week, the materials introduce a core text in the "First Read Strategies" section. These strategies include a variety of reading skills such as making and confirming predictions, generating questions, and making connections to the text. The Teacher's Edition lists these strategies and provides guidance on how to apply them to each text. Throughout the text in the Teacher's Edition, the sidebars reference the "First Read Strategies" section to support classroom implementation. The materials thus provide students with multiple opportunities to engage with the text. The materials utilize a variety of skills to support student understanding.
- The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, such as inferencing, making predictions, generating questions, and identifying textual evidence. Each week, the Teacher's Edition includes two "Close Reading" lessons that provide opportunities for students to engage in a variety of reading skills with grade-level texts. These "Close Reading" lessons focus on skills to support student understanding of the text. For example, Unit 1, Lesson 4 guides students to collect evidence as they read to support their thinking. Students identify textual evidence as they confirm predictions, generate and answer questions as they read, and make inferences.

Text Quality and Complexity

7.3	Supporting Access to Grade-Level Text	3/3
7.3a	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.). (T/S)	2/2
7.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)	1/1

The 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.) Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.

Evidence includes, but is not limited to:

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.). (T/S)

- The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. The Teacher's Edition provides teacher guidance for activating prior knowledge. This allows students to make connections to the text, thereby scaffolding students' access to grade-level texts. Each week begins with an "Interact with Sources" lesson, which aims to activate and build students' background knowledge. This lesson supports students' understanding of the text they are about to read. For example, Unit 1, Week 1 begins with a short infographic on different environments of India before students read the Indian Folktale *Grandma and the Great Gourd*. The lesson guides teachers to read the infographic aloud as students follow along and look at the visual images. The materials include a list of suggested questions to guide the discussion, providing teachers with precise language that models the academic vocabulary students use throughout the unit. The materials also include support for ELLs that teachers should complete before the lesson, including previewing visuals, scaffolding using sentence stems, and connecting key terms with common cognates.
- The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. Each week in the Teacher's Edition, the materials introduce the core grade-level text as a shared reading with specific guidance on strategies that teachers should employ. The "First Read Strategies" section provides structure for teachers and students as they first read through the text. The sidebars on each page in the Teacher's Edition include guidance for teachers to stop at certain points in the text to model thinking aloud, expand vocabulary, or ask questions to engage readers with the text. These teacher supports ensure all students understand the rigor of the text.

The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. In the Reading Workshop for Unit 2, Week 1, Lesson 2 of the Teacher's Edition, the "Shared Read, Respond and Analyze" section provides comprehensive teacher guidance and support to ensure all students can access grade-level text. In the "Develop Vocabulary" section, teacher guidance includes focusing on domain-specific words like *nature*, *patterns*, *repeat*, *sequence*, and *symmetry*. The materials further reinforce vocabulary support through the "ELL Targeted Support" section, which uses pictures and sentence frames. The "Focus on Strategies" mini-lesson offers guidance by explaining how authors use specific words to convey main ideas. Questions like, "Can you think of other examples of patterns that can be made from nature?" provide additional support. The "Model and Practice" section provides sentence frames for contextual support, helping students understand and use new vocabulary in context. The materials thus ensure students' rigorous engagement with the text.

Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)

- The materials provide opportunities for students to demonstrate proficiency to engage in additional analysis of grade-level texts. In Unit 2, Week 1, Lesson 2 of the Teacher's Edition, the "Independent/Collaborative" section includes the "Reading Workshop: Assess & Differentiate" activity, which provides proficient students with opportunities to engage in additional analyses of grade-level texts by re-reading and listening to *Patterns in Nature* or a text from the myFocus Intervention Reader. Students select and read self-chosen books, as well as perform partner readings to coach one another. Students also work with a partner to discuss and answer questions in their Student Interactive, choose passages from informational texts to read aloud with proper expression, and play educational games. These opportunities promote deeper comprehension and critical analysis.
- The materials provide opportunities for students to demonstrate proficiency to engage in additional analysis of grade-level texts. Each unit includes the "Book Club" section, which provides students with additional analyses of grade-level texts. These book clubs encompass groups of students who meet during the small-group instruction time each week. The Teacher's Guide provides detailed instructions for implementing book clubs, as well as guidance on how to set up groups to work independently, allowing students to show accountability through their reading of the text. For example, the materials help "students choose a book" and require the groups to meet "twice a week, during Small Group time" so students properly pace, discuss, and complete a discussion chart in their Student Interactives.
- The materials provide opportunities for students to demonstrate proficiency to engage in additional analyses of grade-level texts. For example, the materials provide a quick-check to assess students' understanding of a text or strategy in the Teacher's Edition. For students showing proficiency, the materials offer guidance on additional opportunities to extend students' analyses of additional grade-level texts. These options include self-selected texts, book clubs, or guided reading groups. For example, the Unit 1, Week 1, Lesson 1 "Spotlight on Genre" section includes a quick-check question: "Can students identify elements of traditional tales?" The materials then tell teachers that "if students show proficiency, then

continue practicing strategies for traditional tales using independent reading and literacy activities in small groups."

Text Quality and Complexity

7.4	Analysis of Text Complexity	6/6
7.4a	Materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement.	4/4
7.4b	Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.	2/2

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

Evidence includes, but is not limited to:

Materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement.

- The materials include quantitative and qualitative analyses of each core text, including a rationale for each text's educational purpose and grade-level placement. The Getting Started with myView Guide contains a "Text Complexity" chart for each grade level. This chart includes quantitative and qualitative analyses of each core text and the rationale for each text's grade-level placement. For example, the text *Grandma and the Great Gourd* provides the following summary: "The Quantitative Measures place this text in the grade 2–3 complexity band. The Qualitative Measures suggest that students might need additional support with Figurative language, Identifying the meaning or message of a story. Before reading the selection, use the Reader and Task Considerations to help you plan how to address various student populations." Additionally, the chart includes quantitative information for the text: "Lexile: 680L; Average Sentence Length: 10.264; Word Frequency: 3.666; Word Count: 151." This chart also contains specific information regarding qualitative measures, including levels of meaning, text structure, language conventionality and clarity, as well as knowledge demands. The final part of the chart includes specific guidance on "Reader and Task Considerations."
- The materials include quantitative and qualitative analyses of each core text, including rationales for each text's educational purpose and grade-level placement. This information is be found in the introduction of each unit. For example, Unit 1's "Introduce the Unit" lesson directs teachers to "tell students that they will read many texts to learn about how different cultures adapt to and appreciate their environments. Explain that reading texts from a variety of genres to see how each author approaches the theme." The materials include quantitative and qualitative analyses of each core text, including rationales for each text's educational purpose and grade-level placement. The Unit 2 "Introduce the Unit" lesson includes a rationale for each text's educational purpose by aligning the texts with the essential question, "How do plants and animals live together?" The selected texts, such as *Interdependence: American Burying Beetles* and *Living Together: The Animal Partnerships*, are designed to help students explore various aspects of interactions between

plants and animals. The materials reinforce this educational purpose by guiding students to consider these interactions through multimodal texts, discussions, and independent reading activities. The materials further support the rationale through the "Independent Reading" section, which encourages students to select texts that are appropriate for their reading level and interests. This fosters students' deeper understanding of the unit's theme through a variety of informational texts.

Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

- The materials' core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analyses and relationship to student tasks. The "Text and Complexity" chart for Unit 2, Week 2's text *Weird Friends: Unlikely Allies in the Animal Kingdom* by Jose Aruego and Ariane Dewey demonstrates that core texts have the appropriate complexity for grade 3 through both quantitative and qualitative analyses. Quantitative measures place the text at a Lexile level of 990L. The text has an average sentence length of 14.065 and a word frequency of 3.364, indicating it is at the upper readability level for grade 3. Qualitative measures highlight the text's clear and concrete purpose, its complex sentences with idiomatic and figurative language, and domain-specific vocabulary. These analyses align with student tasks, such as using synonyms and definitions for challenging words and employing a two-column chart to understand predator-prey relationships, ensuring the text is both challenging and educationally appropriate.
- The materials' core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analyses and relationship to student tasks. The "Text Complexity" charts for grade 3, found in the Getting Started with myView Guide, include quantitative and qualitative analyses demonstrating that the texts chosen to feature an appropriate level of complexity for the grade level. The quantitative measures place the text in the grade 2-3 complexity band. Quantitative measures are not generated for drama or poetry and must refer to the qualitative measures included.
- The materials' core texts feature the appropriate level of complexity for the grade according to their quantitative and qualitative analyses and relationship to student tasks. The materials provide charts with information about the quantitative and qualitative features of the core texts. For example, at the beginning of each unit in the Teacher's Edition, the materials include specific details about the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, as well as the knowledge demands of the text.

Text Quality and Complexity

7.5	Read-Aloud, Shared Reading, and Independent Reading	10/10
7.5a	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.	6/6
7.5b	Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)	1/1
7.5c	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)	3/3

The materials include 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. Texts designated for independent reading have a range of complexity levels for students to practice reading independently. 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.

Evidence includes, but is not limited to:

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.

- The texts in the materials 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. The "Text Complexity" chart for Grade 3, found in the Getting Started with myView Guide, includes quantitative and qualitative analyses that place the text in the Grade 2-3 complexity band. The qualitative analysis includes levels of meaning, text structures, language conventionality and clarity, as well as knowledge demands. These areas show that the selected text is at mid-level complexity along with explanations specific to the text. For example, the complexity chart for the shared reading text *Grandma and the Great Gourd* explains that "the text's themes of having courage and taking risks, using cleverness to overcome problems, and the importance of family are implicit and are revealed over the entirety of the text." Teachers use this information to support age-appropriateness.
- The texts in the materials 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. There are a variety of genres included in each unit. For example, Unit 1 includes traditional tales, informational texts, poetry, myths, and argumentative texts. In addition, the "Text Complexity" charts for grade 3, found in the Getting Started with myView Guide, include reader and task considerations for each text that provides specific scaffolds for ELLs, interventions, and on-level/advanced students. One such language scaffold for intervention for the text *Grandma and the Great Gourd* directs teachers to "introduce the following similes and help students unpack their meaning: 'dizzy as a dervish' (p. 36) and 'quick as wind' (p. 40).

Students may need clarification on the noun 'dervish.' Remind students to look for the words 'as' and 'like,' which indicate a simile." These scaffolds support student success. The texts in the materials 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. Furthermore, the "Heroes" Unit 3 Overview ensures that texts designated for read-aloud and shared reading meet the required complexity and appropriateness criteria. Texts such as *Below Deck: A Titanic Story*, *Granddaddy's Turn: A Journey to the Ballot Box*, and *Mama Miti: Wangari Maathai and the Trees of Kenya* are historical fiction and biographies, ensuring they are at or above grade-level complexity and age-appropriate. The unit includes a variety of text structures, including historical fiction, biography, and poetry, with scaffolds like analyzing plot and setting, understanding characters, and explaining poetic elements. These supports ensure that students effectively engage with and comprehend the material, meeting the educational goals of the unit.

Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)

- The texts in the materials designated for independent reading have a range of complexity levels for students to practice reading independently. The texts designated for independent reading offer varying levels of complexity, allowing students to practice reading independently. The "Leveled Passages by Grade" list, located in the Project-Based Inquiry in each unit's conclusion within the Teacher's Edition, provides evidence that grade 3 texts designated for independent reading exhibit a range of complexity levels. Each unit features passages written at three different Lexile levels to accommodate varying reading abilities. For example, in Unit 1, the text *What Makes a Safe Playground?* ranges from 590L to 800L, *Getting Outside* ranges from 600L to 810L, and *Discovering Great Smoky Mountains National Park* ranges from 620L to 800L. In Unit 2, *Relationships in Nature* ranges from 600L to 820L, *Coral Reefs: Living Environments* ranges from 590L to 820L, and *Why We Need Plants* ranges from 600L to 820L. This variety ensures that students practice reading independently with texts that match their individual skill levels while progressively challenging themselves.
- The texts in the materials designated for independent reading have a range of complexity levels for students to practice reading independently. The materials contain a leveled-text system that is connected to a particular unit of study or topic. Unit 1 contains a guided reading level range from L to P. The readers align to the unit theme (titled "Environments") or the unit spotlight genre ("Traditional Tales"). The Teacher's Edition provides teachers with guidance on how to match texts to learning each week along with suggested texts and instruction that align to the week's instruction and genre. The materials also include access to an online Grade 3 Leveled Library that provides audio and word-by-word highlighting to support students as they read independently. The texts in the materials designated for independent reading feature a range of complexity levels for students to practice reading independently. In Unit 4, Week 3 in the Teacher's Edition, the materials include texts designated for independent reading that have varying qualitative features. For example, in the story *Milton Hershey: Chocolate King Town Builder*, the materials include grade-level vocabulary, the author's purpose, and language features.

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)

- The 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. Each unit begins with a plan for students to self-select texts to read independently for a sustained period with purpose and accountability. The "Introduce the Unit" section of the Unit 1 Launch Lesson in the Teacher's Edition provides teachers with guidance in establishing the self-selection of a text. Teachers also guide students' use of the Student Interactive pages to determine their purpose for reading by following a step-by-step routine called "I Pick." The Student Interactive includes a reading log to set goals and track progress for accountability.
- The 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. The Reading Workshop Model in the Teacher's Edition includes a time for small-group instruction, which allows for an opportunity for independent reading of self-selected books. Students are guided to use the plan established at the beginning of the unit. The materials offer teachers guidance on conferencing with students about self-selected texts, ensuring that students apply the skills taught in the whole-group lesson. For example, in Unit 1, Week 1, Lesson 1's Reading Workshop, the "Assess & Differentiate" section requires teachers to confer with students on identifying traditional tales in their independent reading. This guidance includes possible conference prompts and teaching points.
- The 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. For example, Unit 2's "Introduce the Unit" lesson in the Teacher's Edition provides a structured plan for students to self-select high-quality texts and read independently for a sustained period. The "Independent Reading" section guides students to choose texts that are neither too difficult nor too easy, encouraging students to select books by favorite authors, interesting topics, or specific genres. The plan includes setting aside time for independent reading and progressively increasing the duration to build student stamina and fluency. To ensure accountability, students use an "Independent Reading" log in their Student Interactive to record the date, book title, genre, pages read, minutes read, and their rating. This helps students track their progress and achieve their reading goals.

Evidence-Based Tasks and Responses

8.A.1	Use of Text Evidence	18/18
8.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)	4/4
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)	10/10
8.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)	2/2
8.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)	2/2

The 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. Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. 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. Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text.

Evidence includes, but is not limited to:

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)

- The materials include text-dependent questions that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. The Student Interactive includes comprehension questions for each core text each week. For example, the Student Interactive page of questions for Unit 1, Week 1 includes questions that require students to use evidence from the text, including, "How can the reader tell that Grandma and the Great Gourd is a traditional tale?" and "Why is it important to the story for Grandma to meet the fox on her way back home?" These questions test students' comprehension and require students to use textual evidence to justify their thinking and support their claims.
- The materials include text-dependent tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their claims. The Student Interactive for the first text in Unit 1, Week 1 includes a task that requires students to go back to the text to underline details about the setting. Students use those details to make a claim about what the evidence suggests about the setting. Students must support their claim with evidence from the text.
- The materials include text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support their

claims. In the Student Interactive, the Unit 2, Week 1 "Reflect and Share" section asks students to discuss patterns they have read about in texts, using evidence from the text to explain how these patterns help plants and animals survive. This requires students to refer back to the text, demonstrating comprehension and justifying their thinking with specific details. Additionally, the "Talk About It" section prompts students to use textual evidence in their responses, ensuring that their claims are supported by the text.

Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)

- The materials include questions and tasks that require students to use textual evidence when evaluating details and key ideas of high-quality texts. In the Student Interactive, the "Identify Main Idea and Details" section of the Unit 2, Week 1 Reading Workshop: Close Read requires students to underline parts of the text to identify and evaluate the main idea and key details. Students then use this textual evidence to complete a chart. The "Monitor Comprehension" section prompts students to highlight evidence that helps them understand the main idea and details. Students then use some of their highlighted text to monitor their comprehension by evaluating the structure, language, and details of the text. These elements ensure that students engage directly with the text to demonstrate comprehension, justify their thinking, and evaluate the language, key ideas, details, craft, and structure of high-quality texts using specific evidence.
- The materials include questions and tasks that require students to use textual evidence when evaluating the craft of high-quality texts. For instance, the "Writing Workshop" section in the Student Interactive asks students to use illustrations in their writing, mirroring the use of graphic features by authors like Jennifer Rozines Roy and Gregory Roy. This section requires students to evaluate how illustrations support the text, thereby understanding the authors' craft. The mini-lesson guides students to create illustrations that show a repeating pattern, explaining how these illustrations support the text. These tasks and questions prompt students to engage with and evaluate the authors' use of graphic features, requiring students to use textual evidence to understand and replicate the craft of high-quality texts. The materials include tasks that require students to use textual evidence when evaluating the language and structure of high-quality texts. For example, during students' close reading of the text *Grandma and the Great Gourd* in Unit 1, Week 1, teachers "ask students to scan paragraphs 13-15 and underline details that suggest Grandma could be in danger again." In the same text, teachers "ask students to compare the dialogue on this page with Grandma's conversation with the fox on p. 24 and focus on the words used by both animals." Teachers then "tell students that the repetition in traditional tales helped people to remember and retell them." Both of these examples require students to use textual evidence to evaluate the language and structure of high-quality text.

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)

- The materials include tasks that require students to support their claims and justify their thinking with evidence from the text by comparing sources. One example of this is in Unit 1, Week 3 of the Student Interactive. After close reading the core text of the week, students consider the texts they've read and think about the environments featured in each one. Then, students write an opinion about how important an environment is to what happens in a story using textual evidence.
- The materials' tasks require students to support their claims and justify their thinking through a variety of strategies, such as discussing key ideas in evidence from the text. The Unit 1, Week 1 Close Read in the Student Interactive directs students back to the text to identify evidence that relates to either the plot or the setting. Students then support their claim and justify their thinking by explaining what this evidence suggests with a partner.
- The materials include both questions and tasks that 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. The Unit 2 At-a-Glance: Workshop Overview in the Teacher's Edition includes a "Compare Texts" section. This section prompts students to "compare and contrast texts" and "recognize descriptions and categories of informational text. The materials thus require students to analyze and synthesize information from multiple sources. Additionally, the "Writing Workshop" activities involve "using graphic features," "developing introductions and conclusions," and "adding illustrations," which require students to summarize and paraphrase key ideas from the text. These tasks and questions ensure that students engage deeply with the material, using textual evidence to support their claims and justify their thinking through various evaluative strategies.

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)

- The materials' tasks and questions are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in an analysis of text. For example, in the Teacher's Edition, the Unit 2, Week 1, Lesson 2 Reading Workshop: Shared Read requires students to demonstrate a basic recall and understanding of the text. One of the questions reads, "How do you know that Patterns in Nature is an informational text?" Questions next move towards comprehension and application, asking students to "explain how symmetry helps in understanding the text better." The materials then transition to questions that demand higher-order thinking skills (including analysis and reasoning). This includes questions such as, "Why do the authors compare a butterfly's wing to a snowflake in paragraphs 27-29?" and "How are a sequence and a pattern related? Cite text evidence in your analysis." This structured approach ensures that students are challenged appropriately, encouraging students' deeper engagement with the text and promoting a comprehensive analysis of the material.

- The materials' tasks and questions are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in an analysis of text. For example, the differentiation of complexity among the questions in the Unit 2, Week 2, Lesson 2 Reading Workshop: Shared Read tests students' basic recall and understanding of the text. One of the questions reads, "What makes this text an informational text?" Questions then move towards comprehension and application, asking students to "explain why the author included a glossary." The materials then include questions that demand higher-order thinking skills, including analysis and reasoning. One such question reads, "How are prairie dogs and burrowing owls alike? Include text evidence." This structured approach ensures that students are challenged appropriately, encouraging students' deeper engagement with the text and promoting a comprehensive analysis of the material.
- The materials provide questions designed at different levels of cognitive complexity, offering ample opportunities for students to engage in an analysis of text. Each week's core text in the Student Interactive includes a comprehension check with different levels of complexity. The questions on the first page are literal and become progressively more complex as students complete the page of questions. For example, in Unit 1, Week 2, the first question reads, "What are three details from the text that help you identify this story as a folktale?" The last question reads, "What connections can you make between the plot of the folktale and messages about greed and wastefulness?" The level of cognitive complexity increases throughout this list of questions, thereby supporting students' analyses of the text.

Evidence-Based Tasks and Responses

8.A.2	Teacher Guidance for the Use of Text Evidence	4/4
8.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. (m)	2/2
8.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. (m)	2/2

The 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. Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax.

Evidence includes, but is not limited to:

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)

- The materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims. Unit 1, Week 1, Lesson 1's Reading Workshop: Spotlight on Genre—Traditional Tales reviews the characteristics of traditional tales. The materials guide teachers to model and practice identifying these characteristics within the text, allowing students to generate evidenced-based claims that the text belongs to the "Traditional Tales" genre. For example, the materials instruct teachers to say, "In The Boy's Advice, the man gathering coconuts does not use a modern device to tell time, and this tells me that the setting could be long ago...." This guidance teaches students to consider the genre "traditional."
- The 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. In the Teacher's Edition, Unit 2, Week 3, Lesson 3's Reading Workshop: Close Read includes a "Model and Practice" section. Teachers use the "Close Read" note from the Student Interactive to identify key ideas and details. Teachers model how to find and underline details that support the main idea by asking students questions like, "Which details tell you how to identify a pattern?" Teachers then annotate the text accordingly. Teachers guide students to use these annotations to complete the corresponding chart in the Student Interactive. This process teaches students how to organize text evidence systematically, how to identify key details, how to use specific textual evidence, and how to construct well-supported, text-based responses.
- The materials include guidance for teachers on the effective modeling of the use of text evidence to construct text-based responses. In the Teacher's Edition, Unit 1, Week 4, Lesson 5's Reading Workshop includes a "Reflect and Share" lesson that provides teacher guidance on modeling a constructed response. The lesson explains to students that note-taking allows them to interact with a text to carefully analyze it. Teachers model a three-step process:

"Identify key details in text that relate to a topic," "write down the key details or underline them," and "compose a brief explanation telling why the details are important." Teachers conclude this modeling with, "Then I use this text evidence to support my response."

Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)

- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. In the Teacher's Edition, Week 1, Lesson 2's Reading Workshop: Share, Read, Respond, and Analyze includes a "Develop Vocabulary" section. Teachers instruct students to use domain-specific words like "nature, patterns, repeat, sequence, and symmetry" to discuss the text. The "Check for Understanding" section includes questions such as, "How do you know that Patterns in Nature is an informational text?" and "How are a sequence and a pattern related? Cite text evidence in your analysis." These questions encourage students to use academic vocabulary and syntax in their responses.
- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. Every week during the "Reading-Writing Bridge" lesson on academic vocabulary, the materials offer teachers guidance on how related words help readers understand unfamiliar words. Unit 1, Week 1 outlines a four-step process that teachers model for students. This process requires using evidence from text to determine the meaning of key academic vocabulary words. Students collaborate with one another to apply this strategy to additional words in the Student Interactive.
- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. Each week, the materials provide students with discussion opportunities as students close read the core text. For example, in Unit 1, Week 1, Lesson 3, teachers model how to determine the setting of a story. Then, in pairs, students find and underline details in paragraph two that offer more details about the setting. Students discuss what might happen in the story given this setting. Teachers guide students to use evidence from the text to support their responses.

Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	7/8
8.B.1a	Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.	0/1
8.B.1b	Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1c	Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1d	[3rd grade only] Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft.	2/2
8.B.1e	Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. (S)	1/1

The materials do not include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft.

Evidence includes, but is not limited to:

Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.

- The materials do not include access to mentor texts to serve as models for students to compose a variety of texts according to grade-level TEKS. While a list of texts is provided, the texts are not included with the materials and the expectation appears to be that teachers must provide said texts on their own.
- The materials do not include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Instead, in the Teacher's Edition Writing Workshop, the materials provide criteria for selecting mentor texts for the Mentor Stack, such as ensuring "the topic and main idea are clearly conveyed and well developed," having "clearly identifiable details that connect to the main idea," as well as including "features and graphics that provide additional information about the text." These guidelines help teachers choose appropriate texts that meet these criteria to support their students' learning, but no texts are actually included within the materials that teachers use to model with. Instead, teachers have to provide their own texts.

- The materials do not include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Instead, the materials provide criteria for selecting mentor texts for the Mentor Stack, such as ensuring "the how-to article has a strong headline and lead," uses "facts and details effectively," as well as includes "a clear purpose and audience." These guidelines help teachers choose appropriate texts that meet these criteria to support their students' learning, although the actual mentor texts are not provided in the Teacher's Edition Writing Workshop. Instead, teachers have to provide their own texts.

Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. In the Writing Workshop for Unit 1, Week 2 of the Teacher's Edition, students engage in developing personal narratives by focusing on elements such as setting and problem, using sensory details, and crafting a coherent beginning, middle, and end. Activities include modeled writing, shared discussions, and independent writing tasks, which help students refine their narratives. These exercises guide students in tailoring their writing for different audiences and purposes, ensuring students understand and apply the genre-specific characteristics and craft necessary for composing effective literary texts.
- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, a mini-lesson in the "Additional Writing" section for Unit 1, Week 2 is called "Write a Draft." This lesson supports students in writing personal narratives. Teachers first model the lesson using a think-aloud to compose a personal narrative. Teachers model the thinking process of including the genre characteristics and craft. Next, students transition into independent writing on personal narratives.
- The materials provide opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. In the Teacher's Edition, students participate in the Writing Workshop, which guides students on writing poetry for various purposes. This workshop instructs students on sharing thoughts and emotions or eliciting emotional responses from readers. The materials also provide structured activities like modeled writing, shared writing, and independent writing, which help students develop their writing skills and understand genre-specific characteristics. Additionally, the materials encourage students to consider their audience when publishing their work, whether these audiences are readers of a classroom blog, readers of a bulletin board display, or readers of an anthology. Students thus tailor their writing to different audiences and purposes.

Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- The materials include opportunities for students to compose informational texts for multiple purposes with genre-specific characteristics and craft. In the Unit 2, Week 2 Writing Workshop

in the Teacher's Edition, teachers guide students in developing engaging main ideas and relevant details for how-to articles. Students focus on making their writing clear, interesting, and informative. The materials include activities such as modeled writing, shared writing, and independent writing to help students refine their writing skills. These activities cater to different audiences and purposes, ensuring that students understand and apply genre-specific characteristics and craft to their compositions.

- The materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. One example included in the Unit 5, Week 6 Project-Based Inquiry in the Teacher's Edition requires students to "create a travel brochure that persuades readers to visit or not visit a place that is likely to be affected by a natural disaster." This project allows students to practice writing for a unique purpose and real-world audience.
- The materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. One "Additional Writing" mini-lesson for Unit 4, Week 1 is titled "Voice your Opinion Effectively," and allows students to practice persuasive writing. Teachers first model using a think-aloud process, allowing students to practice genre characteristics and craft persuasive writing. Then, students transition into independent writing of persuasive text. Students use the genre characteristics and craft teachers previously modeled in the Mentor Stack.

[3rd grade only] Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft.

- The materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Unit 1, Week 6, the Student Interactive includes an opportunity to write an argumentative letter. The materials include a checklist of important parts of this type of correspondence to guide students' writing, along with a model with labeled parts.
- The materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. In Unit 5, the materials guide students on developing and presenting arguments through structured activities such as modeled practice, collaborative exercises, and independent writing. Students practice crafting arguments by considering their audience and using appropriate conventions of language. The unit on celebrating and reflecting includes activities in which students present travel arguments, reflect on their goals, and synthesize information from their reading to support their arguments. These exercises ensure that students understand and apply the characteristics and craft of argumentative writing as students tailor their messages to different audiences and purposes.
- The materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, the Unit 4, Week 1 Writing Workshop in the Teacher's Edition offers students a variety of scaffolded opportunities to develop an opinion. Students use facts to present an argument to their readers. Students brainstorm topics that interest them and then write said topics in a chart.

Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. (S)

- The materials provide opportunities for students to compose correspondence with genre-specific characteristics and craft. In Unit 1, Week 6 of the Teacher's Edition, the Project-Based Inquiry allows students to write argumentative letters, as well as learn to include a recipient's name, a clear opinion, supporting reasons, and a persuasive conclusion. Activities emphasize formal English, proper formatting, and academic vocabulary. Through examples, discussions, and structured exercises, students develop skills to create well-crafted correspondence for their intended audience and purpose.
- The materials provide opportunities for students to compose correspondence with genre-specific characteristics and craft. In the "Writing Workshop" section of Unit 1, Week 6's Project-Based Inquiry in the Teacher's Edition, students engage in writing thank-you notes. Students learn to include a greeting, an expression of thanks, specific details about their gratitude, and a closing. Activities guide students in planning and structuring their notes using formal language and complete sentences. Through collaborative exercises and modeled examples, students practice crafting well-organized and appropriately toned thank-you notes, ensuring students understand and apply the conventions of writing formal correspondence.
- The materials provide opportunities for students to compose correspondence with genre-specific characteristics and craft. Students engage in writing argumentative letters in the Unit 1, Week 6 "Collaboration and Discuss" section in the Teacher's Edition. Students follow structured activities that emphasize correct capitalization, punctuation, and the formal structure of a letter, including the heading, greeting, body, closing, and signature. Collaborative exercises guide students through revising and editing their letters to improve clarity and adherence to conventions.

Evidence-Based Tasks and Responses

8.B.2	Writing Process	11/11
8.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)	5/5
8.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)	6/6

The 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. 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.

Evidence includes, but is not limited to:

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)

- The materials support students' use of the drafting element of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. The Student Interactive for Unit 1, Week 2 includes support for students as they begin drafting an engaging idea for their writing. The materials also include a graphic organizer of questions to think about that assists student engagement. Students add details to the story as they draft.
- The materials support students' use of the revising and editing elements of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. The Unit 5, Week 6 Project-Based Inquiry in the Teacher's Edition includes an opportunity for students to revise and edit their argumentative text. The Student Interactive provides checklists to support students in this process. These checklists serve as guidance and clarify the task expectations.
- The materials support students' use of the drafting, revising, editing, sharing, and publishing elements of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. In the "planning" step, students are guided through brainstorming and organizing their ideas for poetry in the Unit 5, Week 5 Writing Workshop in the Teacher's Edition. During the "drafting" step, students develop their poems by focusing on structure and content. In the "revising" step, students receive explicit instructions for improving coherence, clarity, and their use of adjectives and adverbs. The "conferring" step involves teacher-student interactions that ensure student feedback as students refine their drafts. The "editing" step includes lessons on grammar and sentence structure to ensure

polished final drafts. Finally, for "sharing and publishing," students are encouraged to present their work and celebrate their writing achievements, reinforcing the complete writing process.

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)

- The materials include guidance for the teacher to provide explicit instruction to model each element of the writing process, including planning, drafting, revising, editing, sharing/publishing, as well as conferencing and revising. The "Getting Started with myView: Detailed Skills Scope and Sequence" of grade 3, Unit 2's "Skills Overview" includes a "planning" step in which teachers are instructed to model brainstorming and organizing ideas for various writing tasks. For the "drafting" step, the materials guide teachers in demonstrating how to develop introductions, details, and text features. During the "revising" step, teachers are provided with strategies to show students how to improve coherence, clarity, and specific elements like subject-verb agreement and prepositions. For the "editing" step, the materials offer explicit instructions on teaching spelling, grammar, and punctuation. When it comes to "sharing and publishing," teachers are given guidance on how to help students finalize and celebrate their work. Additionally, the materials include support for teachers to assist students during the writing process through conferencing and revising, ensuring a thorough and comprehensive approach to teaching writing.
- The materials include guidance for the teacher to provide explicit instruction to model each element of the writing process, including revising and editing, and to support students during the writing process through conferencing and revising. The Unit 5, Week 1 Writing Workshop in the Teacher's Edition includes guidance for the teacher to provide explicit instruction to model revising by highlighting the importance of coherence and clarity. Teachers ask students to "add relevant words," "delete unnecessary ideas," and "rearrange words for better flow." For editing, the materials guide teachers to focus on the proper use of adjectives and adverbs. Teachers demonstrate to students how to compare and describe two things by using these parts of speech, ensuring students use "correct structure in sentences."
- The materials include guidance for the teacher to provide explicit instruction to model each element of the writing process, including revising and editing, and to support students during the writing process through conferencing and revising. The Unit 5, Week 6 Project-Based Inquiry in the Teacher's Edition provides a lesson that includes explicit teacher modeling on how to revise a passage. Students think aloud about the revision process, focusing on sentence structure and word choice. The lesson continues with guided practice for students to revise and edit a passage collaboratively. The lesson includes a "Peer Review" activity to apply this revision and editing strategies. Students add persuasive language and conventions to their writing. The Student Interactive provides checklists to support students in this process. These checklists serve as guidance and clarify the task expectations as students apply these specific revising and editing strategies to their project writing.

Evidence-Based Tasks and Responses

8.B.3	Explicit (Direct) and Systematic Writing Instruction	13/13
8.B.3a	Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)	3/3
8.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)	4/4
8.B.3c	Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)	6/6

The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. 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. Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing.

Evidence includes, but is not limited to:

Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)

- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure and syntax. Unit 1, Week 1, Lesson 4 in the Teacher's Edition provides guidance for teachers to explain how writers use figurative language like similes to make writing more interesting. Teachers model how to create a simile by comparing two things, showing students examples from the text and then providing students with practice on such sentence-level writing. This lesson structure provides explicit instruction and a gradual release of responsibility.
- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on student syntax. In the Unit 2, Week 4 Writing Workshop in the Teacher's Edition, the lesson "Edit for Singular, Plural, Common, and Proper Nouns" directs teachers to explain the rules for using singular and plural nouns, as well as common and proper nouns. The "Model and Practice" section includes examples and exercises in which students identify and correct noun usage in sentences. Similarly, the "Edit for Adverbs That Show Time and Manner" lesson provides explicit instruction on how adverbs modify verbs and add detail to sentences. The materials include specific prompts and examples to help students understand and apply these concepts in their writing. This structured approach ensures that students learn how to correctly construct sentences with proper syntax.
- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on vocabulary. In the myView Digital platform, the "Additional Writing" mini-lessons for Unit 5, Week 2 include a "Hyperbole" lesson. The lesson clarifies the

definition and use of hyperbole, emphasizing to students how hyperbole creates strong feelings and specific images. The "Model and Practice" section includes examples of hyperbolic sentences for students to analyze. Students discuss the images and effects hyperbole creates. This is followed by independent writing activities in which students brainstorm and incorporate hyperbolic statements into their own poems. Students thus practice the use of vivid, exaggerated vocabulary within their sentences. This structured approach ensures that students understand how to effectively use and recognize hyperbole in their writing.

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)

- The 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. In the Unit 2, Week 2 Writing Workshop in the Teacher's Edition, the materials provide guidance for teachers to offer systematic instruction in writing starting at the sentence level. The "Develop an Engaging Main Idea" and "Develop Relevant Details" activities focus on developing sentence-level skills. These activities require students to write sentences that describe materials needed, tasking them with clarifying tasks and steps. The materials systematically build upon this foundation as students progress to composing complete how-to articles. The materials thus align with TEKS 3.11.B.i (developing drafts into a focused, structured, and coherent piece of writing) and TEKS 3.12.B (composing informational texts, including procedural texts and reports). Such explicit instruction ensures that students understand sentence construction and organization before advancing to more complex writing tasks.
- The 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. For example, in the "Additional Writing" mini-lessons in Unit 2, Week 5 include an "Applying Coordinating Conjunctions" lesson. This lesson provides explicit instruction with teacher modeling and focuses on how to select appropriate coordinating conjunctions for clear communication. As students choose the correct conjunction, the materials provide scaffolds for additional guidance. Students apply this sentence-level skill as they complete independent writing.
- The 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. The materials include guidance for teachers to provide systematic and explicit instruction on writing (ranging from the sentence level to full compositions) according to grade-level TEKS. The materials include opportunities for students to compose literary texts using the "Additional Writing" mini-lessons. These writing mini-lessons support students' writing workshops in each unit. For Unit 1, Week 2, a mini-lesson titled "Write a Draft" supports students in writing personal narratives. The lesson provides explicit instruction as teachers model using a think-aloud to compose a personal narrative. Teachers also model the thinking process of determining genre characteristics and craft. Students then transition into independently writing their personal narratives.

Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)

- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing. Unit 1, Week 1, Lesson 4 in the Teacher's Edition provides guidance for teachers to explain how writers use figurative language like similes to make writing more interesting. Teachers model how to create a simile by comparing two things, then show examples to students from the text. Teachers next provide students with practice on this type of sentence-level writing. This lesson structure provides students with explicit instruction and demonstrates a gradual release of responsibility. The lesson also offers students explicit opportunities in sentence-level writing that includes similes.
- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level revising. For example, in the "Applying Coordinating Conjunctions" section of Unit 2, Week 5, the "Additional Writing" mini-lessons provide students with explicit instruction with teacher modeling. The lessons focus on selecting appropriate coordinating conjunctions to clarify meaning. As students choose the correct conjunction, teacher scaffolds provide additional guidance. Students apply this sentence-level skill by revising sentences in their own writing to include appropriate coordinating conjunctions. This guidance offers explicit practice in revising sentences.
- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. In Week 1 of the Writing Workshop in the Teacher's Edition, the Unit 5 "Skills Overview" introduces students to writing via the "Generate Ideas" and "Plan Your How-To Book" activities. These activities help students establish foundational skills in organizing their thoughts. Week 2 continues this development via the "Explore Writing Precise Instructions" and "Apply Writing in Steps" activities, allowing students to advance their ability to construct detailed and structured sentences. By Week 3, students write drafts via the "Apply Instructions and Conclusion" and "Explore Writing in Steps" activities, enhancing their ability to build coherent paragraphs. In Week 4, students focus on systematically revising their work through activities like "Explore Adding or Deleting Words" and "Apply Adding or Deleting Words." In Week 5, students engage in sentence-level editing, focusing on activities such as "Edit for Pronouns," "Edit for Capitalization," and "Apply Rearranging Words," which help students refine their writing for clarity and correctness. This structured progression ensures that students develop their writing skills from the sentence level to more complex compositions, culminating in their final product, the "How-To Book."

Evidence-Based Tasks and Responses

8.B.4	Grade-Level Standard English Conventions	20/20
8.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)	4/4
8.B.4b	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)	4/4
8.B.4c	Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)	12/12

The 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. Materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context.

Evidence includes, but is not limited to:

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)

- The materials include opportunities for practice and application of sentences using correct subject-verb agreement in the context of a sentence. For example, in Unit 1, Week 1 of the Teacher's Edition, teachers explain that complete sentences must contain a subject and a predicate and that there must be agreement between the subject and the verb. Lessons include guided and independent practice opportunities within sentence writing (in context). Students practice on isolated sentences in the Student Interactive that correlate with the lesson as well as complete other practice opportunities available in the Resource Download Center. Students practice application in context during the Writing Workshop, as students are directed to review their own writing to identify subject and predicates as well as identify correct subject-verb agreement.
- The materials provide various opportunities for students to engage with the conventions of academic language according to grade-level TEKS. In the Unit 2, Week 2 Reading-Writing Workshop Bridge in the Teacher's Edition, Lesson 3 instructs students to "generate sentences using irregular plural forms" and then share these sentences with the class, thus allowing students to practice in context. For application in context, the Writing Workshop section

encourages students to "check their sentences to make sure they have spelled plural forms correctly" as they begin their drafts. For practice out of context, Lesson 1 includes a "Spiral Review: Singular and Plural Nouns" activity, which requires students to sort word cards into singular and plural categories without a broader writing context. Finally, for application out of context, Lesson 5 asks students to "complete p. 56 from the Resource Download Center," which requires students to edit sentences to identify incorrect plural nouns in an isolated exercise. These activities ensure students gain a comprehensive understanding of academic language conventions both within and outside writing contexts.

- The materials provide various opportunities for students to engage with the conventions of academic language according to grade-level TEKS. In the Unit 2, Week 3 Reading-Writing Workshop Bridge in the Teacher's Edition, Lesson 3 instructs students to "work with a partner to write sentences that contain singular possessive nouns," such as "The dog's bowl." For application in context, the "Writing Workshop" section advises students to "begin drafts during Writing Workshop." Teachers also remind students "to check their sentences to make sure they have spelled plural forms correctly," which allows students to integrate the application of possessive nouns into their writing drafts. For practice out of context, Lesson 1 includes a "Spiral Review" activity in which students identify and confirm the plural forms of irregular nouns without a broader writing context. Finally, for application out of context, Lesson 5 asks students to "complete Language & Conventions from the Resource Download Center," which involves identifying correct singular possessive nouns in isolated sentences. These activities ensure students gain a comprehensive understanding of academic language conventions both within and outside writing contexts.

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)

- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. At the end of each unit of the Teacher's Edition, students participate in research projects, as evidenced by the "Research Project Checklist." This checklist provides explicit opportunities for students to practice writing grammatically correct sentences and short paragraphs. The checklist includes items such as, "I used capital letters and end punctuation marks correctly" and "I spelled words correctly," ensuring students focus on correct capitalization and punctuation. Additionally, students are required to write fact sheets and create posters, which involve constructing grammatically correct short paragraphs. The materials thus meet the grade-level TEKS for writing conventions.
- The materials include opportunities for students to write grammatically correct sentences using correct capitalization and punctuation according to the grade-level TEKS. The "End Matter" section of the Teacher's Edition includes a resource for this type of practice. The Language Awareness Handbook offers students lessons and practice opportunities in writing sentences with correct capitalization and punctuation. For example, the "Types of Sentences" lesson offers students practice beginning each sentence with a capital letter and ending the sentence with correct punctuation. Additional lessons offer students practice with each type

of sentence as well as the types of punctuation needed for each. These practice opportunities are at the sentence level.

- The materials include opportunities for students to write grammatically correct short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. For example, the Unit 1, Week 4 Writing Workshop in the Teacher's Edition includes a "Coordinating Conjunctions" lesson. The lessons include opportunities for students to learn how to use this punctuation tool by looking at examples in the text. Students apply this skill to their own writing during independent writing time. Students specifically try to include sentences with coordinating conjunctions.

Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)

- The materials include systematic opportunities for practice and application of punctuation in and out of context. This includes practice writing grammatically correct sentences using correct capitalization and punctuation according to the grade-level TEKS. The "End Matter" section of the Teacher's Edition references the Language Awareness Handbook with this type of practice. For example, the "Types of Sentences" lesson offers students practice beginning each sentence with a capital letter and ending the sentence with correct punctuation. Additional lessons offer students practice with each type of sentence as well as the types of punctuation needed for each. The Writing Workshop allows students to practice appropriate end punctuation.
- The materials include systematic opportunities for practice and application of usage in and out of context. For example, in Unit 1, Week 1 of the Teacher's Edition, teachers explain that complete sentences must contain a subject and a predicate and that there must be agreement between the subject and the verb. Lessons include guided and independent practice opportunities within sentence writing. Students practice isolated sentences in the Student Interactive that correlate with the lesson, as well as complete other practice opportunities available in the Resource Download Center. During the Writing Workshop, students are directed to review their own writing to identify subjects and predicates as well as identify correct subject-verb agreement.
- The materials systematically incorporate opportunities for applying grammar, punctuation, and usage in context through various structured activities and assessments. To practice grammar, the Unit 2, Week 5 Writing Workshop in the Teacher's Edition requires students to engage in activities such as "comparing texts," "exploring topics," and "conducting research," all of which require the correct use of grammatical structures. Students practice punctuation through writing assignments, peer reviews, and their creation of informational texts, all of which ensure students apply correct punctuation in their work. The materials address usage through "collaborative discussions," "refining research," and "presenting findings," allowing students to use precise and appropriate language in different contexts. The "4-Point Research Project Rubric" further reinforces these skills by assessing focus, research quality, organization, language, and delivery, ensuring students' comprehensive application of skills.

Overall, these materials provide systematic and contextual application opportunities for grammar, punctuation, and usage.