

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Savvas Learning Company, LLC	Texas myView Literacy
Subject	Grade Level
English Language Arts and Reading	Grade 4

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: 100%
Quality Review Overall Score: 370 / 382

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 0

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

Alleged Factual Errors 8

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	47 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	32 / 32
4. Foundational Skills	109 / 109
5. Knowledge Coherence	46 / 52
6. Text Quality and Complexity	34 / 34
7. Evidence-Based Tasks and Responses	74 / 74

Strengths

- 1.3 Lesson-Level Design: Materials include detailed lesson plans with objectives, tasks, assessments, timing, necessary materials, and guidance for extended practice to meet content and language standards.
- 2.1 Instructional Assessments: Materials include a variety of instructional assessments (diagnostic, formative, and summative) with clear purposes, teacher guidance for consistent administration, and alignment to TEKS and varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance for interpreting student performance, responding to trends, and tools for students to track their own progress and growth.
- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction, pre-teaching supports for unfamiliar vocabulary, and enrichment activities for students at different proficiency levels.
- 3.2 Instructional Methods: Materials provide prompts, guidance for explicit teaching, recommendations for lesson delivery, and support for various instructional approaches and practice structures.
- 3.3 Support for Emergent Bilingual Students: Materials include guidance on linguistic accommodations, bilingual/ESL program implementation, support for emergent bilingual students, and resources for dual language immersion programs.
- 4.A.1 Oral Language Development: Materials include guidance for supporting opinion expression and presentations, following and giving oral instructions, and engaging in active listening, questioning, and discussion.
- 4.B.1 Sound-Spelling Patterns (4-5): Materials include a systematic sequence for introducing grade-level sound-spelling patterns, with explicit teacher guidance for instruction and various activities for students to practice and reinforce these patterns.

- 4.B.3 Decoding and Encoding Multisyllabic Words: Materials include a systematic sequence for introducing syllable types and division principles, guidance for explicit instruction, and varied activities for students to practice decoding and encoding multisyllabic words both in isolation and connected text.
- 4.B.4 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes, guidance for explicit instruction on using morphemes for decoding and comprehension, and various activities for students to practice and reinforce morphological skills both in isolation and connected text.
- 4.C.1 Vocabulary Development: Materials include guidance for explicit instruction on using print and digital resources like dictionaries and glossaries, provide resources for students to determine vocabulary meaning and pronunciation, and support the use of context to understand unfamiliar words.
- 4.D.1 Reading Fluency: Materials include a variety of grade-level texts to support fluent reading, practice activities for word reading fluency in different settings, tools and strategies for teachers to support self-sustained reading, and texts of varying complexity for developing accuracy, fluency, and comprehension.
- 4.E.1 Handwriting Development: Materials include explicit instruction or practice on the teaching of handwriting skills appropriate for each grade level and connected to current student learning.
- 5.A.1 Connected Knowledge-Building Units and Lessons: Materials include units that build knowledge across subjects with a clear scope and sequence, extended focus on related topics, and lessons connected by anchoring texts, integrating grammar, vocabulary, and writing activities.
- 5.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials provide a year-long scope and sequence for tier 2 and 3 vocabulary development, include differentiated practice with appropriate supports, engage students in purposeful use of academic vocabulary, and incorporate nonverbal teaching techniques like images and visualization.
- 5.B.1 Recursive Inquiry Process: Materials provide opportunities for critical inquiry, including generating questions, planning, gathering and synthesizing information, differentiate between primary and secondary sources, and understand paraphrasing versus plagiarism.
- 6.1 High-Quality Grade-Level Texts: Materials include a variety of well-crafted texts that meet grade-level TEKS requirements, featuring diverse and engaging content that reflects students' backgrounds and experiences.
- 6.2 Interaction with Grade-Level Text: Materials ensure each lesson includes opportunities for students to interact with, critically respond to, discuss, and engage in various reading skills with grade-level texts.
- 6.3 Supporting Access to Grade-Level Text: Materials provide teacher guidance and support with scaffolds for accessing grade-

- level texts and offer opportunities for proficient students to engage in deeper analysis.
- 6.4 Analysis of Text Complexity: Materials include analysis and rationale for each core text’s educational purpose and complexity, ensuring they align with grade-level expectations and student tasks.
 - 6.5 Self-Sustained Independent Reading: Materials provide explicit guidance for monitoring comprehension and accountability during independent reading, offer texts of varying complexity for practice, and include a plan for students to self-select and read high-quality texts independently with set goals.
 - 7.A.1 Use of Text Evidence: Materials include text-dependent questions and tasks requiring students to use evidence from texts to demonstrate comprehension, evaluate language and structure, and support claims through various strategies, with tasks designed at multiple cognitive levels.
 - 7.A.2 Teacher Guidance for the Use of Text Evidence: Materials provide guidance for teachers on modeling the use of text evidence for claims and responses, and on structuring opportunities for evidence-based discussions using academic vocabulary and syntax.
 - 7.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials provide mentor texts for various text types, and opportunities for students to compose literary, informational, argumentative, and correspondence texts with genre-specific characteristics and craft.
 - 7.B.2 Writing Process: Materials support students through the writing process with guidance on planning, drafting, revising, editing, and publishing, including explicit instruction and teacher support for each stage.
 - 7.B.3 Explicit (Direct) and Systematic Writing Instruction: Materials include guidance for teachers on explicit instruction in sentence-level writing, focusing on structure, syntax, and vocabulary, and provide systematic opportunities for students to build sentence-level skills into full compositions.
 - 7.B.4 Grade-Level Standard English Conventions: Materials include opportunities for practicing academic language conventions, including sentence structure and grammar, both in and out of context, with a focus on correct capitalization, punctuation, and usage according to grade-level TEKS.

Challenges

- 1.1 Course-Level Design: Materials do not include pacing for various instructional calendars, an explanation for the rationale of unit order, or resources and guidance to support instructional coaches.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the unit.
- 5.A.2 Context and Student Background Knowledge: Materials do not include background knowledge by making

connections to previously learned content or across units.

- 5.A.3 Developing Student Comprehension with Connected Topics,

Questions, and Tasks: Materials do not include questions and tasks prompting students to synthesize knowledge and concepts across units.

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 instructional model. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. The workshop instructional model provides structured opportunities for students to collaboratively and independently engage in the lesson goals and content. Materials provide a variety of supplemental resources to assist teachers in small group instruction, assessment, and intervention.

Campus and district instructional leaders should consider the following:

- While the materials provide implementation guidance and instructional support for teachers and provide resources for administrators to support implementation. The materials do not include resources or guidance to support instructional coaches in implementing the materials as designed.
- The *Assessment Guide* provides "Family-School Connection" resources in English and Spanish for each unit to enhance family engagement by explaining the unit focus, reading and writing goals, skills addressed in the unit, and suggestions on ways to help their child be successful.
- The units provide engaging, cohesive, and scaffolded instruction that builds on skills developed within the unit. The materials provide a scope and sequence chart that delineates TEKS-related skills and the grade level at which they are addressed. However, the materials do not explicitly connect skills and knowledge across units or grade levels.

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.	5/5
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 for a 180-day instructional calendar. Materials do not include suggested pacing (pacing guide/calendar) to support effective implementation varying numbers of instructional days. Materials do not include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators with implementing the materials as designed. Materials do not include resources and guidance to support 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 include a cohesive scope and sequence that outlines the TEKS, concepts, and knowledge taught in the course. This scope and sequence can be found in each unit's "Skills Overview" section, which breaks down each unit by six weeks. The "Skills Overview" chart outlines the TEKS, concepts, and knowledge for each week. For example, the Unit 1 Skills Overview, located in the Teacher's Edition, outlines the concepts addressed in the unit. These concepts include genre characteristics and writer's craft. The "Skills Overview" section provides an outline of specific concepts and knowledge addressed in the unit. For example, in Unit 1, Week 2, the lessons address "words that develop tone," the "suffixes -able, -ible," and "developing a topic and opinion."
- The materials provide an "English Foundational Skill and Word Study Scope and Sequence" section that identifies the word study concepts for each unit by grade level. For example, in

grade 4, Unit 3, the materials include sections on "r-Controlled Vowels," "Final Stable Syllables -le, -tion, -sion," "Syllable Patterns V/CV and VC/V," and "Silent Letters."

- The materials provide a scope and sequence for the ELPS. The materials include a TEKS Correlation Chart and ELPS Correlation Chart at the end of the Teacher's Edition. This chart includes all TEKS and ELPS and where they can be located within the resource both print and online. The *Language Awareness Handbook* includes ELPS alignment. The Language Awareness Handbook references the corresponding ELPS for each unit as well as "linguistically accommodated lessons." Teachers can use this resource during small group instruction or when additional scaffolds are needed.

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 materials include a suggested pacing calendar to support effective implementation for instruction. This calendar can be found in the "Suggested Weekly Plan" section for each unit. The "Suggested Weekly Plan" section provides a detailed pacing guide that lists the TEKS and skills addressed each week. The pacing calendar divides the weekly skills into reading and writing workshop activities. The pacing calendar includes a list of skills addressed each week to support effective implementation.
- The materials do not provide guidance on how to adjust the pacing guide to accommodate varying numbers of instructional days.

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 include a rationale for the unit order or how the concepts to be learned connect throughout the course. The materials do not provide an explanation at the beginning of each unit explaining how the unit connects to previous or future units.
- While the concepts to be learned in each unit are connected by genre and skill, the materials do not provide a rationale for the unit order. In the Unit Overview, the weekly lessons are divided by genre. Reading and writing skills are connected to the unit theme and the weekly genre. The unit goals in the Unit 1 Overview address connections between concepts learned within the unit, but the materials do not explain how concepts to be learned connect within the course and across units. The Reading Writing Workshop Bridge states that students will "use language to make connections between reading narrative nonfiction and writing a personal narrative." The materials do not provide a rationale explaining the intended connection.

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

- The materials provide guidance for unit and lesson internalization. The materials include a "Skills Overview" document for each unit in the Teacher's Edition, which provides teachers

with the unit theme and core objective. Additionally, the materials provide a "Suggested Weekly Plan" section for each unit that includes an overview of the components of the Reading and Writing Workshops

- The materials provide guidance on lesson internalization. Each weekly unit contains a Reading-Writing Bridge designed to help students internalize the knowledge and skills from the weekly lesson. As the Teacher's Edition explains, such instruction is designed to support students' internalization of skills by making "meaningful connections, bringing together, and illustrating the union between reading and writing." The Teacher's Edition provides guidance on internalizing lessons. The materials prompt teachers to reflect on lesson goals and focus on strategies. The materials also guide teachers through model and practice techniques.

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	3/4
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.	1/2
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 academic vocabulary necessary to effectively teach the concepts in the unit. Materials do not include comprehensive unit overviews that provide the background content knowledge 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 materials do not include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the unit concepts. The materials provide comprehensive overviews of the skills addressed in the unit. However, the materials do not provide specific background content knowledge and academic vocabulary to effectively teach the concepts in the units. For example, in Unit 1, Week 2, the "Suggested Weekly Plan" section of the unit overview provides the academic language found in the lessons but does not provide the background content. The "Skills Overview" section for Unit 3 is comprehensive and details the concepts, unit themes, and skills that align with the TEKS. The materials also provide academic vocabulary in the Reading-Writing Workshop Bridge. However, the Unit 3 "Skills Overview" section does not provide background knowledge.
- The materials include a comprehensive unit overview that provides the academic vocabulary necessary to effectively teach concepts. The materials provide a list of academic vocabulary words to support the topic of study during each unit week. For example, in Unit 1, Week 1, students explain the author's purpose, use textual evidence, express an opinion, and use background knowledge while reading an autobiography. The vocabulary terms for this week include *determination*, *independence*, *specialized*, *struggled*, and *confidence*. The materials provide academic language that teachers can use to model reading concepts. For example, the grade 4 Teacher's Edition includes the "Segment and Blend Phonemes" lesson, which emphasizes to teachers and students that "phoneme segmentation is the ability to break words into individual sounds or phonemes." The materials state that "phoneme blending is the ability to recognize and identify a sequence of separate sounds and combine them to form a word."

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 provides "Family-School Connection" letters in Spanish and English. These letters provide specific strategies and activities that families can use at home to support students' learning and development for each unit. For example, the "Family-School Connection" letter for Unit 3 provides theme-related questions that families can ask their student, including, "What was most memorable about 'Mama's Window' by Lynn Rubright?"
- The "Family-School Connection" letters inform families about the objectives and skills of each unit's "Reading," "Writing," and "Project-Based Inquiry" components. For example, in Unit 4, the "Reading" component informs parents that "students read traditional literature and begin to understand the elements shared by texts in this genre."
- The Assessment Guide includes an "Observing My Child's Reading" parent form. This form supports communication with parents in English and Spanish, allowing parents to monitor, evaluate, and comment on their child's reading.

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 (e.g., homework, extension, enrichment).

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 materials include a comprehensive, structured, detailed lesson plan that includes daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. The materials include a "Suggested Weekly Plan" section for each week in the course. The weekly unit includes a chart that provides a list of resources for each element of the daily lessons. The Reading Workshop segment of the daily lesson focuses on genre and theme, providing a brief explanation of the task and several resources. For example, Unit 3, Week 1, Lesson 1 directs teachers to specific pages in the Teacher's Edition for different lesson activities and resources. The Editable Lesson Planner provides an overview of the topical focus and a list of resources that can be found in the Teacher's Edition. For example, in Unit 3, Week 1, Lesson 1, the topical focus is on genre and theme. The materials refer teachers to the following resources in the Teacher's Edition: "Interact with Sources: Explore the Infographic Weekly Question, Listening Comprehension; Read Aloud 'Just Lunch,' and Realistic Fiction."
- Unit 1, Week 1 of the Teacher's Edition includes the "Suggested Weekly Plan" section, which lists the learning goals at the top of the page for easy teacher accessibility. The three goals listed are for the Reading Workshop, Reading-Writing Workshop Bridge, and Writing

Workshop. The Reading Workshop goal states the following: "I can learn more about narrative nonfiction by analyzing the author's purpose in an autobiography." The "Suggested Weekly Plan" section is broken down by daily lessons according to "Reading Workshop," "Reading-Writing Workshop Bridge," "Small Group/Independent," and "Writing Workshop" categorizations. Each of these categories give teachers information on skills students should learn, as well as the page number teachers can find more detailed information on the lesson. For example, Unit 1, Week 1, Lesson 1's Reading Workshop lasts 10-15 minutes, focuses on genre and skill, and includes listening comprehension, narrative non-fiction, and the opportunity for students to Interact with sources. The materials also include a "Quick Check" opportunity that is visually marked for the teacher with a white box and a red check mark. The materials also include the page number where this resource can be found. By following the page numbers listed, teachers can find a more detailed lesson plan. For example, the materials state that to "interact with sources," students should "explore the Map Weekly Questions T20-T21." Daily lesson plans include objectives. For example, one lesson plan reminds teachers to "listen actively, ask relevant questions to clarify information, and make pertinent comments. TEKS 4.1A." The daily lesson plan includes sample questions to guide discussion, including the following: "How would you feel about having so much daylight every day in summer and so little in winter?"

- The materials provide editable lesson plans, including a "Suggested Weekly Plan" section outlining the weekly learning goals for each week within the unit. The materials also include an overview of the lesson activities, resources, and suggested time allowance for each activity. For example, the Unit 3, Week 1 "Suggested Weekly Plan" section provides learning goals for each component of the lesson. The Reading Workshop learning goal states, "I can learn more about fiction by analyzing characters in realistic fiction." The materials identify the textbook resources and page numbers needed for each segment of the daily lesson. The lesson provides teacher-led options as well as independent/collaborative activities.
- In Week 1, Lesson 2 of the Reading Workshop in the Teacher's Edition, the end of the lesson includes a quick-check assessment for vocabulary. The Student Interactive Workbook includes "Check for Understanding" assessments for both vocabulary and comprehension.
- The "Whole Group" lesson plan includes objectives, essential questions, ELL language transfer, ELPS, and sample Student Interactive pages. The materials provide digital icons to assist teachers with videos when students are supposed to write and be engaged. For example, the Unit 3 "Introduce the Unit" section provides digital icons to assist teachers with videos that build students' background knowledge. It also offers examples of when the students are supposed to respond in their Student Interactive notebooks.

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

- The materials include a lesson overview section outlining the suggested timing for each lesson component. The "Suggested Weekly Plan" materials in the Teacher's Edition provides suggested time ranges for each lesson activity. The suggested timing for each component is the same for all lessons: the Reading Workshop takes 1-20 minutes, the Reading-Writing Workshop takes 5-10 minutes, the Small Group/Independent activities take 20-30 minutes,

the Writing Workshop takes 5-10 minutes, and the Reading-Writing Workshop Bridge takes 5-10 minutes.

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

- The materials include a lesson overview listing the materials necessary for teachers to effectively deliver the lesson. For example, the "Program Components" section in the Teacher's Edition lists the materials for teachers such as assessment guides, small group guides, the TEKS Practice Teacher's Manual, and the ELL Support Language Awareness Handbook.
- The materials include a lesson overview listing the student materials necessary to effectively deliver the lesson. For example, the "Program Components" section in the Teacher's Edition lists the materials for students such as Student Interactive books, leveled readers, and trade books.
- The Week-at-a-Glance: Workshop Overview includes a chart that provides the titles and page numbers of lesson resources, including text selections, vocabulary previews, mini-lessons to synthesize information, and word studies. For example, in Unit 2, the materials provide Teacher's Edition page numbers for small group instruction, including guided reading and leveled readers, conferring and intervention activities, as well as independent reading and literacy activities.
- The "Introduction" section to the Writing Workshop provides an instructional model with a lesson overview and pacing. It also includes an "Instructional Resources" chart that lists the lesson resources and their purpose. These materials include stacks of mentor texts, the myView Literacy Student Interactive, a writing notebook, and a portfolio.

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

- The materials include guidance on the effective use of lesson materials for extended practice. For example, the materials include a "Family Connection" letter for each unit in both English and Spanish. This letter informs families of each unit's highlights, providing families and students questions and activities pertaining to the unit in reading, writing, and project-based inquiry. The Program Navigation Guide also offers further guidance. An online source offers extended home learning.
- The materials provide extension and enrichment activities for students who demonstrate understanding. For example, in Unit 4, Week 1, Lesson 1, the materials provide an extension activity that directs students to examine a piece of media and "generate questions about kinds of secrets and then choose one kind to investigate." Throughout the week, students conduct research about their question.
- The myView Literacy platform provides a variety of extension activities that support, extend, and enrich the skills and concepts addressed in each unit. These activities can be printed or shared digitally. For example, the Unit 2 extension activities focus on research skills. The

extension resources include a "Share Ideas Menu" that provides a chart of different ways to share ideas and information. Students "choose the best way to share what [they] have learned." Students can create a variety of products including, but not limited to, a newspaper article, infographic, editorial, skit, podcast, map, or speech. The materials include an extension activity that provides guiding questions to help students talk and write about sources.

- The Teacher's Edition directs teachers to specific supplemental materials to support lesson remediation, extension, and enrichment to meet all possible student populations. Guidance is available on the effective use of materials for on-level and advanced students.

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 and lesson level that vary in types of tasks and questions. The myView assessment components consist of diagnostic, formative, and summative materials.
- The Grades 3-5 Program Assessment Overview provides information about the types of assessments and their intended purposes. For example, the materials include a baseline test to "determine each student's starting profile to help guide and inform instruction." The baseline tests for grades 4 and 5 focus on comprehension, fluency, and vocabulary.
- Each unit of study includes a variety of formative assessments at both the lesson and unit level. Formative assessments at the lesson level are embedded into daily routines and vary according to "Quick Check," "Assess and Differentiate," "Assess Prior Knowledge," "Assess Understanding," "Observational Assessments," and "Conferring Checklists and Rubrics" tasks. The materials include "Cold Read" activities to assess and "track students' progress each week using fresh reading passages." Formative assessments at the unit level consist of a Project-Based Inquiry that is ongoing throughout the unit and related to the theme. For example, the Unit 2 theme is to "collaborate with others to determine how living things adapt

to the world around them." The Project-Based Inquiry requires students to "connect the unit theme to real-world learning, researching, and problem-solving an issue related to the theme of adaptations." Students "research ways in which animals adapt to their world." Students then "create an informational poster about an endangered animal."

- The materials provide a variety of summative assessments that are "used at the conclusion of instruction to gather data about a student's performance using the skills and concepts taught." Each unit provides a unit test to "monitor student progress on skills and standards taught in a unit." The "Middle-of-the-Year" and "End-of-the-Year" summative assessments track students' progress throughout the year.
- The materials provide instructional assessments during the lessons. For example, Unit 4's "Unit-at-a-Glance" section provides question stems to guide teachers' "observations of students' literacy behaviors." It also allows teachers "to identify responsive teaching points throughout the unit." The formative assessment guiding questions are broken down by content according to genre, vocabulary, close reading, comparing texts, and reading behaviors. The materials provide questions that support the teacher in assessing observable behaviors. The question stems focus on the skills students practice in the daily lessons. For example, one question stem reads, "When reading a text can students analyze characters?"
- The materials assess learning using a variety of tasks and questions. The "myView Literacy 2020 Texas Grade 4" platform contains a variety of assessments. This includes a selection of quizzes, progress check-ups, and writing assignments.

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

- The materials include explanations and rationales for all assessments in the unit. The myView Literacy Assessment Guide provides teachers with a comprehensive view of the definition and intended purpose of all types of instructional assessments. The materials describe each type of assessment and its purpose. For example, "Weekly Standards Practice" assessments are "formatted like high-stakes assessment items." These assessments are designed to provide the teacher a "quick snapshot of student progress with the skills, concepts, and strategies that they have been taught during the weekly lessons."
- The myView Literacy Assessment Guide includes guidance for using data collection tools as instructional assessments. The materials provide a chart that includes "Data Collection Tool," "What it Looks Like," and "How it Works" sections. For example, teachers can use anecdotal records (such as observation logs) to show "how students perform in day-to-day tasks." Formal testing and grading data show "how students perform independently during a test."
- The myView Literacy Assessment Guide provides a variety of data collection assessment tools. These include a teacher form called the "Skills Conference Record," which collects data based on specific criteria to assess students' reading, writing, speaking, and listening skills. This form is designed to assess the "continuum of students' skill growth." Checklists provide assessments and "particular skills that students have mastered or need to master." The myView Literacy Assessment Guide provides guidance and rationale explaining when teachers

should utilize various types of assessments such as multiple-choice, short answer, essay, performance-based, fluency, formal, and informal assessments.

- The Grades 3-5 Program Assessment Overview in the Teacher's Edition defines definitions and purposes for assessments. The materials list the skills and standards that each baseline and unit test assesses. The materials also provide progress check-ups that list the skills and standards being assessed.
- Formative assessments include the definition and purpose for developing vocabulary. Both the Teacher's Edition and Student Interactive explain the purposes of the assessments.

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

- The materials include teacher guidance to ensure the consistent and accurate administration of instructional assessments. The Assessment Guide uses different scenarios to explain how to implement assessments. For example, Chapter 4 discusses the "Ongoing Assessment" category by informing teachers to set the scene with a situation, prompting teachers to reflect, decide what's next, and determine the ultimate takeaway for students. The Teacher's Edition includes a variety of assessments, each of which is tied to specific lessons to ensure consistent and accurate administration. The materials include instructions for assessment administration. The materials provide rubric scoring guides and ways to support all learners.
- The Assessment Guide provides teacher guidance for using observational assessments "in order to yield a better understanding of student mastery of key skills and strategies." The materials provide a chart that lists the question type, examples of questions, and how the teacher can use the questions to "help frame students' thinking." For example, the chart provides several questions that address text structure. These questions include the following: "How does the text work? Why does the author use those words?" The chart explains how these questions can help frame student thinking. For example, questions about text structure can "help build understanding of text structure" and help students understand the author's craft and word choice.
- The Assessment Guide offers consistent and accurate information for the administration of assessments. The materials offer teachers guidance on how to use assessments and data to drive instruction. The materials provide guidance to ensure that teachers are consistent and accurate when using different types of assessments.

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

- In the "Overview" section of the myView Assessments outlines all types of assessments (diagnostic, formative, and summative). The materials outline how assessments are aligned to the objectives of each unit and the standards that have been taught.
- The materials contain weekly standards practice for each unit. For example, in the Standards Practice Guide for grade 4, Unit 1, Week 4, teachers project a word study question that

pertains to TEKS 4.2Aii. Teachers state, "The word that contains the same consonant digraph as hung is ___." The materials then provide four answer choices to the students.

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

- Diagnostic, formative, and summative assessments align to the specific TEKS of the lesson, course, and unit. The materials contain weekly comprehension assessments for each unit that vary in levels of complexity. For example, in Unit 2, Week 2, teachers administer a fluency cold read as an instructional assessment to determine students' needs based on their level of performance.
- The instructional assessment questions about analyzing main ideas and details (TEKS-4.9D.iii) vary in form and complexity. For example, one multiple-choice question for developing students asks, "According to the selection, what is the main reason Arctic animals make caves in the snow?" The question for on-level learners asks, "Which sentence from the selection shows one effect of adding mushrooms to beef to create a 'blended' burger?" The question for advanced learners asks, "Which sentence from the selection shows an effect of the surface of the ocean being flooded with sunlight?"

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 the 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 to assist the teacher in responding to student performance for each type of assessment. The Assessment Guide includes a chart that lists the assessment type when the assessment should be administered, the type of assessment questions, and how to use the data.
- The materials provide instructions on how to utilize scoring information. The Assessment Guide informs teachers how to use baseline assessments to guide instruction. For example, baseline tests are diagnostic assessments designed to "determine areas of strength and need at the beginning of the year."
- The Assessment Guide provides a chart listing the various types of instructional assessment data and describing how to use that information to respond to student performance. For example, teachers can use multiple-choice, short-answer, and written response assessments to "immediately identify skills and strategies that students have mastered or need to review after weekly instruction." The materials suggest teachers use this data to "identify students who need extra practice prior to the end of the unit of study."
- The materials provide instructions on how to utilize scoring information. The Assessment Guide provides guidance and rubrics for interpreting and responding to student performance on written responses. The Assessment Guide provides a "Writing Behaviors" checklist for teachers to record "observations of students' writing behaviors." This checklist shows "students' awareness of basic writing concepts" and their "ability to communicate through writing." Teachers are prompted to use the checklist to "assess students' individual needs and to make instructional decisions about grouping, remediation, or enrichment." The checklist "includes all important aspects of a student's writing behaviors."

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

- The materials offer guidance and include instructional activities that respond to student performance on instructional assessments. The Reading Workshop provides "Formative Assessment" options for students at the end of each lesson. The "Quick Check" section provides next step guidance for the teacher based on students' responses. The materials include a "Quick Check" section for teachers based on whether students struggle or show understanding. For example, in Unit 4, Week 5, Lesson 1, the materials instruct teachers to have students who struggle "revisit instruction about myths in Small Group."
- The Writing Workshop includes a "Formative Assessment" checkpoint with conference prompts for teachers to utilize based on students' writing performance. For example, in Unit 4, Week 4, if students struggle with editing for complete sentences, teachers ask, "Why should you look carefully at the subject and verb in a sentence?" If students show understanding, teachers then ask, "What is a complete sentence?"
- The "Introduction" section to the Writing Workshop provides conference guidelines to assist the teacher in responding to students' writing tasks. These guidelines help teachers identify trends in student performance.
- The materials provide a "Quick Check" assessment for small group activities that provides guidance for small group tasks, thereby supporting teachers in identifying performance trends. These assessments utilize two options to assess student understanding: students perform a turn, talk, and share of a specific prompt related to the lesson objective and TEK; or, students use an independent text to show mastery at an individual level. In the "Quick Check" section listed directly across from these options, the materials guide teachers to notice and assess if students can show understanding. Teachers prompt students with an "If Students Struggle" suggestion that is specifically tailored to the text and task of the lesson. The materials also include an "If Students Show Understanding" suggestion, which extends student learning with a new targeted task aligned to the lesson objective and TEK.

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

- The materials include "Unit," "Middle-of-Year," and "End-of-Year" tests in the Student Record Chart, which is located in the "myView Progress Check-Ups" component. This chart provides space to record the four test components' scores after each of the seven assessments. Although this is a teacher form, students can use it to track their assessment scores. The Assessment Progress Chart includes a "Note" section after each assessment.
- The materials include student reflection tools. For example, the materials include a "Group Project/Work" self-assessment that allows students to assess their goals, strengths, and weaknesses.
- The materials provide teachers with a variety of tracking sheets to empower students and facilitate student self-reflection on assessments. For example, the materials provide progress-tracking tools to help students track their reading progress. In Unit 5, the materials include an independent reading log for students to track their reading. The materials also provide a form for students to track their goals for the unit. The materials additionally include a

Student Record Chart to help students record their scores and track their progress throughout the year. The materials finally include an "About My Writing" form to help students evaluate their writing progress.

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 Small Group Guide includes teacher support for scaffolded lessons and broad examples of how small groups can be modified for intervention. For example, when working with students who are struggling with a skill, the materials suggest identifying "the related sub-skills they have mastered and build[ing] from there." To differentiate small group instruction for students who have not yet reached mastery, the materials suggest using visuals by providing "anchor charts that clearly lay out the steps" as well as adding "visuals to the chart or highlight[ing] key words."
- The Teacher's Edition provides an overview of differentiation strategies, as well as intervention activities, for students who are working towards mastery. For example, the "Academic Vocabulary Overview" for Unit 1, Lesson 1, Week 1 encourages teachers to preview academic vocabulary words like "contribute, significant, exposed, habit, and severe" to increase student comprehension. In the "Turn, Talk, and Share" section, teachers provide further support to students by explaining that "students can learn more about a topic when they generate questions" and that "students should ask questions." Teachers instruct students to "work in pairs to generate questions" for a discussion.
- The Reading Routines Companion provides differentiated instruction and activities for students who have not mastered grade-level content and skills. For example, if students cannot reverse phonemes, the materials provide explicit differentiation procedures via the "Make It Easier" section. The materials suggest using "counters to practice in tapping and

manipulating phonemes." Teachers direct students to "listen to this word: *eat*. How many sounds do you hear? Take out two counters and tap the sounds of the word. Now tap the second counter, then the first counter, and say the sounds backward. What are the sounds?" The materials provide a list of words for the teacher to provide additional practice using the same differentiation procedure.

- The materials include differentiated activities and support for students who have not yet met grade-level proficiency. For example, in Unit 2, Week 6, the "Collaborate and Discuss" section guidance in the Teacher's Edition provides differentiating instruction for students who have not reached grade-level proficiency. For students who "have difficulty distinguishing facts from opinions," the materials direct teachers to "review with students that argumentative text deals with facts-ideas that everyone agrees are true." Teachers review the "Student Model poster...emphasizing that all the information is true and therefore these are facts." Teachers provide examples of opinions, pointing out that opinions are ideas that "some people might share and others may not."

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

- The materials provide pre-teaching support for unfamiliar vocabulary. For example, In Unit 4, Week 5, Lesson 2, teachers preview the vocabulary while introducing the text. Teachers introduce the words *shrewd* and *ornate*, providing definitions of these words to the students. Teachers then explain that these words will help the students "understand key details about the characters and the plot." The teacher instructs students to highlight the vocabulary words as they encounter them in the text and think about how they contribute to the student's understanding of the myth.
- The materials include pre-teaching supports for unfamiliar vocabulary. For example, in Unit 4, Week 1, Lesson 2, the materials provide a mini-lesson that focuses on strategies. The lesson directs teachers to "tell students that authors carefully choose the words they use to describe characters, and focusing on these words can give readers clues about the characters. The vocabulary words *deceived*, *bargain*, *reputation*, *astonishment*, and *composure* can help readers understand the characters in 'Can You Guess My Name?'" The "Model and Practice" section includes detailed verbal modeling and a practice page.
- The materials include pre-teaching supports for unfamiliar vocabulary in shared reading texts. In Unit 4, Week 5, Lesson 2 of the Teacher's Edition, the "Close Read: Vocabulary in Context" section includes a lesson plan in which teachers explicitly teach students to underline the verb *flag* as it is used in paragraph nine. Teachers explain that this is not related to the meaning of *flag* as a noun. The students are directed to underline the word's context clues and analyze the effect of the use of *flag* as a verb.
- The materials pre-teach unfamiliar vocabulary words before students encounter them in the reading materials. In Unit 1, Week 3, Lesson 2, the materials preview several words from the nonfiction article "Twins in Space: Can Twin Astronauts Help Us Get to Mars?" by Rebecca Boyle. These words include *identical*, *radiation*, *duplicate*, *comparison*, *DNA*, and *chromosomes*. Teachers ask students to share what they already know about these words.

Teachers then review these words' definitions. Students complete the "Develop Vocabulary" task in the Student Interactive, which provides a word web of terms in the science domain, including *DNA*, *chromosomes*, *duplicate*, and *radiation*. Students complete the word web by looking up the definition in a print or digital dictionary, writing the definition, and writing a sentence using the word.

- The materials include embedded support for unfamiliar vocabulary. For example, In Unit 1, Week 4, Lesson 2, the materials for the "Vocabulary in Context" prompt define context clues and ask students to "underline words that provide context clues to the meaning of *jalopy*."

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

- The Resource Download Center provides specific extension activities for each unit for students who have demonstrated proficiency in grade-level content and skills. The materials in Unit 2 focus on determining "how living things adapt to the world around them." The extension activities provide resources for students to create an inquiry plan to conduct research about a topic of their choice that is related to the unit's theme. The materials include a list of possible questions a student might ask during the inquiry process, an "Inquiry Record" form, and an "Inquiry Plan" form. The materials also include the "Share Ideas" menu," which provides a variety of mediums for students to share their findings, such as posters, brochures, podcasts, speeches, and maps.
- In Unit 4, Week 5, Lesson 5, the materials provide teacher guidance for using small groups to differentiate for students who demonstrate proficiency. "On Level" and "Advanced" learners work together to organize text evidence from traditional literature into an effective format. These students then discuss what they noticed with other students.
- The Teacher's Edition provides "On-Level" and "Advanced" support options for differentiation, enrichment, and extension activities for students who have demonstrated content proficiency. For example, in Unit 1, Week 1, Lesson 1, the materials provide a variety of activities for "On-Level" and "Advanced" students, including rereading or listening to the story "Reaching for the Moon," reading a self-selected trade book or their book club text, as well as partner-reading a text, which requires students to ask each other questions about the selected book.
- The materials provide "Quick Checks" at the end of each Reading Workshop lesson to facilitate teacher assessment of student proficiency. These also provide enrichment activities for students performing at grade level. For example, in Unit 4, if students can "identify how vocabulary words give clues to character" in *Can You Guess My Name?* by Judy Sierra, the materials provide several extension activities. These activities include reading a text with a partner and asking each other questions or reading a piece of self-selected text with a partner and asking each other questions.

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 explicitly (directly). 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 guidance to support teachers. For example, Unit 4, Week 1, Lesson 1 of the Teacher's Edition states the learning goal, the language of the genre, as well as flexible options for anchor charts to support teachers in modeling, communicating, and explaining the concept of traditional literature. During the mini-lesson, the materials include two sections: "Focus on Strategies" and "Model and Practice." The "Focus on Strategies" section provides an explanation of the characteristics of traditional literature, followed by specific questions to help the teacher guide the discussion. These questions include, "Look for details of the setting. Is the setting also easy to recognize? Is there anything unusual about it?" The "Model and Practice" section provides a "Think Aloud" script to support guided modeling to determine if a story is a traditional tale.
- The materials provide "Think Aloud" scripts in the sidebar of the Teacher's Edition to support the modeling of skills and concepts. For example, in Unit 1, Week 2, Lesson 1, the materials provide a "Think Aloud" script to model identifying and analyzing a biography. The materials prompt the teacher to say, "It's easy to identify this piece as a biography. It has all the elements. Several dates help me put the story in chronological order. A narrator tells what happened, so I know the story is written from the third person point of view. There are a lot of facts and details. Finally, reading it helps me imagine that George Nissen was a smart and determined person, and I can see how his persistence resulted in something useful and fun."
- In Unit 3, Week 2, Lesson 1 of the Teacher's Edition, the Reading Workshop includes prompts and guided instruction to support the teacher in modeling and analyzing the plot elements and structure of realistic fiction. The materials provide information on the concepts to support

whole-group instruction. The materials prompt the teacher to review plot elements such as rising action, climax, falling action, and resolution. Students discuss the plot elements of stories they have read with a partner and add this information to the plot anchor chart.

- The materials provide "Close Read" prompts to support and guide teachers' explanations of concepts, skills, and knowledge. For example, the "Close Read" section in Unit 3, Week 2, Lesson 2 provides guidance on confirming or correcting a prediction. The materials prompt the teacher to "ask students to talk about the predictions they made before reading based on skimming the text and looking at the pictures. Have them tell if any of their predictions have been confirmed by the text so far. Ask them to highlight these parts of the text. The student page provides possible student responses."
- In Unit 1, Week 1, Lesson 1, the materials provide strategies for students to learn new or unfamiliar concepts. For example, the materials prompt teachers to discuss navigating root words and affixes to support student comprehension. Teachers instruct students to "notice [a word's] root or base word and if it has a prefix or suffix. [Then] think about the meaning of the root or base word and if you have seen it in other words...[Can]another prefix or suffix...be used to change the word?" Additionally, the lesson contains a guided "Model and Practice" component to support teachers' modeling of specific strategies.
- The materials in Unit 1, Week 1, Lesson 4 provide guidance to support the teacher in modeling and explaining specific concepts. For example, in Unit 1, Week 1, Lesson 4, the materials provide support and guidance for teaching how authors use print and graphic features to achieve specific purposes. In the "Focus on Strategies" section, teachers draw students' "attention to how authors use graphic features, like enlarged text or added illustrations" to emphasize important ideas and events. The "Model and Practice" section guides teachers to "discuss how students might use a similar technique in their own writing using...an example."

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

- The materials include teacher guidance and recommendations for effective lesson delivery and facilitation. For example, the Small Group Guide provides explicit instructions for a variety of instructional approaches for partner work, including a turn-and-talk, a think-pair-share, and a mix-and-mingle. For a turn-and-talk, the materials suggest that teachers pose a question to students, allotting a specific amount of time for partner discussion. Teachers remind students that "each person should talk and listen carefully enough to be able to retell what their partner said."
- In Unit 3, Week 1, Lesson 2 of the Teacher's Edition, the Reading Workshop includes an "Assess & Differentiate" section that provides various recommendations for effective small-group lesson facilitation. This section includes differentiation for developing students' vocabulary skills using context clues, teaching fluency and practicing reading prosody.
- The materials include a Reading Routines Companion that "provides additional explicit instruction to deepen [the teacher's] whole group and small group lessons." The instructional routines process "introduces the skill, allows for teacher modeling, and supports guided and extended practice." The materials provide routines for phonemic awareness, word study,

vocabulary, fluency, and comprehension. For example, the materials provide explicit directions for implementing an instructional routine for identifying and using context clues to determine a word's meaning. Teachers begin by defining context clues. In the next step, teachers model how to use context clues. The materials provide sample sentences and a "Think Aloud" script for the teacher. After modeling, the materials provide steps for guided and independent practice and differentiated instructional activity extensions called "Make It Easier" and "Make It Harder."

- The materials provide a variety of instructional approaches to aid in lesson facilitation. For example, in Unit 4, Week 2, Lesson 3, the Reading Workshop provides several teacher-led options to facilitate teaching students how to analyze main ideas and details. These options include strategy groups, intervention activities, conferring, and leveled readers. In Unit 4, Week 1, Lesson 1, the materials provide a variety of instructional strategies for teaching genre and theme, including focusing on the language of the genre, creating anchor charts, creating picture timelines, modeling and practicing with word webs, and analyzing text details for comprehension.

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 materials include multiple types of practice and recommended structures. The myView Literacy Instructional Model provides a comprehensive diagram of the Reading and Writing Workshop Model, including the types of practice and recommended structure. For example, reading workshop instruction and practice consists of whole-group, small-group, and individual types of practice. Small-group activities include guided reading with leveled readers, strategy groups, intervention, and independent reading. Whole-group activities include mini-lessons, read-aloud-think-alouds, and shared reading. Individual practice includes independent reading and skills practice.
- The materials provide guided instructions for the teacher to teach the routines necessary to effectively implement various types of practice. The Writing Workshop includes a daily mini-lesson that supports the effective implementation of tasks, as well as skills and strategies from the unit of study. For example, in Unit 3, Week 1, Lesson 1, the mini-lesson begins by focusing on strategies to identify whether or not a story is a realistic fiction. The materials include guiding questions such as, "Look for details that tell whether the setting is a real-time and a realistic location. Also, determine whether the setting affects the story in a realistic way. The teacher models the process of identifying realistic fiction using the "Model and Practice" script. The materials provide two formative assessment task options for students. In the first option, students engage in a turn-and-talk with a partner describing a character from a favorite story. The materials prompt students to use the Realistic Fiction Anchor Chart to help determine whether the story is realistic fiction. The materials provide a space for students to record notes about their conversations. The second option is an independent formative assessment activity that asks students to read a piece of text and "use sticky notes to mark places in the text where they notice characters that are like real people, a realistic setting, and

realistic events." Students include an explanation of their reasoning for each identified element.

- The Teacher's Edition provides a variety of instructional choices to support effective implementation. For example, in the Reading Workshop for Unit 2, Week 1, Lesson 1, the "Assess and Differentiate" section provides teacher guidance on implementing a variety of tasks, including guided practice, scaffolded support for ELLs, writing about reading, summarizing a text with a partner, participating in a book club collaboration, or conferencing.
- Teacher's Edition materials regularly provide a variety of instructional choices. For example, in Unit 1, Week 1, Lesson 3, the Reading Workshop's "Close Read" section requires students to access their learning in a variety of ways. For example, students can practice vocabulary orally while discussing in groups with the support of sentence stems. Students can also analyze texts by identifying anecdotes and descriptive details. The materials provide opportunities for students to access content by generating questions to deepen understanding, jotting down notes, reading independently or in pairs, drawing, concept mapping, and connecting content to prior knowledge.

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 linguistic accommodations for various levels of language proficiency. For example, in Unit 4, Week 1, Lesson 2, the "ELL Targeted Support" resource is easily identifiable by its bold red font. The resource directs teachers to "tell students they can better understand characters by listening to and looking for words that give readers clues about a character. Have students use shared reading and other partner activities to enhance their understanding of the vocabulary words." For advanced-high students, the materials instruct teachers to "have pairs read aloud each of the sentences that contain the vocabulary words and write one to two sentences about what those sections help them understand about the characters."
- The materials provide accommodations for beginning, intermediate, advanced, and advanced-high student proficiencies. For example, in Unit 1, Week 1, Lesson 2, the materials provide guidance for a teacher-led strategy group designed to differentiate vocabulary

development instruction. The materials advise teachers to "pay attention to the words that authors of autobiographies use to describe themselves and other real people and events." After rereading parts of *Reaching for the Moon*, the materials provide scaffolding for the various levels of language proficiency. For example, beginning proficiency learners "take turns reading aloud the sentences in the text that contain the vocabulary words *determination, independence, specialize, struggle, and confidence.*"

- The materials include guidance on providing linguistic accommodations for beginning/intermediate, advanced, and advanced-high students. For example, in Unit 4, Week 1, Lesson 1, the Reading Workshop's "Small Group" section provides varying levels of support based on a student's proficiency level. Beginning and intermediate learners describe the elements of traditional literature found in "The Princess and the Troll" by completing the following sentence stem: "The stock characters are _____. The setting is _____. The conflict is _____." Advanced learners identify an element of traditional literature and explain its contribution to the story. Advanced-high learners list the story's traditional literature elements and explain the significance of each element.
- The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency. For example, in Unit 4, Week 1, Lesson 2, the Reading Workshop provides emergent bilingual-targeted support to "better understand characters by listening to and looking for words that give readers clues about a character." Students participate in a "Shared Reading" activity to "enhance their understanding of the vocabulary words." The materials provide accommodations for advanced-high students, instructing pairs to "read aloud each of the sentences that contain the vocabulary words and write one to two sentences about what those sections help [one] understand about the characters."
- The "Supplemental Resources for the ELPS" section of the Language Awareness Handbook provides clear and direct instructions to support teachers in providing various levels of linguistic accommodations. For example, the materials include language objectives to help students prepare to read, interact with, reflect, and share what they know about the texts. The materials identify challenging vocabulary words and provide students with additional pronunciation practice. The materials include multi-level supports such as graphic organizers, and sentence stems to support students' understanding and application of the targeted academic vocabulary. The materials include guidance to support teachers, providing guided and independent instruction such as memorization strategies as well as instruction on how to effectively use context clues to build vocabulary.
- The materials include "ELL Targeted Support" resources for all levels of language learners. For example, in Unit 3, Week 1, Lesson 1, the Reading Workshop prompts beginning and intermediate language learners "to describe a character from a favorite story." Advanced and advanced-high students "describe a character from a favorite story without naming the title." Teachers can "call on students to ask questions that elicit additional details from students."

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

- The materials include implementation guidance to support teachers in effectively using the materials ELL Targeted Support, ELL Language Transfer, and Strategy Groups. For example, the myView Literacy Program Overview Guide provides embedded ELL support and dual language resources in both English and Spanish to support English language acquisition during whole group and mini-lessons. The Language Awareness Handbook is an online resource that "supports scaffolded instruction during Reading and Writing Workshops."
- The myView Dual Language Program Planning Guide provides an overview of the Bilingual Program in a 50/50 time-allocation model for Spanish and English language arts. The materials provide 60 minutes of daily instruction designated for each language and 120 daily minutes of language arts instruction over the course of 30 weeks. The materials provide teacher guidance for yearly and daily planning of the reading and writing workshops and unit plans.
- The Language Awareness Handbook provides teachers with detailed support to effectively implement ELPS objectives using a gradual release model to support students in second language acquisition. For example, in the Language Awareness Handbook, the materials provide a detailed "Review, Guide Practice, On Their Own" pattern that facilitates instruction and builds routines into the classroom environment that help language learners succeed. The materials include "Prepare to Read: Narrative Nonfiction," "Interact with the Text: Reaching for the Moon," and "Reflect and Share: Characteristics of Informational Texts" sections. Each section utilizes the same "Review, Guide Practice, On Their Own" pattern.

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 include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge through oral discourse. For example, in Unit 4, the ELL Targeted Support Summary guides teachers to "have pairs or groups practice summarizing visual and audio content in their own words." The materials include sentence frames to support emergent bilingual students such as, "This story was told by _____. This story is about _____. This story happened when _____. I remember this story because _____."
- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic language through both oral and written discourse. The materials provide scaffolds to support emergent bilingual students such as sentence stems, ask-a-partner questions using academic words, and write-a-sentence questions using academic words.
- The Reading Workshop in Unit 3, Week 1, Lesson 1 includes embedded guidance for teachers to support emergent bilingual students. This guidance helps increase student comprehension as well as helps students build background knowledge through oral discourse. Students are

encouraged to read a short summary of a text to increase comprehension and build background knowledge while reading the entire text.

- In Unit 1, Week 1, Lesson 1, the Reading Workshop includes "Small Group" resources to support emergent bilingual students in developing academic language and building background knowledge. Emergent bilingual students work in small groups using academic language to discuss the elements of realistic fiction (including characters, setting, and plot). The materials support vocabulary development through written discourse by having students create a T-chart that lists and defines the elements of realistic fiction.

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.

Foundational Skills

4.A.1	Oral Language Development	14/14
4.A.1a	Materials include guidance for the teacher to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. (T)	4/4
4.A.1b	Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level English language arts TEKS. (S)	6/6
4.A.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	4/4

The materials include guidance for the teacher to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level English language arts TEKS.

Evidence includes, but is not limited to:

Materials include guidance for the teacher to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. (T)

- The materials include guidance for the teacher to support students expressing an opinion. Teacher's Edition materials include essential questions at the start of each unit to guide teachers and support student discussions. For example, in Unit 4, the "Turn, Talk, and Share" guidance supports student discussions by prompting students to "discuss what the video taught them about how stories shape our world." In Unit 4, Week 5, Lesson 5, the "Reading Workshop: Compare Texts" materials provide teacher guidance in facilitating discussions. The "Focus on Strategies" section reminds teachers to guide students in making sure they "use accurate information to support their points" and "understand the topic and have an idea of what [they] want to say." The materials provide further coaching for teachers by providing a scripted "Model and Practice" that provides teacher guidance as students express their opinions and present orally in discussions. The materials prompt teachers to "instruct students to gather all their text evidence before discussing the texts. Remind them to ask questions about what others say during the discussion and respond with comments to show that they are listening." For example, in Unit 4, Week 1, Lesson 5, the Student Interactive materials support students by suggesting, "When you express an opinion, be ready to explain your reasons and support them with accurate information." The materials include sentence stems such as, "I think that the best way a character achieves his or her goal is...."
- The materials include guidance for teachers to support students in expressing an opinion and organizing presentations for specific purposes and audiences. The "Defend Your Claim" activity in the Student Interactive provides guidance to support students as they collaborate and discuss with a partner the characteristics of argumentative texts. The materials include a checklist of key elements in an opinion article. Students refer to the opinion article checklist to help students identify the elements in an opinion article such as stating a specific claim,

presenting facts, statistics, quotes, or examples as evidence, following a purposeful structure, and including a strong conclusion that restates the claim.

Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level English language arts TEKS. (S)

- The materials include teacher guidance and practice opportunities for students to follow, restate, and give oral instructions. In Unit 5, Week 3, Lesson 5, the materials provide explicit guidance to support the modeling process. The teacher models giving and restating oral directions for making pancakes while a student follows the directions, acting out how to make pancakes. The teacher directs the students to begin mixing the wet ingredients in one bowl and the dry ingredients in another while the teacher reads the list of ingredients. The teacher instructs students to combine the wet and dry ingredients.
- In Unit 5, Week 3, Lesson 5, the Readers Workshop provides guidance and opportunities for students to follow, restate, and give oral directions about reducing or eliminating waste. The Student Interactive prompts students to think about the different types of waste addressed in the reading materials, select a topic, and "prepare a set of instructions that someone could follow to reduce or eliminate the waste of that resource in [their] school." The activity provides an opportunity for students to work with a partner, telling instructions to each other, restating each other's instructions, and following directions to reduce waste in school. The materials include a list of sequential steps for giving and following oral instructions. For example, when giving instructions, students need to list the steps, put them in the correct order, and "add clue words, such as *first*, *after a while*, or *next* to make the sequence clear." The materials provide steps for following oral instructions, including making sure students understand the steps, listening for clue words, restating the instructions to show understanding, thinking about the outcome, and completing the task.

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

- The materials provide students an opportunity to listen, ask questions, and discuss academic vocabulary. In Unit 3, the materials provide oral language practice in the "Academic Vocabulary" section, in which students follow an "Oral Vocabulary Routine" to discuss ideas. The materials direct teachers to "have students respond to 'Expand and Ask' questions using the newly acquired academic vocabulary as appropriate." For example, "What can you do to resolve a conflict with a friend? What might you develop if you take swimming lessons? What happens if [a balloon] expands too far? What are the challenges of attending a new school?"
- The materials include guiding questions to facilitate authentic opportunities for students to actively listen, share information, and ask questions. For example, in Unit 3, Week 1, Lesson 1, the materials prompt teachers to engage students in discussion using the following prompts: "Ask yourself whether the characters seem like real people. Do they interact with others in a realistic way? How do you know? Think about the problem the character is facing. How would you feel and react in that situation?" In Unit 3, Week 1, Lesson 5, the "Reading Workshop– Compare Texts: Whole Group" lesson plan includes a mini-lesson that addresses discussion

etiquette, such as making "pertinent comments" and asking clarifying questions. The materials include "Model and Practice" prompts to support the teacher in explaining pertinent commentary. The teacher states, "If my discussion partner looked at the infographic and said, 'I think cell phones could have helped Melody communicate,' I could reply with the pertinent comment, 'I agree with you because she could have texted people using her magic thumbs.'" The teacher guides pairs of students to continue the discussion about Melody by asking relevant questions for clarification and making pertinent comments.

Foundational Skills

4.B.1	Sound-Spelling Patterns (4-5)	8/8
4.B.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	1/1
4.B.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (T)	1/1
4.B.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (S)	6/6

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).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.

- The Unit-at-a-Glance provides a systematic sequence for introducing material. The Unit-at-a-Glance provides a sequence for introducing regular and irregular high-frequency words in each unit. Each week includes 4-6 daily words that correlate to unit readings. Each unit overview also includes activities for academic vocabulary and word study. For example, Unit 1 includes a "Word Study" section that examines suffixes *-ed*, *-ing*, *-s*, *-er*, *-est*, *ity*, *-ty*, *-ic*, *-ment*, and even the syllable pattern *VCe*, as well as vowel teams, digraphs, and prefixes *mis-en-*, and *em-*.
- According to the "TEKS Correlation" chart in the materials, grade-level sound-spelling patterns are addressed in all five units either in Week 3 or Week 1. The materials include a systematic sequence for introducing words that follow word-study patterns.

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

- The materials provide resources for teachers to provide direct and explicit instruction for decoding and encoding weekly grade-level sound-spelling patterns. For example, in Unit 2, Week 1, the Reading-Writing Workshop Bridge includes a series of five lessons designed to introduce, practice, and assess decoding and encoding words. Lesson 1 uses direct, explicit teaching to strengthen student knowledge about adding *-s* and *-es* suffixes and explains how "plural nouns are formed by adding *-s* or *-es*." The lesson includes structured demonstrations in the "Model and Practice" section. In Lesson 2, students continue to practice decoding in an interactive chart. Lesson 3 includes practice with plurals and an opportunity for students to

apply their knowledge in a "Word Study" activity. Lesson 4 spirals a review of prefixes before moving on to the "Model and Practice" and "Apply" activities. Lesson 5 wraps up the series of lessons by having "students use their knowledge of plurals...to change the singular nouns in each sentenc[e]."

- The materials in the Reading-Writing Workshop Bridge provide direct and explicit instruction for decoding and encoding vowel teams and digraphs. For example, in Unit 1, Week 4, the Reading-Writing Workshop Bridge lays out a five-lesson plan to introduce, practice, and assess decoding and encoding words. Lesson 1 uses direct, explicit teaching to strengthen students' awareness that "vowel teams are two or three letters that spell one vowel sound." The lesson includes structured demonstrations in the "Model and Practice" section. In Lesson 2, students practice decoding in an interactive chart. Lesson 3 includes more practice with vowel teams and digraphs, allowing students to apply their knowledge in a "Word Study" activity. Lesson 4 spirals a review of syllable pattern VCe before moving on to "Model and Practice" and "Apply" activities. Lesson 5 wraps up the series of lessons by having "students recognize vowel teams and digraphs...and make a running list of words with vowel teams and digraphs that they encounter in their reading."
- In Unit 5, Week 3, the Reading-Writing Workshop Bridge includes teacher guidance to provide direct and explicit instruction for decoding and encoding multisyllabic words. For example, in Unit 5, Week 3, the Reading-Writing Workshop Bridge provides a five-lesson plan to introduce, practice, and assess decoding and encoding words. Lesson 1 uses direct, explicit teaching to strengthen student knowledge about how "vowel teams are two or three letters that spell one vowel sound." The "Model and Practice" activity includes structured demonstrations in the "Model and Practice" section. Lesson 2 has students continue to decode in an interactive chart. Lesson 3 includes more practice with vowel teams and digraphs, allowing students to apply their knowledge in a "Word Study" activity. Lesson 4 spirals a review of syllable patterns before moving on to "Model and Practice" and "Apply" activities. Lesson 5 wraps up the series of lessons by having "students decode multisyllabic words,...divid[ing] each word into syllables and say[ing] the word aloud, emphasizing the syllable breaks."

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (S)

- The materials include a variety of activities for students to reinforce grade-level sound-spelling patterns. For example, in Unit 1, Week 4, Lesson 5, the Reading-Writing Workshop Bridge includes guidance for the teacher to provide direct and explicit instruction for decoding and encoding weekly high-frequency words and academic vocabulary with a cumulative review at the end. After a series of four structured lessons with explicit instructions, Lesson 5 assesses students by "how well students recognize vowel teams and digraphs." Teachers then have students "echo-read" by making "a running list of words with vowel teams and digraphs that they encounter in their reading."
- The Reading Routines Companion intentionally sequences concepts so that students develop mastery in grade-level sound-spelling patterns through direct and explicit instruction and practice. For example, materials support student learning by providing ways for teachers to provide corrective feedback when modeling how to segment and blend decodable words.

Additionally, materials provide a routine for teachers to introduce non-decodable high-frequency words that do not follow a regular sound-spelling pattern. The materials also provide a routine in cases where sound-spelling patterns have not been previously learned.

- The Resource Download Center's "Word Study" section provides resources for students to develop, practice, and reinforce sound and spelling patterns. For example, in Unit 2, Week 2, students work with a partner to identify and read high-frequency words such as *metal*, *instruments*, *paragraphs*, *clothes*, *design*, and *appear*. The students take turns using each word in a sentence. The listening partner verbally identifies each high-frequency word.
- In Unit 3, Week 1, Lesson 5, the Reading-Writing Workshop Bridge includes direct and explicit instruction for decoding multisyllabic words. The materials include a cumulative review at the end to reinforce the decoding and encoding skills practiced in the lessons. The materials provide four structured lessons with explicit instructions followed by an opportunity for students to show proficiency. Students divide words into syllables, saying "the word aloud [and] emphasizing the syllable breaks." After a series of four structured lessons with explicit instructions, Lesson 5 assesses students by "display[ing] ...words...and hav[ing] students divide each word into syllables." Students "say the word aloud, emphasizing the syllable breaks." For example, in Unit 2, Week 1, Lesson 5, the Reading-Writing Workshop Bridge includes guidance for the teacher to provide direct and explicit instruction for decoding and encoding weekly grade-level spelling patterns with a cumulative review at the end. After a series of four structured lessons with explicit instructions, Lesson 5 assesses students by "hav[ing] students use their knowledge of plurals to change the singular nouns in each sentence into plural nouns."

Foundational Skills

4.B.2	Regular and Irregular High-Frequency Words	Not Scored
4.B.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	Not Scored
4.B.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (r)	Not Scored
4.B.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (s)	Not Scored
4.B.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences). (s)	Not Scored

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 do not include a systematic sequence for high-frequency words. The materials do not include a list of high-frequency words from a research-based list. In the Student Interactive, students identify and read high-frequency words in a text that do not follow regular word study patterns. For example, the students identify and read words such as *wonder*, *bottom*, *exactly*, *trouble*, *symbols*, and *engine*. There is no systematic sequence to introduce text-based high-frequency words to students.
- The materials do not provide an explicit, systematic sequence to facilitate teaching or learning of regular or irregular high-frequency words. The materials include a sequence for introducing Tier II words in each unit located in the unit text. Each week includes 4-6 daily words that correlate to unit readings. For example, in Unit 3, the Unit-at-a-Glance Workshop Overview includes words from the unit's texts and lessons, including the following: "*enthusiasm, shattered, reassuring, encompass, inseparable, loamy, tolerate wriggled, quarters, tingled, quell, tactics, persevere, conscientious, supportive, vivid, retired, trembles, crinkled, melodic, radically, embodies, indivisible, revolutionary, and ironic.*" Each unit overview also includes activities for academic vocabulary and a word study. For example, Unit 3 examines Latin roots as well as the suffixes -ize, -ance, -ence, -ist, -ous, -eous, -ious, and unusual spellings and syllable patterns. The materials provide word lists and activities for each unit. While there are systems and resources for Tier II vocabulary words, the materials do not provide an explicit, systematic sequence in the same way to facilitate teaching or learning of regular or irregular high-frequency words.
- While evidence exists of some direct instruction of high-frequency words, there is no systematic sequence for introducing regular or irregular high-frequency words. In Unit 1, Week 4, the Reading-Writing Workshop Bridge's "Word Study (Suffixes -able, -ible)" section includes

an activity for introducing irregular high-frequency words. For example, the students identify and read high-frequency words that do not follow common pronunciation rules, such as *touch*, *practice*, *business*, *whose*, *yourself*, and *woman*. The teacher asks the students what the words *practice* and *whose* have in common (both words end with silent e, but do not follow the silent e rule). These words are sourced from the shared reading text, and there is no systematic way of introducing the words in the lesson or across units.

Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (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 a decodable high-frequency word routine for the teacher that includes a sequence for introducing and practicing regular and irregular high-frequency words. In the first step in the "Decoding" routine, the teacher tells students that they will blend high-frequency words. Next, the teacher models decoding by displaying the word and looking for parts of the word that they know. Students then say the word aloud. Next, students engage in guided practice. The final step is independent practice. Students practice spelling the word, writing the word on a card, as well as reading and spelling the word several times.
- In Unit 3, Week 1, the Reading-Writing Workshop Bridge provides direct and explicit guidance for decoding and encoding weekly high-frequency words and academic vocabulary. For example, in Unit 3, Week 1, the Reading-Writing Workshop Bridge provides five lesson plans to introduce, practice, and assess decoding and encoding words. Lesson 1 utilizes direct, explicit teaching to strengthen student knowledge about "how to use a Latin root to determine the meaning of an unfamiliar word." The "Model and Practice" section provides structured modeling of the process. The lesson includes structured demonstrations in the "Model and Practice" section. In Lesson 2, students continue to decode unfamiliar words with Latin roots. Lesson 3 provides students an opportunity to apply their knowledge in a "Word Study" activity. Lesson 4 includes a spiral review of base words and endings prior to students completing the "Model and Practice" and "Apply" activities. In Lesson 5, students "use their knowledge of plurals...to change the singular nouns in each sentenc[e]."
- The materials include teacher guidance for explicit instruction decoding and encoding regular and irregular high-frequency words. The materials provide guidance for students to practice high-frequency words in their independent reading. For example, in Unit 1, Week 4, the "Word Study" lesson explains that "high-frequency words, which appear often in texts, do not follow regular word study patterns, so students need to practice reading them." The materials direct teachers to "display and say the high-frequency words *touch*, *practice*, *business*, *whose*, *yourself*, and *woman*. Ask students what *practice* and *whose* have in common. (Both words end with silent e)."

Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (S)

- The materials do not include a variety of activities and resources for students to develop, practice, and reinforce reading and writing regular and irregular high-frequency words in isolation and in connected text. The Resource Download Center includes a "Word Study" section for high-frequency word activities. While the materials provide many activities, these primarily consist of partner reading and using words in a sentence. For example, in the Resource Download Center's "Word Study" section for grade 4, Unit 2, Week 2, the materials require students to identify and read with a partner. Students read high-frequency words such as *metal*, *instruments*, *paragraphs*, *clothes*, *design*, and *appear*. The students take turns using each word in a sentence. The listening partner has to identify each high-frequency word. However, the materials do not include various other activities to support decoding and encoding regular and irregular high-frequency words. In Unit 1, Week 4, Lesson 2, the Reading-Writing Workshop Bridge's "Word Study (Vowel Teams and Digraphs)" lesson plan includes an activity for introducing irregular high-frequency words. However, this activity is similar to partner work and encoding high-frequency words in a sentence.
- There is no cumulative review practice for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The materials include several examples of reviewing high-frequency words as they appear in connected text. However, since there is no systematic sequence of introducing and mastering regular and high-frequency words, there is also no cumulative review for students to reinforce decoding and encoding regular and irregular 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). (S)

- The materials do not provide a variety of activities and resources that support students as they learn to recognize, read, and write grade-level high-frequency words in isolation. For example, the materials include academic vocabulary study, word walls, interventions, and supports for ELLs. The online materials provide a variety of activities and resources to provide opportunities for students to practice skills independently and in isolation. For example, in Unit 4, Week 1, the materials include a "Word Study" and interactive game that provides opportunities for students to practice syllable patterns of high-frequency words. The materials do not provide a comprehensive list of high-frequency words.
- In Unit 2, Week 4, Lesson 2, the Reading-Writing Workshop Bridge's "Word Study" lesson on prefixes *il-*, *in-*, *im-*, *ir-* includes an opportunity for students to identify high-frequency words in isolation. The teacher asks students which words do not follow word study patterns such as the word *rhythm*. The students determine which part of the word is unusual. Additionally, the students work with a partner to read high-frequency words aloud. Then, they take turns using each of the following words in a sentence: *record*, *value*, *rhythm*, *science*, *shoulder*, and

company. While this is one example of students learning high-frequency words in isolation, the materials do not consistently provide this practice. The materials also do not provide word lists of high-frequency words to practice in isolation.

- The Reading Routines Companion provide opportunities for students to practice recognizing as well as reading and writing decodable and non-decodable high-frequency words in connected text. The four-step routine includes an introduction, modeling, guided practice, and independent activities. The materials include corrective feedback to support student learning. For example, "If students cannot read the non-decodable high-frequency words," then teachers "model how to identify the regular and irregular sound-spelling patterns." The materials provide "Make It Easier" and "Make It Harder" activities to support students at their proficiency level.

Foundational Skills

4.B.3	Decoding and Encoding Multisyllabic Words	38/38
4.B.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	2/2
4.B.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)	8/8
4.B.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)	12/12
4.B.3d	Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction. (S)	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 multisyllabic words. Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction.

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.

- In Unit 1, the Skills Overview includes a systematic sequence for introducing grade-level syllable types and syllable division principles. The Reading-Writing Workshop Bridge provides direct instruction and systematic practice. For example, Unit 1 encompasses the following syllable types and division principles: suffixes (-ed, -ind, -s, -er, -est, -ity, -ty, -ic, -ment), prefixes (mis-, en-, em-) vowel teams, digraphs, and syllable pattern *Vowel-Consonant-e* (VCe).
- In Unit 1, Week 1, Lesson 1, the materials allow students to demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals. The materials provide directions for a gradual-release model routine. For example, in Unit 1, Week 1, Lesson 1, the teacher provides a mini-lesson explaining how "prefixes and endings can create new, related words. Related words are used differently but they have related meanings because they share word parts." The teacher models and practices with the students "using academic vocabulary, providing the students with a think-aloud." The materials also include teacher guidance for modeling, such as, "If I encountered

[this word] in a text, I would mentally break it into parts." This lesson provides an opportunity for students to practice the modeled strategy.

- In Unit 1, Week 3, the Reading-Writing Workshop Bridge's "Word Study (Syllable Pattern VCe)" lesson includes materials to systematically teach syllable division strategies by introducing one division strategy at a time. The materials provide an opportunity for students to demonstrate mastery before learning a new skill. In Lesson 1, the teacher models and practices the syllable pattern VCe. In Lesson 2, the students apply their knowledge. In Lesson 3, the practice activities focus on demonstrating that the VCe sequence can appear at the beginning, the middle, or the end of a word. Students complete a guided practice and then apply their knowledge independently. Lesson 4 provides a spiral review that includes suffixes from the previous week's lesson. In Lesson 5, the students complete an assessment to demonstrate mastery of the VCe rule.

Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)

- In Unit 1, Week 3, the Reading-Writing Workshop Bridge's "Word Study (Syllable Pattern VCe)" lesson includes an overview at the lesson level, providing background knowledge on the syllable types, syllable division principles, and best practices for decoding and encoding multisyllabic words. For example, the materials include strategies to introduce and reinforce encoding and decoding words. Teachers directly and explicitly teach the syllable pattern VCe. Lesson 1 includes teacher directions for modeling spelling patterns. The materials direct the teacher to "write *tap* and *tape* on the board and read these words aloud. Without the silent e, *tap* gets a short sound. When a silent e is attached, *tape* now gets a long sound." The teacher continues to model and practice. The students have an opportunity in lesson 2 to apply their knowledge by reading a paragraph from the story of the week, decoding and underlining all the words that have the VCe patterns with a long vowel sound.
- The materials include an overview for teachers at the unit and lesson level providing background knowledge on the syllable types, syllable division principles, and research-aligned best practices for decoding and encoding multisyllabic words. For example, in Unit 5, Week 3, the Reading-Writing Workshop Bridge provides a five-lesson sequence overview. Lesson 1 provides teacher guidance in assessing "students' prior knowledge of multisyllabic words." Lesson 2 guides teachers in reviewing "strategies students use to divide words with a VCCCV syllable pattern...[by using] sound-spelling patterns." Teachers model and practice "say[ing each word aloud and divid[ing] the words into syllables to show patterns in spelling."
- The materials include an overview for teachers at the unit and lesson level. This provides background knowledge on syllable types, syllable division principles, and research-aligned best practices for decoding and encoding multisyllabic words. For example, in Unit 5, Week 3, Lesson 3, the Reading-Writing Workshop Bridge provides additional practice to "remind students [of] their knowledge of sound-spelling patterns and advanced syllable division patterns." The materials provide teacher guidance for displaying academic vocabulary and

demonstrating how students use a print or online dictionary to confirm or correct their spelling and syllabication.

Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)

- Online student-facing materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). The "Games" tab of the "myView Literacy 2020" online collection includes games designed to help students review and practice decoding and encoding multisyllabic words. For example, in the game "Spelling Sea," students can see, hear, read, or watch someone sign a word in ASL (American Sign Language) and then they must spell the word correctly, choose the word that has the correct spelling, or select the word that has the correct affix.
- The "Word Study: Syllable Pattern VCe" section includes various multimodal activities and resources that can be modeled during direct instruction and used independently by students throughout the year to practice and reinforce coding skills.
- The materials include sorting and writing activities for ongoing student practice in the decoding and encoding of multisyllabic words. While reading, students circle all the words that have the VCe patterns with a long vowel sound. Students write two sentences using some of the VCe words from the word bank and provide two additional words for each VCe long vowel sound.
- The materials provide a sequence of activities designed to develop student mastery through direct instruction and practice before spiraling skills for independent practice. For example, in Unit 1, Week 3, the Reading-Writing Workshop Bridge's "Word Study (Syllable Pattern VCe)" section systematically teaches syllable division strategies by introducing one division strategy at a time. This allows students to master a division strategy before learning a new one. In Lesson 1, the teacher models and practices the syllable pattern VCe. In Lesson 2, the students apply their knowledge. In Lesson 3, the materials reinforce that the VCe sequence can appear at the beginning, middle, or end of a word. Students complete a guided practice and then apply their knowledge independently. Lesson 4 includes a "Spiral Review" section for suffixes students learned in the previous week. In Lesson 5, the students complete an assessment so that the teacher can determine if they have mastered the construction of the VCe rule.

Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction. (S)

- The materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words. For example, the "Word Study" practice activities in the "myView Literacy 2020" online collection provide interactive materials designed to support the process of decoding and encoding multisyllabic words that contain suffixes (*-ed*, *-ing*, *-er*, *-est*,

-ty, -ity, -ic, -ment), syllable patterns, vowel teams and digraphs, prefixes (*mis-*, *en-*, *em-*), plurals, vowel diphthongs, irregular plurals, and Greek roots (*bio*, *phone*, *scope*, *graph*, *meter*, *tele*).

- In Unit 3, Week 3, the materials include various multimodal activities to support student practice decoding and encoding multisyllabic words using syllable types and syllable division strategies. For example, the materials include a "Word List" resource to provide an opportunity for students to practice syllabication skills in isolation. The students apply their syllable pattern knowledge to correctly divide the words. Students write the base word without a final stable syllable for multisyllabic words such as *confusion* and *adorable*. Then, they write the words so that each has the *-le* in the final syllable.
- In Unit 1, Week 3, Lessons 2–3, the materials provide practice for students to apply their knowledge of the syllable pattern *VCe* in connected texts. In Lesson 2, students read "Twins in Space" and identify all *VCe* words. In Lesson 3, the students are given a list of words and are instructed to "identify each *VCe* sequence and pronounce the word aloud."

Foundational Skills

4.B.4	Morphological Awareness	19/19
4.B.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	1/1
4.B.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1)(T)	4/4
4.B.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	6/6
4.B.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences). (PR 2.A.1 & 2.A.3)(S)	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 connected text that builds on previous instruction (e.g., within sentences).

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 organize the introduction of grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern. For example, in Unit 3, Week 2, Lesson 1, the Reading-Writing Workshop Bridge introduces "morphemes in smaller batches" such as words that have "an r-controlled vowel." The materials provide explicit guidance for teachers to model and practice how words like "*star, guard, car, and alarm...*use the r-controlled vowel."
- The "Foundational Skills: Scope and Sequence" resource includes a sequence for introducing morphemes aligned with the grade level TEKS. In Unit 1, the "Word Study" materials introduce the suffixes -ed, -ing, -s, -er, and -est.
- In Unit 4, Week 4, the Reading-Writing Workshop Bridge's "Word Study (Prefixes im-, in-, ir-)" lesson plan introduces grade level morphemes in smaller batches of words so that the teacher can provide direct and explicit instruction. For example, the materials introduce prefixes such as mis-, en-, and em-. The teacher models and demonstrates how the prefixes change the meaning of the base word. In Lesson 1, the teacher introduces the prefix *mis-*, explaining that it means "not" or "the opposite of." The teacher models decoding strategies to

guide the students. In Lesson 2, students decode the words with prefixes and then write the meaning of the word.

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 materials include a systematic sequence for introducing grade-level morphemes as outlined in the TEKS. The TEKS Correlations Guide identifies the units and pages that address decoding skills as well as where unit and base words are addressed in the materials. For example, decoding prefixes and suffixes in base words is addressed in the "myView Literacy Student Interactive" materials and Teacher's Edition in Unit 1, Unit 2, and Unit 3. The materials provide guidance and resources for decoding prefixes and suffixes in the "myView Literacy Online" student resources.
- The Reading Routines Companion's "Word Study" section provides explicit instruction to support recognizing common morphemes and using their meanings to decode, encode, and build comprehension. The sequence follows the pattern of introducing, modeling, guided practice, and independent work. For example, the teacher begins by explicitly teaching the suffixes -ed, -ing, -s, -er, and -est. Students practice decoding and encoding the words to understand how suffixes can change the meaning of words.
- The Reading Routines Companion includes explicit instruction and guidance on how to teach morphemes. For example, the Grade 4 Reading Routines Companion provides the teacher with explicit steps to introduce the suffixes, model how the word morphs when the suffix is added, complete a guided practice to help the students morph the root word and discuss the new meanings, and ends with an opportunity for students to work independently.
- In Unit 4, Week 4, the Reading-Writing Workshop Bridge's "Word Study (Prefixes im-, in-, ir-)" lesson plan includes teacher tips and explanations of the morphological objective. For example, in grade 4, the materials introduce prefixes such as mis-, en-, and em-. The teacher models and demonstrates how the prefixes change the meaning of the base word. In Lesson 1, the teacher introduces the prefix mis-, explaining that it means "not" or "the opposite of." The teacher practices decoding words with the prefix mis- and guides the students to decode and write the meaning of words with prefixes.

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)

- The materials in the "Word Study Online Practice" resource include activities for students to develop, practice, and reinforce grade-level morphological skills. This lesson focuses on Greek and Latin prefixes.
- The myView Student Interactive provides opportunities for students to reinforce and practice grade-level morphological skills. The students complete a chart by writing words that contain a root word such as *bio* or *phon*. Students write a sentence for using the words with Greek roots.

- In Unit 5, Week 1, the "Word Study" materials offer a variety of strategies providing students an opportunity to practice skills in their writing. For example, students write a simple definition for each provided word based on its Latin root. With a partner, the students take turns saying each word aloud in a sentence.

Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences). (PR 2.A.1 & 2.A.3) (S)

- The materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation and in connected text that builds on previous instruction. For example, in Unit 4, Week 2, Lesson 2, students apply their knowledge by completing activities in the Student Interactive. The materials model the process of decoding using an example from a previously read text. The materials explain that "the word *irascible* from paragraph 22 of 'Thunder Rose' comes from the Latin word *ira* for anger and means 'capable of being angry.' To decode a word with -able or -ible, look for possible changes to the base word, such as a dropped final e when the suffix appears." Students decode each bold word to determine its base word. Students determine the word's meaning and write it in the word web.
- The materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation. For example, in Unit 4, Week 2, Lesson 2, the Resource Download Center provides morpheme practice instructing students to "correctly add the suffix -able or -ible to each word below. If needed, use a dictionary to confirm your responses. Then decode, or read each of the new words." Students participate in a "Turn and Talk" activity with a partner that requires students to "use five of the words above in oral sentences."
- The lesson plans and embedded guidance in the Teacher's Edition prompts teachers and students to discuss morphemes (e.g., prefixes, suffixes, roots) as they read a text selection. For example, in Unit 2, Week 2, the "Embedded Teacher Support" section addresses "vowel diphthongs," which were covered in a previous Reading-Writing Workshop Bridge lesson. Teachers ask students "to scan paragraphs [in the text] and identify words with the vowel diphthong oi, spelled both oi and oy (*poisonous*, *vicero*y)."

Foundational skills

4.C.1	Vocabulary Development	15/15
4.C.1a	Materials include guidance for the teacher to provide direct and explicit instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T)	4/4
4.C.1b	Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)	10/10
4.C.1c	Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. (S)	1/1

The materials include guidance for the teacher to provide direct and explicit instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin, and part of speech of vocabulary. Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS.

Evidence includes, but is not limited to:

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

- The materials include guidance for the teacher to provide explicit (direct) instruction on the purpose of print resources such as dictionaries and glossaries. The materials support teacher instruction by providing a mini-lesson on "How to Use a Glossary." The "Focus on Strategies" section reminds "students that a glossary is a text feature that appears at the back of a book. It includes important terms or vocabulary used in the book. It also includes a word's syllabication, pronunciation, part of speech, and definition." The materials include explicit guidance on the format and structure, stating that, "Glossary entries appear in alphabetical order. Guide words appear at the top of each page to help readers quickly locate terms. These words show the first and last words on the glossary page."
- The materials include guidance for the teacher to provide explicit (direct) instruction on the purpose of digital resources such as eBooks and online dictionaries. The materials provide a purpose for using these resources. For example, the materials include a "Glossary Support" section that provides a mini-lesson on using print and digital resources. The "Turn, Talk, and Share" activity includes explicit instructions for a partner discussion about "how [students] might use a print or digital dictionary to find the meaning of a word that does not appear in the glossary." The materials include digital resources in the print resources instructions.
- The materials include guidance for the teacher to provide explicit (direct) instruction on the use of print resources such as dictionaries and glossaries. The materials include a mini-lesson in the "Focus on Strategies" section for the teacher to provide explicit modeling on glossary use. For example, the teacher explains that "when I look up a word in a glossary, I am looking

for an entry word. This word is bold and dots in the word tell me how to divide it into syllables." Students practice this skill by working with a partner. Teachers direct them to "locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence." In Unit 1, the materials include explicit instructions to support the teacher while teaching students how to use a print dictionary. Teachers point out that "a print dictionary uses the same organization as a glossary. Use letter tabs and guide words to locate terms."

- The materials include guidance for the teacher to provide explicit (direct) instruction on the use of digital resources such as online dictionaries. For example, the "How to Use A Glossary" mini-lesson provides teacher guidance on using a digital dictionary. The materials state that "when using a digital dictionary, use the 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."

Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)

- The materials include print resources to support students in determining the meaning of vocabulary. The Reading Routines Companion provides direct and explicit instructions for looking up synonyms in a thesaurus. The teacher models how to look up the word *unique* in a thesaurus. The teacher points out that students can use a thesaurus to find a synonym for *unique*. Teacher prompts encourage students to look up unfamiliar words and choose the best word to use in their writing. The materials mention using digital resources to help students determine the meaning of vocabulary. For example, the "How to Use A Glossary" mini-lesson provides teacher guidance for using a digital dictionary. The materials state that "when using a digital dictionary, use the 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."
- The materials include print resources to support students in determining the syllabication of vocabulary. The "Glossary Use" mini-lesson provides student guidance, pointing out that "a glossary is a text feature that appears at the back of a book. It includes important terms or vocabulary used in the book. It also includes a word's syllabication, pronunciation, part of speech, and definition." The materials include a diagram of a sample glossary entry. The teacher points out that "the word *acquire* is first divided into syllables; *acquire*." The Student Interactive Glossary is available in print and digital form. The materials include print resources to support students in determining the pronunciation of vocabulary. The Student Interactive Glossary instruction materials include a diagram that provides a sample entry in the glossary. The teacher explains the glossary format, pointing out that the materials provide a pronunciation key in parentheses, identifying the stressed syllables in the word *acquire*. The glossary is available in print and digital form.
- The materials include print resources to support students in determining the parts of speech for vocabulary words. The "Glossary Use" mini-lesson provides student guidance, pointing out that "a glossary is a text feature that appears at the back of a book. It includes important terms or vocabulary used in the book." The materials point out that the glossary provides the parts of speech for vocabulary words. The Student Interactive Glossary is available in print and digital form.

Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. ^(S)

- The materials support students using context to determine the meaning of unfamiliar words according to grade level TEKS 4.3 B, which states that students will "use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words." In Unit 1, Week 3, Lesson 1, the Reading Workshop materials provide a mini-lesson modeling the identification and use of context clues. Teachers begin by explaining that "context clues are hints an author provides to help readers infer the meaning of an unfamiliar word." The teacher models how to use context clues, stating, "When you encounter an unfamiliar word, notice its function in the sentence. Is it being used as a noun, a verb, or a modifier, or does it have some other functions?"
- The materials provide opportunities for students to apply their knowledge of context clues. For example, in Unit 4, Week 2, Lesson 2, the materials prompt students to read the following sentence from the story "Thunder Rose": "Minding her manners, she politely thanked her ma for the milk, but it was not enough to quench her hungry thirst. Rose preferred, instead, to drink her milk straight from the cow." The materials direct students to "use context clues to determine the meaning of *quench*. Underline context clues that support your definition."
- The materials provide strategies to help students use context to determine the meaning of unfamiliar words. For example, in Unit 5, Week 2, Lesson 2, the "Close Read" section of the Reading Workshop reminds students to "look beyond the sentence for context clues. Ask: What examples, synonyms, or restatement does the author include in the text?" Teachers instruct students to underline context clues.

Foundational skills

4.D.1	Reading Fluency	7/7
4.D.1a	Materials include a variety of grade level texts to support students to read fluently according to the reading purpose. (S)	1/1
4.D.1b	Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)	1/1
4.D.1c	Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (M)	1/1
4.D.1d	Materials include connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.	4/4

The materials include a variety of grade level texts to support students to read fluently according to the reading purpose. 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 materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. Materials include connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

Evidence includes, but is not limited to:

Materials include a variety of grade level texts to support students to read fluently according to the reading purpose. (S)

- The materials contain a variety of grade level texts to support students to read fluently according to the reading purpose (TEKS 4.4). For example, in the Resource Download Center, the Literacy Stations Digital Workbook provides a variety of small group "opportunities for students to practice strategies and improve skills." The materials include a table of contents explicitly listing all the skills addressed in the workbook. For example, the "Get Fluent" activities provide students an opportunity to work in small groups. Students read aloud various self-selected texts "while focusing on reading with accuracy, at an appropriate rate, with appropriate phrasing, and with expression and intonation." Each fluency practice activity focuses on specific skills such as expression, appropriate phrasing, rate, and accuracy.
- The materials provide a variety of resources and grade level texts to support reading fluency for a variety of purposes. For example, The Reading Routines Companion provides a detailed chart identifying where fluency routines are located in the resource materials. For example, materials identify the unit, week, and page number for all the activities in the textbook that address prosody while reading narrative texts. The chart identifies the material location for a variety of fluency routines, including accuracy, rate, and prosody based on genre.
- The materials support students' reading fluency by providing explicit guidance and strategies based on reading purpose. For example, in Unit 1, Week 4, Lesson 1, the Reading Workshop (Spotlight on Genre-Informational Text) provides support by instructing students that "reading aloud for an audience is similar in some ways to reading silently. When you read, you monitor

your understanding of the text. You also read at a rate that is appropriate for the text. When you read informational text aloud, read at a rate that is slow enough to not skip words. Read at about the same speed you would normally speak." In Unit 1, students practice fluency specific to the narrative nonfiction text titled "Reaching for the Moon." Students analyze the author's purpose.

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)

- The materials include practice activities and tasks to develop word reading fluency in a variety of settings. The materials include activities to help students develop word reading fluency in a teacher-facilitated whole-group setting and a student-led partner setting. Unit 2, Week 2, Lesson 1 provides explicit teacher instructions to model fluency. The materials state that "after completing the Read-Aloud Routine, display 'Defying Gravity.' Remind students that fluency is about reading or meaning. Model reading aloud a short section of the text, asking students to pay attention to how you read the punctuation as well as the words. Invite partners to practice reading a section of the text to each other."
- In Unit 2, Week 1, the materials provide small-group practice activities to develop word reading fluency. During small group time, students can work with partners to practice reading aloud with fluency or read independently to build fluency. In Unit 3, students read a fiction text titled "The Minn of the Mississippi." At the end of the story, students work in small groups, reading the last three paragraphs to build fluency.
- The Teacher's Edition materials include a variety of embedded practice activities and tasks to develop word reading fluency in a variety of settings such as teacher-facilitated small groups. For example, in Unit 2, Week 3, materials provide small group fluency practice by providing an opportunity for students to "read paragraphs 14-16 aloud to a small group. Remember to read with accuracy and at a conversational rate so that your audience understands what you are reading to them." In Unit 3, Week 5, the "Embedded Close Read" section prompts students to "read paragraphs 51-61 aloud to a partner. Remember to read with prosody so that your partner understands the feelings of the words."

Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (T)

- The materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. The materials provide teachers with instructions on guiding students with tools for independent reading. For example, students are instructed to "reflect on familiar texts to identify enjoyable traits or features." The materials also inform students to "make a plan for determining the appropriateness of a text they have selected." The myView Student Interactive provides explicit steps with stem questions and an independent reading log to guide self-sustained, independent reading. The first step is to "make a plan for choosing a book at the right level." Students are instructed to use questions like, "What titles have I enjoyed reading in the past?"

and "How can I choose a book that is interesting and challenging and that I can understand independently?" The second step instructs students to "select a book and open it to any two pages. Use this strategy to determine if the book is just right for you." The materials include a *yes/no* chart with questions like, "Do I understand most of the words?" and "Are there interesting features, such as pictures and headings?" In the third step, students track their progress using a reading log to record information such as the date, book, genre, pages read, minutes read, and rating.

- The materials include tools for teachers to support students' participation in book clubs. After reading independently, students participate in small group discussions. For example, in Week 1, students read a book about geology. The materials provide strategies to help students monitor their comprehension and to support group book discussions. The materials include guiding questions such as, "What do you think about the topic so far?" and "What did you learn? What did you already know?"
- The materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. For example, the materials include book club support in each unit. In Unit 1, teachers follow a plan to support self-selected, sustained reading with quality texts. According to the materials, teachers "may want to group the students who read at about the same level [before] help[ing] students choose a book...from the list." The book club meets "twice per week, during small group time." Teachers "help clubs decide how to divide the book across [the number of] days...so that groups can have lively conversations each day." Teachers support self-sustained reading by "know[ing] the book[s], preview[ing] the book[s], and "remember that [the] book club is a time for students to discover the enjoyment of reading."

Materials include connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

- The materials include connected text for the building of fluency. For example, the "Cold Read for Fluency and Comprehension" supplementary manual includes a fluency test with explicit directions for administration and scoring. For example, the materials state, "When students read fluently, they read aloud as they would speak conversationally. Appropriate expression, prosody, reading rate, and comprehension are all part of reading fluently." The materials include "Item Analysis" charts that correlate to the unit and week, focus skill, TEKS, and reading level. The materials provide cold read tests to assess various levels of proficiency, including: Developing(D), On-Level (OL), and Advanced (A).
- The materials include texts at different levels of complexity for the building of accuracy. The materials in the Teacher's Edition provide tasks to support the development of fluency skills. For example, in Unit 2, Week 4, Lesson 1 in the Teacher's Edition, the "Fluency" instructional sidebar directs teachers to "display 'Chameleon.' Model a short section of the poem, asking students to pay attention to your accuracy. Explain that fluency is about reading without making mistakes. Invite partners to practice reading with accuracy using their favorite lines."
- The materials include texts at different levels of complexity for the building of fluency. The texts in the materials are connected by thematic units and essential questions. For example,

in Unit 1, the texts focus on networks. The essential question asks, "How can a place affect how we live?" The connected texts within each unit present a variety of genres to build fluency and comprehension across all genres. For example, Unit 1 includes autobiography, biography, and informational texts.

- The materials include texts at different levels of complexity for the building of prosody. For example, in Unit 3, Week 5, Lesson 2, the Reading Workshop provides student support by explaining that "fluency is not about reading for speed. Rather, readers should read expressively to communicate meaning. Have students read aloud lines 51-61 to a partner. Encourage [students] to use prosody so their partner understands the feeling of the words." In Unit 2, Week 3, Lesson 1, the Reading Workshop materials provide explicit guidance to support student fluency. The materials guide students to "imagine you are reading to an audience that you are trying to entertain with a story. Read with prosody to emphasize important words or phrases. Increase and decrease volume to match the tone and mood of events in the text. Similarly, you should vary the pitch of your voice to express a range of emotions."
- The materials include texts at different levels of complexity for the building of comprehension. The materials provide opportunities for students to build fluency and comprehension skills with a variety of texts at various reading levels. For example, materials include a Leveled Reader at the end of every unit to support teacher modeling of fluency, accuracy, and prosody with texts at and above grade level while simultaneously modeling comprehension. The Leveled Reader provides passages written at three different lexile levels to accommodate low, middle, and high readers. Students can independently practice comprehension skills with texts at various levels of complexity based on their needs.
- The texts in the materials are connected by thematic units and essential questions. For example, in Unit 1, the texts focus on networks. The essential question asks, "How can a place affect how we live?" The connected texts within each unit present a variety of genres to build fluency and comprehension across all genres. For example, Unit 1 includes autobiography, biography, and informational texts. In Unit 2, the materials provide a variety of texts connected to adaptations, the unit theme. However, the texts vary in genre and reading level to promote student comprehension.

Foundational skills

4.E.1	Handwriting Development	8/8
4.E.1a	Materials include explicit instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T)	2/2
4.E.1b	Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)	6/6

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

Evidence includes, but is not limited to:

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

- The materials include instruction on the teaching of handwriting skills in the supplemental resource "Handwriting for All." For example, the materials provide instruction for proper sitting, paper position, and proper pencil grip. The materials support teachers by providing explicit modeling prompts such as, "Thumb should be placed on the side of the pencil that is closest to the student's body." The materials provide explicit instructions that direct students to do the following: "Look at the uppercase cursive T in the box. What kind of strokes are used? Where do you start an uppercase cursive T? How do you finish it?" Students then trace the cursive letters.
- The materials include handwriting skills connected to current student learning (TEKS: 4.2C) by encouraging students to respond in cursive. For example, grade 4, Unit 1, Week 5's Writing Workshop in the Student Interactive directs teachers to "read aloud with students each sentence starter. As necessary, discuss possible responses to each. Have students complete the activity. Remind them to write legibly in cursive." The materials connect the handwriting skill to current learning.

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, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, students can publish and celebrate their writing throughout the lessons and units. The materials stress the legibility of writing because writers publish so others can read their writing. The materials prompt students to "write legibly, or cleanly, in cursive so that others can easily read what you write."

- The materials include frequent opportunities for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, each Writing Workshop allows students to complete sentence stems reflecting on their writing experience. The materials instruct students to "write legibly in cursive."
- The materials include activities and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. The Writing Workshop in Unit 1, Week 5 allows students to authentically practice handwriting skills. For five consecutive lessons, students practice handwriting skills as they create various drafts of personal narratives.

Knowledge Coherence

5.A.1	Connected Knowledge-Building Units and Lessons	13/13
5.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
5.A.1b	Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.	2/2
5.A.1c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.	2/2
5.A.1d	Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
5.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 materials combine diverse content knowledge in history, math, science, literature, and the arts with systematic, research-based foundational skills instruction. For example, within the Teacher's Edition, the materials embed "Integrate Your Instruction" sections to make connections between English Language Arts and other subject area TEKS.
- The "Project-Based Inquiry" resources connect "English Language Arts instruction to the content areas with alternative inquiry projects utilizing the digital platforms Quest and uEngineer It!" Both of these platforms feature "content-area primary sources and hands-on projects designed to address social studies and science topics."
- Units are designed to build knowledge based in the field of science. In Unit 1, students build science knowledge by reading an excerpt from *Reaching for the Moon*, Buzz Aldrin's autobiography, and "Twins in Space," a magazine article about living in space. In Unit 5, materials and activities explore the question, "Why is it important to understand our planet?" Teachers cover the "Planet Earth" and "Volcanoes" sections to build student knowledge about the Earth.
- The materials build knowledge based in the field of history by providing cross-curricular perspectives that address social studies topics. For example, in Unit 1, Week 1, Lesson 2, the

Reading Workshop includes a "Cross-Curricular Social Studies Perspective" section, which informs students that "West Point refers to the military academy for officer cadets of the United States Army located in West Point, New York. Its full name is the United States Military Academy. The creation of a military academy for officers of the United States Air Force was not authorized by Congress until 1954, three years after Buzz Aldrin graduated from West Point."

- The materials build knowledge based in the field of literature. The materials provide a variety of literary genres, including traditional tales, myths, and fiction. The materials build knowledge in the field of literature by providing the history and characteristics of specific literature genres. For example, in Unit 4, Week 1, Lesson 1, the materials provide background knowledge for traditional literature, explaining that such literature "has been passed down for generations. Folktales, fables, legends, myths, and tall tales are examples of traditional literature." Embedded think-alouds build student knowledge by prompting students to identify traits, purposes, and connections while reading the traditional tale titled "The Princess and the Troll." For example, the think-aloud prompts students to "pay attention to the characters and the setting," noting that "stock characters and recognizable settings are both elements of traditional literature."
- The materials build knowledge based in the field of the arts. Students build knowledge in the field of the arts by reading the play *La Culebra (The Snake)* by Pamela Gerke. In Unit 3, Week 3, Lesson 2, students read *Trombone Shorty*, an autobiography of Troy "Trombone Shorty" Andrews who "started playing trombone at age four." The autobiography clarifies that Andrews practiced "constantly," and "led his own band when he was just eight." The materials prompt students to discuss the following question: "What is it about music that bridges cultural differences and makes Andrews' trombone his 'passport?'"

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 to demonstrate the approach to knowledge-building within grade levels. The "Getting Started with myView" option provides teachers a detailed scope and sequence for grade 4. The "Skills Overview" section outlines the knowledge-building topics addressed during each week within the units. For example, in Unit 1, the materials focus on building knowledge about the structure and purpose of texts. In Weeks 1 and 2, the materials build foundational knowledge about the author's purpose and main idea. In Weeks 3-5, the materials focus on building knowledge by analyzing text structure.
- The materials provide a scope and sequence to demonstrate the approach to knowledge-building across grade levels. The "Getting Started with myView" option provides grade 4 "Table of Contents" and "Scope & Sequence" sections, which, combined, provide a table of contents and a grade K-5 scope and sequence that delineates the materials' approach to knowledge-building across grade levels. The materials divide knowledge and skills into broad categories, including foundational skills, reading comprehension, vocabulary acquisition, and foundational skills for writing. Within these broad topics, the materials break down the knowledge-building focus for each grade level. For example, knowledge-building about an author's craft begins in grade K when students analyze an author's use of illustrations. In

grade 1, students analyze "how an author's language and word choice contribute to voice." In grades 2-5, the materials focus on building students' knowledge of the author's use of simile and metaphor.

- The materials provide a scope and sequence that demonstrates an approach to knowledge-building across grade levels. For example, grade 4, Unit 3's topic is titled "Diversity." The essential question asks, "How can we reach new understandings through exploring diversity?" Grade 5, Unit 3's topic is titled "Reflections." The essential question asks, "How do the experiences of others reflect our own?" This question directly builds on students' knowledge of grade 4, Unit 3.

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 on connected knowledge-building topics and texts. The materials are vertically aligned and contain "overarching themes and topics at each grade level." For example, in Unit 3, the overarching theme is titled "Humanities Expressions (Arts/Literature)," and the unit topic is "Diversity." The texts in the unit address the unit theme and topic. For example, in Week 1, students read an excerpt from *Out of Mind* by Sharon Draper, considering why people communicate in different ways. In Week 2, students read an excerpt from *Mama's Window* by Lyn Rubright, exploring how "our experiences help us see the world differently."
- Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics. Units are designed thematically to provide an opportunity for students to spend six weeks on connected knowledge-building topics. For example, Unit 2's topic is "Adaptations." The connected informational and fiction texts in the materials are designed to explore this topic, including how "living things adapt to the world around [students]." For example, in Week 1, students read the informational text "Feathers: Not Just for Flying" by Melissa Stewart. Students consider the following question: "What different purposes do animal adaptations serve?" In Week 3, students read an excerpt from the fictional text *Minn of the Mississippi* by Holling Clancy Holling. Students explore the challenges animals face in their environments. In Week 5, students read the informational text "The Weird and Wonderful Echidna and the Very Peculiar Platypus" by Mike Jung. Students consider how adaptations make animals unique.
- Units are designed for students to spend extended time on connected knowledge-building texts. For example, in Unit 2, students "read many texts to learn how animals adjust to their environments for survival." In the unit introduction, students watch the video "Adapt to Survive," a multimodal text that combines sounds and pictures. In Week 1, students read the informational text "Feathers: Not Just for Flying" by Melissa Stewart, which explores how animals use feathers to adapt to their environment. For example, "on cold damp days a blue jay stays warm by fluffing up its feathers and trapping a layer of warm air next to its skin." In Week 2, students read "Animal Mimics" by Marie Racanelli, an information text that explores how weaker animals adapt "to their environment by copying or looking like dangerous animals." In Week 4, students read an excerpt from *Butterfly Eyes and Other Secrets of the Meadow* by Joyce Sidman, which combines poetry and prose to explore how animals adapt to

their environment for survival. For example, the prose selection "Milkweed and Butterflies" explains that the sap of milkweed is "toxic to most insects and animals." Monarch butterflies have adapted to their environment and are immune to the toxins. The butterflies "lay their eggs on the plant's leaves," providing protection from predators as well as "food for the newly hatched caterpillars."

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

- The lessons are connected by text sets designed to intentionally build student background knowledge. For example, the text sets in Unit 1 focus on narrative fiction, building students' knowledge of the genre over time. Students read a variety of narrative nonfiction texts, including Buzz Aldrin's autobiography *Reaching for the Moon*, a magazine article by Rebecca Boyle titled "Twins in Space," and an excerpt from the informational text *Life at the Top* by Veronica Ellis. The connected text sets build student knowledge over the course of the unit about the "types of narrative nonfiction and understand their elements." Students apply their background knowledge "to make connections between reading narrative nonfiction and writing a personal narrative."
- The materials include lessons that are connected by anchoring texts designed to intentionally build connected student background knowledge over time. For example, in Unit 2, the materials use anchor texts to build students' background about the structures and features of different types of text. Each week, students focus on various genres such as informational texts, fiction, and poetry exploring textual structure and organization. In Week 6, the Project-Based Inquiry provides an opportunity for students to apply the knowledge and information they have acquired through the anchor texts to create an informational poster.
- The lessons are connected by text sets designed to intentionally build connected student background knowledge over time. For example, in Unit 5, the text materials are connected to the central theme: "Features." The connected texts are intentionally designed to build students' background knowledge for a variety of earth's features. The texts include infographics about the earth's features. The materials in "The Surface of the Earth" and "The Trouble with Ocean Trash" sections provide students with several informational texts about the Earth's features, including an excerpt from *Planet Earth* by Christine Taylor-Butler, "Volcanoes" by Seymour Simon, and "The Himalayas" by Charles W. Maynard. All of the texts connect to the unit's essential question, which asks, "Why is it important to understand our planet?" The materials provide an opportunity for students to build knowledge over time and apply it at the end of the unit. In Week 6, students complete an "Inquiry and Research" project connecting the "unit theme to real-world learning by researching and problem-solving an issue related to the theme of 'Features.'"

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

- Grammar activities are connected to the knowledge-building topic of the lesson. For example, in Unit 2, Week 1, the Reading-Writing Workshop Bridge’s “Word Study” mini-lesson addresses regular and irregular plurals using words from the unit texts. These words include *systems*, *brushes*, *eyelashes*, *her*, *foxes*, and *feathers*. The materials connect the grammar lessons to the text selections by embedding word study supports within the text. For example, in Lesson 2, students read “Feathers: Not Just for Flying” by Melissa Stewart. The materials connect grammar knowledge-building by embedding a “Possible Teaching Points” section. The materials connect student learning by having students “find the plurals in paragraph nine (*enemies*, *feathers*). Ask them which noun ends with a y when it is singular.”
- Vocabulary activities are connected to the knowledge-building topic of the lesson. The materials incorporate vocabulary words from the texts in the lessons and provide knowledge-building activities within the daily lessons. For example, in Unit 3, Week 4, Lesson 2, the Reading Workshop mini-lesson reminds students that “the words *miserable* and *grudgingly* tell us about Wesley’s emotions in *Weslandia*. The words *recovers* and *savoring* tell us about Panchito’s actions in “The Circuit.” Students demonstrate their knowledge of the vocabulary words by completing sentence stems about the characters, providing context from the text selection. For example, students complete the following sentence stem: “If a character **recovers**, he or she...” Students complete the sentence, providing evidence from the text about the character that demonstrates the meaning of the bolded word.
- Discussion activities are connected to the knowledge-building topic of the lesson. For example, In Unit 1, Week 2, Lesson 1, students read an infographic titled “Where We Live” and discuss how the region, environment, and community networks affect people’s lives. After the class discussion, students write about an essential place in their network and describe their personal connection to it.

Knowledge Coherence

5.A.2	Context and Student Background Knowledge	1/3
5.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	0/1
5.A.2b	Materials activate or supply background knowledge by making connections across units within a grade level. (S)	0/1
5.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 do not activate or supply background knowledge by making connections to previously learned content from prior grade levels. Materials do not 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 do not activate knowledge by making connections to previously learned content from prior grade levels. The materials list broad topics from previous grade levels. The materials do not supply background knowledge by making connections to previously learned content from prior grade levels.
- The materials do not activate or supply background knowledge to connect learning to previously taught concepts or topics across grade levels. The materials do not provide direct and explicit instructions to help teachers make connections from prior grade levels.
- The materials do not activate or supply background knowledge by making connections to previously learned content from prior grade levels. The materials supply a broad overview of overarching themes and topics addressed in grade K-5 content, but do not activate or supply background knowledge. For example, the materials include a chart that provides the "overarching themes and topics at each grade level." The materials vertically align the overarching themes by unit and grade level. In Unit 1, grades K-5, the materials focus on social studies topics such as exploration and geography. In Unit 3, the overarching theme across grade levels focuses on humanities topics such as expressions as well as arts and literature. Unit 5 in each grade level focuses on science topics such as "our world" and earth science. The materials provide a broad description of "connected grade-level themes/topics." For example, in Unit 2, the overarching theme focuses on science topics (specifically, patterns and life science). In grade K, the connected grade-level topic theme is "Going Places"; in grade 1, the theme is "My Neighborhood"; in grade 2, the theme is "You Are Here"; in grade 3, the theme is "Environments"; in grade 4, the theme is "Networks," in grade 5, the theme is

"Journeys." While the materials provide broad themes across grade levels, the materials do not explicitly make connections to previously learned content.

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

- The materials do not activate or supply background knowledge across units. The materials share connections across units. For example, in Unit 3, students read an excerpt from "Out of my Mind" and discuss how the character is different from others and communicates in a different way. In Unit 4, students read the tall tale "Thunder Rose." Students discuss how being different can be an advantage. The materials do not provide any guidance to support making connections between the units.
- The materials do not connect across units within a grade, but they do connect across weeks within the same unit. Each unit includes an essential question, and each unit week includes a similar essential question that connects to the overall unit question. The materials reference previous questions within the unit to build upon students' knowledge.
- The materials do not provide background knowledge by making connections across units within the grade level. The materials provide questions, statements, and activities designed to activate students' background knowledge before reading each text within the lessons, but not across units. For example, the "Weekly Launch" section of Unit 2 provides background knowledge to students, explaining that "behaviors or physical features, called adaptations, help living things survive in their environment." The materials do not make specific connections to activate or supply student background knowledge across units within a grade level.
- The materials do not make connections across the units within the grade level. While one can infer the connections between units, these connections are not explicitly stated. For example, each unit's essential question segues into the following unit. In grade 4, Unit 1, the essential question asks, "How can a place affect how we live?" In Unit 2, the essential question extends and connects to the previous unit by asking, "How do living things adapt to the world around them?" In Unit 5, the essential question asks, "Why is it important to understand our planet?" The essential questions build across units, but the materials do not explicitly activate students' prior knowledge.

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 videos and illustrations to support students' development of background knowledge, enhancing students' engagement. Each unit begins with an introductory video and an opportunity for students to engage in discussions about the topic. For example, in Unit 1, students watch the video "Getting to School" and discuss the connections between people and places. The video provides targeted context to support students' engagement with the essential question, which asks, "How can a place affect how we live?" In Week 2, teachers provide targeted context by reminding students of the essential

question. Teachers then engage students with an infographic that explores "how the region, environment, and community networks affect people's lives."

- The materials provide students with relevant and targeted context to support students' development of background knowledge, enhancing students' engagement with the text. For example, in Unit 3, students watch "A World of Differences" and "take notes about how it depicts diversity." During the unit, students engage with a variety of texts "to learn how diverse perspectives influence the way people see the world."
- The materials provide students with relevant and targeted context to enhance students' engagement with the text. The materials provide illustrations, skills practice, and anchor charts to build students' background knowledge prior to reading. For example, Unit 2, Week 1's "Learn Goal" in the Student Interactive is to "learn more about informational text by analyzing the main idea and details." The materials support and engage students by providing helpful hints and an anchor chart to support students' understanding of informational texts. Students read the informational text with a partner. Students use the background knowledge from the anchor chart to "identify the topic of the text and look for information about the topic."
- The materials provide students with relevant and targeted background knowledge to activate students' background knowledge, enhancing students' engagement. For example, in Unit 2, Week 5, Lesson 1, the "Weekly Launch" materials provide an infographic to help build students' content knowledge. Teachers use this information to activate or build background knowledge by explaining that "the pictures and text work together to provide different information about the same topics." Students study the pictures as they "read the text aloud and identify the visual representations of each adaptation." The materials provide the following questions to activate students' prior knowledge: "Are you familiar with any of these animals and their adaptations? Which ones? What else do you know about these familiar animals? Which animal adaptation is unfamiliar?"

Knowledge Coherence

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

The questions and tasks require students to engage with big ideas, topics, and themes. Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons. Questions and tasks do not prompt students to synthesize knowledge and concepts across units. Culminating tasks 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. (S)

- The materials include questions and tasks that engage students with big ideas, topics, and themes within single and multiple texts. For example, Unit 3 focuses on the central topic of diversity. The questions and tasks require students to engage with central topics and themes. Students engage with a variety of multi-genre texts exploring the unit's essential question, "How can we reach new understandings through exploring diversity?" The materials engage students with weekly questions about texts and themes that connect to the bigger ideas, including the following questions: "Why do people communicate in diverse ways?"; "How do our experiences help us see the world differently?"; "How do people with different interests from us help us grow?"
- Tasks require students to engage with big ideas, topics, and themes within individual units. For example, the weekly instructional materials provide a different essential question connected to the central idea of the unit's essential question to help students build their knowledge across weeks of the unit. At the end of each unit, students reflect on the unit theme and weekly essential questions. Students work with a partner to answer questions related to the topics and themes of each unit week. Students discuss how the weekly topics connect with the big ideas of the unit.
- The questions and tasks develop big ideas, topics, and themes from one lesson to another, encouraging student discourse and engagement. The materials provide different essential questions and tasks each week to engage students by connecting weekly topics to the central idea of the unit. In Unit 4, Week 1, Lesson 1, students are given a task that requires them to engage with the central ideas of the unit. Students complete a "Quick Write" task answering

the following questions: "How have you felt when a secret you had was revealed? How have you felt when you learned someone else's secret?" This task requires students to engage with the essential question for the unit, which is "How do our stories shape our world?" Unit 4 explores the central question, "How do our stories shape our world?" The weekly essential questions connect topics and themes to the unit's central idea. For example, the weekly essential questions ask, "How can revealing a secret make it lose its power? How can being different be an advantage? Why should we do good deeds without expecting anything in return? How can what we learn from stories guide our actions? How can being disobedient cause problems?"

- Questions and tasks require students to engage with big ideas, topics, and themes. For example, in Unit 1, students analyze a map of Iceland. The materials provide guiding questions to engage students such as, "What other parts of the world might be like Iceland, and why?" and "How would you feel about having so much daylight every day in summer and so little in winter?" These questions require students to think deeply about another part of the world.

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

- Questions and tasks prompt students to synthesize knowledge across texts within lessons. The materials include questions and tasks that prompt students to synthesize concepts and knowledge across texts within lessons. For example, in Unit 4, Week 1, Lesson 5, the Reading Workshop prompts students to apply their knowledge across texts within the lessons by having "students use the strategies for making connections and comparisons across texts." In the Student Interactive, students reflect and share by using a "Talk About It" strategy, which reads as follows: "Think about all the texts you have read this week. How have characters resolved their conflicts?"
- Questions and tasks prompt students to synthesize concepts across texts within lessons. For example, in Unit 3, students read a variety of texts focusing on how authors use word choice to convey meaning. The materials provide tasks and questions prompting students to consider various aspects of the concept of word choice as it applies to a variety of texts. For example, in Week 1, students read an excerpt from *Out of My Mind*, identifying and discussing how authors use word choice to "convey information about a character." In Week 2, students read an excerpt from *Mama's Window*, exploring words that "focus on plot." Students continue to synthesize the concept of an author's word choice across texts by considering "words that connect people and music," "words that convey point of view," and "words that convey emotion."
- Questions and tasks prompt students to synthesize knowledge across texts within the units. For example, in Unit 2, Week 6, the "Weekly Launch" section prompts students to review the texts from the unit, state the title, and "share one fact they learned from reading one of the selections." Students work in pairs to discuss the "Unit 2 Essential Question: *How do living things adapt to the world around them?*" Students synthesize the unit concepts by sharing their ideas and making "connections to what they have read in other texts and to their own personal experiences."

- Questions and tasks prompt students to synthesize concepts across texts within units. The materials include questions and tasks that explicitly ask students to connect ideas, compare and contrast information, and apply concepts from one text to another within units. For example, in Unit 5, Week 6, students work with a partner to review the text selections from the unit and "find examples of the importance of the Earth's natural features." The materials prompt students to "support their statements with an actual passage from the text."
- Questions and tasks prompt students to synthesize knowledge across texts and across lessons. For example, In Unit 1, Week 1, questions and tasks build knowledge about the structure and elements of narrative nonfiction. In Lesson 1, the materials provide the characteristics of literary nonfiction and guiding questions to support students' understanding of the author's purpose as they read the text "Sally Ride." In Lesson 2, students read excerpts from *Reaching for the Moon* by Buzz Aldrin, completing tasks and answering questions about the author's purpose. For example, students "underline one more sentence that shows why Buzz Aldrin begins his story by talking about his childhood." The materials also prompt students to "infer about why Aldrin begins with a story from his childhood." In Unit 4, Week 4, Lesson 5, students synthesize knowledge across text and lessons. The materials provide students the opportunity to "Reflect and Share" in Unit 4, Week 4, Lesson 5. Students compare *The Secret of the Winter Count* by Jacqueline Guest to another text of their choice. Students confer with the teacher in small groups, comparing "how the characters in a book they are reading have to solve a problem in new ways and how this compares to the story *The Secret of the Winter Count*." The materials prompt the teacher to ask students the following question: "How is what they learn similar to and different from what Star Walker, Emma, and her family learned?"
- Questions and tasks prompt students to synthesize concepts across texts and across lessons. For example, in Unit 3, Week 1, Lesson 5, the Reading Workshop prompts students to reflect and share as they compare texts. Teachers "have students use the strategies for making connections between texts" and then "use evidence from [the] week's texts to discuss other forms of communication Melody might have used." Students should also "use their self-selected independent reading texts to discuss other forms of communication they read about that might have helped Melody." The materials provide students opportunities to synthesize information from a variety of texts as students connect ideas throughout the unit.
- Questions and tasks prompt students to synthesize knowledge across texts; the materials do not prompt students to synthesize knowledge across units. For example, Unit 1, Week 5, Lesson 5's Reading Workshop, located in the "Strategy Group" section of the materials, prompts students to "develop a good understanding of a topic" by comparing different texts. Teachers explain how "comparing helps you understand how different authors write about the same topic." There are no opportunities for students to synthesize knowledge in this way across units.
- Questions and tasks prompt students to synthesize concepts across texts; however, the materials do not prompt students to synthesize knowledge across units. For example, in Unit 1, Week 6, the Student Interactive's "Compare Across Texts" section prompts students to "look back at each selection to find examples of how people benefited from their networks and learned from each other, worked together, or relied on one another for assistance." Students synthesize the concepts addressed within the text selections by connecting their learning to

the unit's essential question, which asks: "How can a place affect how we live?" There are no questions and tasks that prompt students to synthesize knowledge in this way across units.

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

- Culminating projects at the end of each unit provide an opportunity for students to demonstrate their knowledge by engaging in discussions about the similarities of the unit's core texts. For example, the "Compare Across Texts" activity at the end of Unit 5 provides questions to support making connections across related texts. These questions include the following: "Which selections are mainly about landforms or other natural features, and which are mostly about environmental issues? How are all other selections connected to the ideas in the Week 1 selection from *Planet Earth*?"
- At the end of each unit, the materials provide a culminating task in the form of a Project-Based Inquiry, which offers an opportunity for students to demonstrate their knowledge of the unit topic. For example, in Unit 2, all of the texts are related to adaptations. Students create a research project on the topic of adaptations. In the Project-Based Inquiry at the end of Unit 4, students make comparisons across texts. Students are asked to compare each text in the unit through guiding questions and discussions, as well as by writing in their notebooks. In small groups, students compare and contrast the weekly questions of the entire unit. Students make connections to ideas in other texts, the school, families, or the community.
- The materials provide tasks and questions that prompt students to synthesize knowledge across texts within units. For example, in Unit 3, Week 6, the "Compare Across Texts" activity prompts students to "look back at each selection to find character traits that show the role diversity plays in the lives of the text subjects." Students must answer the Unit 3 essential question, which asks, "How do we reach new understandings through exploring diversity?" As students look back through different texts from the unit, they connect their learning to help them synthesize the unit's theme and how the character traits relate to the unit.
- The materials provide tasks and questions that prompt students to synthesize knowledge across texts within units. For example, in Unit 1, Week 6 of the Student Interactive, the "Compare Across Texts," activity has students "look back at each selection to find examples of how people benefited from their networks and learned from each other, worked together, or relied on one another for assistance." As students look back through different texts from the unit, they connect their learning to help them synthesize the unit's theme and how this theme applied to each text.

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 culminating tasks require students to demonstrate their knowledge of the unit topic by applying their new understanding beyond the classroom. The Project-Based Inquiry requires students to synthesize and expand upon the knowledge

learned through the unit's core texts. For example, in Unit 1, Week 6, the Project-Based Inquiry prompts students to "address the theme of 'Networks' by developing and conducting a research plan to write a brochure design to convince readers that a particular place in their community should be designated a historic landmark." As the students begin their research, they connect and collaborate with others, helping students synthesize the unit's theme. Students demonstrate their knowledge by researching a place in their community and creating a brochure that argues why the location should be a historic landmark.

- The materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. For example, in Unit 4, Week 4, Lesson 4, the Reading Workshop prompts students to "to think about how events and ideas in the text relate to their own lives or to society." During the "Model and Practice" activity, students "look for examples in the text that help them connect the way...characters solve problems to how society solves problems today." Students apply their new understanding to a real-world issue by questioning, exploring, and researching to form their own conclusions.
- The materials include a culminating Project-Based Inquiry, providing students an opportunity to apply their understanding beyond the classroom. For example, in Unit 5, Week 6, the Project-Based Inquiry prompts students to gather information from across the unit for their project. Students must "connect the unit theme to real-world learning by researching and problem-solving an issue related to the theme of 'Features.'" The materials prompt students to "research storms and environmental events to determine which pose the greatest dangers." Students work in groups to "write an opinion article about which storm or environmental event poses the greatest danger." This collaborative project allows students to utilize knowledge from across the unit and across multiple texts.

Knowledge Coherence

5.A.4	Key Academic Vocabulary and Grade-Level Concepts	12/12
5.A.4a	Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.	2/2
5.A.4b	Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)	8/8
5.A.4c	Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)	1/1
5.A.4d	Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (M)	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 materials include a year-long scope and sequence for building tier 2 academic vocabulary in the context of knowledge-building. For example, the "Academic Words List" online resource provides academic vocabulary for each unit. The materials identify core vocabulary words for each unit that are tier 2 and tier 3 words.
- The materials include a year-long scope and sequence for building tier 2 or tier 3 academic vocabulary in the context of knowledge building. The "Scope and Sequence" section of the Reading-Writing Workshop Bridge supports vocabulary acquisition and word learning strategies. Materials include a year-long scope and sequence for building tier 2 or tier 3 academic vocabulary in the context of knowledge-building. This year-long scope and sequence lists each week within each unit to showcase the academic vocabulary words that will be introduced and developed in that week's lessons. The materials identify the academic words as tier 2 or tier 3. For example, in grade 4, Unit 2, Week 1, titled "Adaptions," the identified words include *acquire*, *classified*, *defense*, *sufficient*, and *survive*. Each of these words have a (T2) or (T3) beside the word to reference if it 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)

- The materials include practice and application opportunities with appropriate content scaffolds. For example, In Unit 1, Week 1, Lesson 2, the materials include embedded scaffolds to support students' vocabulary development while they read *Feathers Not Just for Flying*. The materials prompt students to "read paragraph 5 and find the word that refers to the heron's blue, white, and rust-colored feathers." Students engage in a discussion about the context clues they used to locate the word. The Language Awareness Handbook and Implementation Guide provides content scaffolds throughout the lessons. For example, in Unit 1, Week 1, the materials provide content scaffolds by asking students to identify and review "elements of narrative nonfiction such as dates and details about real people and events" prior to reading. The materials provide "Interacting with the Text" prompts to support content learning by "providing a KWLH graphic organizer...to help students write what they know about space exploration." To scaffold learning, the materials prompt teachers to "provide a sentence frame: Space travel is___." The "Reflect and Share" section provides scaffolds to help students "express their opinion and support their ideas with evidence from the text " by using sentence frames from the Student Interactive. Students needing additional scaffolding support for language are also provided with a "compound words activity...for additional support." This activity points out words that students might have trouble with, including *spaceflight*, *spacecraft*, *sunrise*, and *mankind*.
- The materials include practice and application opportunities with appropriate language scaffolds. For example, the materials provide "Digital Practice" activities, which offer an opportunity for students to engage in a word study on related words. The materials provide scaffolds by explaining that "related words are forms of a word that share roots or word parts, but have different meanings depending on their part of speech." Students practice sorting "the related words into the correct columns." Students use their word knowledge by sorting twelve words. Students determine which word belongs in each column.
- The materials include practice and application opportunities with appropriate content supports for teachers to differentiate vocabulary development for all learners. The Vocabulary Resource Book includes specific activities designed to support struggling and on-level learners. The materials provide a "Make It Easier" task for students who are struggling, which prompts students to discuss the meaning of the words with a group and write about the words. The "Make it Harder" task extends learning by prompting students to practice giving examples and non-examples of the words.
- The materials include practice and application opportunities with appropriate language supports for teachers to differentiate vocabulary development for all learners. For example, the Reading Routines Companion provides differentiation to support students who struggle. The materials prompt the teacher to do the following: "Display and say the word *agreement*. Cover one part of the word as you ask students to identify the other part. In the word *agreement*, one word part is *agree*. *Agree* is a base word. It's a verb that means 'to approve' or 'have the same opinion' as someone else. The other word part is *-ment*. It's a suffix that turns a word into a noun. Ask the students to determine the word's meaning." The materials include

differentiation to challenge students by having them work with a partner "to make a new word using the same base word and a different or additional word-part card."

- The materials include practice and application opportunities with appropriate content, language scaffolds, and supports for teachers to differentiate vocabulary development for all learners. For example, Unit 1, Week 3, Lesson 1 of the Student Interactive includes an "Academic Vocabulary" section. This provides structured support for student practice, allowing students to apply language skills. Teachers are directed to explain how "context clues are hints an author provides to help readers infer the meaning of an unfamiliar word." Having scaffolds in place enables teachers to break down learning complex vocabulary into smaller, more manageable steps. The materials provide a three-step strategy for students to develop academic language. In the "My Turn" section of the student-facing materials, students are directed to complete the following steps: "1. Underline the academic vocabulary word; 2. Highlight the context clue or clues; 3. Write a definition of the word based on the clues."

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. For example, students participate in an "Oral Vocabulary" routine at the beginning of each unit. The teacher introduces the academic vocabulary word for the upcoming unit. Students then answer "Expand and Ask" questions. For example, in Unit 2, the materials ask the following question: "You might acquire a parent's signature to go on the field trip. What else might you acquire before a trip to the beach?"
- The materials include tasks designed to engage students in the purposeful use of key academic vocabulary. For example, in Unit 4, the unit introduction focuses on key academic vocabulary for the unit such as *acquire*, *classified*, *defense*, *sufficient*, and *survive*. The materials prompt students to use the academic vocabulary as they discuss the unit's focus, adaptations. Students respond to the "Expand and Ask" questions "using newly-acquired academic vocabulary."
- The materials include tasks designed to engage students in the purposeful use of key academic vocabulary. For example, in Unit 2, Week 1, Lesson 2's Reading Workshop, students build a concept map with the academic vocabulary *bristle*, *brittle*, *contour*, and *system*. The materials provide embedded supports throughout the texts to prompt students' purposeful use of key academic vocabulary. For example, in Unit 2, Week 5, Lesson 4, the "Academic Vocabulary" resource offers students "oral practice using the unit academic vocabulary words to discuss the selections." The materials provide sentence starters such as the following: "Experts on condors have much knowledge on how ____."

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. For example, in Unit 3, Week 1, Lesson 2, the materials provide small group scaffolds to support vocabulary acquisition for ELL students. "Beginner" students choose pictures to illustrate the vocabulary words *confused*, *irritable*, *bothered*, and *frustrated*. "Intermediate" students act out the words.
- The Language Awareness Handbook provides nonverbal teaching techniques to help students acquire academic vocabulary words. Students can act out the words in small groups or draw pictures of the words and explain the drawings to the class.
- The materials include nonverbal teaching techniques to support students in acquiring key academic vocabulary, such as using images and visualization. For example, the Language Awareness Handbook prompts teachers to "help students learn and remember new vocabulary." Students either take turns acting out the meaning of the word or draw a picture representing the meaning of the academic word. The Language Awareness Handbook prompts students to create a visual representation of the word. The teacher assigns each student "a word from the reading selection that lends itself to a visual representation." Students draw a picture representing the academic word, which can be displayed around the classroom.

Knowledge Coherence

5.B.1	Recursive Inquiry Process	4/4
5.B.1a	Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan identifying, and gathering relevant information from a variety of sources, and synthesizing the information. (S)	1/1
5.B.1b	Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)	2/2
5.B.1c	Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)	1/1
5.B.1d	Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials. (6-8) (S)	N/A

The materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources, and synthesizing the information. Materials include guidance and opportunities for students to differentiate between primary and secondary sources. Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism.

Evidence includes, but is not limited to:

Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan identifying, and gathering relevant information from a variety of sources, and synthesizing the information. (S)

- The materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions and gathering relevant information from a variety of sources, as well as synthesizing the information. Each unit concludes with a Project-Based Inquiry that provides an opportunity for students to engage in the research process. Each week's materials focus on a different aspect of research, including inquiry, conducting research, refining research, collaboration and discussion, as well as reflection on the unit. In Lesson 1, the materials focus on inquiry by providing opportunities for students to generate questions and use academic vocabulary. In Lesson 2, students explore, plan, and conduct research. In Lesson 3, students collaborate and discuss refining their research. In Lesson 4, students extend their research, collaborating and discussing with their peers. In Lesson 5, students celebrate by sharing the product of their research and reflecting on the process. Each unit's Project-Based Inquiry follows this process, providing opportunities for students to actively engage in all parts of the critical inquiry process.
- For example, in Unit 4, Week 6, the Project-Based Inquiry includes opportunities for students to engage in critical inquiry as part of their research process. The materials provide opportunities for students to generate and clarify questions about their topic. Students synthesize the gathered information and compose correspondence requesting information on

their topic. The materials provide support for gathering evidence from online sources such as the Library of Congress website.

- The materials provide opportunities for students to engage in critical inquiry such as creating a research plan. For example, in Unit 2, Week 6, the Student Interactive provides a graphic organizer to support students as they create a plan to "research animals and their adaptations." Students synthesize information across sources and "create an informational poster about an endangered species." The materials include a chart that provides definitions of text structures and examples of corresponding evidence. The chart provides different types of evidence such as facts, examples, quotations, pictures, and examples of corresponding evidence. Students use a guided example for support as they begin to create their research plan.

Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)

- The materials include guidance and opportunities for students to differentiate between primary and secondary sources. For example, in Unit 4, Week 6, the "Refine Research" task in the Student Interactive provides guidance and practice opportunities for students to "compare and contrast primary and secondary sources." The materials include "Model and Practice" activities that prompt the teacher to "use the bullet points to model how to distinguish primary and secondary sources." Teachers explain how "a primary source is written or made by a person who has first-hand knowledge of an event or topic [and] a secondary source is created by someone who did not participate in an event." Teachers provide an opportunity to differentiate between types of sources by having students read a "research article to help...explain the differences between primary and secondary sources." Teachers guide students to "read the article, circle information that comes directly from people who worked at or went through Ellis Island. Write the author's purpose at the bottom of the article, [and] consider how the article would have been different if the experience of people who were at Ellis Island had been left out of the text."
- The materials include opportunities for students to differentiate between primary and secondary sources. For example, in Unit 2, Week 6, the Refine Research materials in the Student Interactive provide guidance and practice opportunities for students to differentiate between primary and secondary sources. The materials prompt students to read and discuss an article identifying the elements that make it a secondary source. Students find a primary source article on the same topic and "compare and contrast the types of facts that are included in both sources." Students examine an infographic that contains both primary and secondary sources. The materials prompt students to distinguish between the two sources in the infographic.

Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)

- The materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. For example, in Unit 3, Week 6, the "Refine Research" materials provide explanations of the differences between paraphrasing and plagiarism. The teacher models how to use direct quotes and how to paraphrase to avoid plagiarism. The materials support student learning by providing rules to help avoid plagiarism, such as "rewriting ideas in their own words, quoting the source directly, and always naming the source." The materials provide an opportunity for students to practice. Students first read an article titled "Understanding Physical Disabilities: A Path to Support." Students then paragraph and quote a fact "to show understanding of the difference between paraphrasing and plagiarism."
- The materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. For example, in Unit 5, Week 6, the Student Interactive provides an opportunity for students to practice correctly citing sources to avoid plagiarism. Students use "keywords to look for information in an online search engine." The materials prompt students to "place quoted material in quotation marks or use [their] own words to paraphrase the ideas [they] find. Cite your sources."

Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials. (6-8) (S)

- This guidance bullet is not applicable to the grade level.

Text Quality and Complexity

6.1	High-Quality Grade-Level Texts	11/11
6.1a	Materials reflect the inclusion of text types and genres required by the grade-level TEKS.	2/2
6.1b	Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.	1/1
6.1c	Texts are well-crafted and are of publishable quality.	1/1
6.1d	Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.	4/4
6.1e	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. Texts are well-crafted and are of publishable quality. Materials include traditional, contemporary, classical, and diverse texts across multiple content areas. Texts 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 an inclusion of text types required by the grade-level TEKS (4.9.D). For example, the materials include additional texts to match the instructional focus of the unit. In Unit 5, the "Matching Texts to Learning" selections include several expository texts such as *Digging for Dinosaurs* by Nathan Briffa and a procedural text titled *The Water Cycle* by Julia Garslecki.
- The materials reflect an inclusion of text types required by the grade-level TEKS (4.9.D). For example, in Unit 2, the materials provide a range of narrative nonfiction texts such as an autobiography, a biography, a magazine article, and informational texts.
- The materials reflect the inclusion of text types required by the grade-level TEKS. For example, Unit 5 provides a variety of texts to support recognizing the characteristics and structures of informational (TEKS 4.9.D) and argumentative texts (TEKS 4.9.E). Texts include the informational text "The Himalayas" and the argumentative text "The Top 10 Ways You Can Reduce Waste."
- The materials provide a variety of text genres required by grade-level TEKS. For example, the Leveled Reader Library provides a variety of text types and genres such as fiction, historical fiction, nonfiction, biography, and autobiography. For example, in Unit 4, materials provide a variety of genres including traditional literature, tall tales, plays, historical fiction, and myths, providing students an opportunity to "demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths,

- and tall tales" (TEKS 4.9.A). The materials include the traditional tale *Can You Guess My Name* by Judy Sierra, the tall tale *Thunder Rose*, and the myths "Pandora" and "Race to the Top."
- The materials reflect the inclusion of text genres required by the grade-level TEKS. For example, in Unit 4, students read the drama *La Culebra (The Snake)* by Pamela Gerke. The materials include a mini-lesson that focuses on the features and elements of drama, including "tags, acts, scenes, and stage directions" (TEKS 4.9.C).
 - The materials reflect the inclusion of genres required by the grade 4 TEKS. For example, in Unit 3, the materials provide a poetry collection from a variety of authors. Poems include "A Day on a Boat" by Gwendolyn Zepeda, "I Will Be a Chemist: Mario Jose Moline" by Alma Flor Ada, and "I Love Mozart" by Dana Crum. The materials focus on how authors create imagery using figurative language (TEKS 4.9.B)

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

- Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. The materials include a "Text Complexity" chart that explicitly describes the quantitative measures of the core texts. The chart specifies Lexile levels, average sentence length, word frequency, and word count. Qualitative measures of complexity levels are delineated by levels of purpose, text structure, language conventionality and clarity, as well as knowledge demands.
- Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. For example, in Unit 1, Week 2, students read "Rare Treasure: Mary Anning and Her Remarkable Discoveries" by Don Brown, which has a Lexile level of 890L. The "Text Complexity" chart states that "the Quantitative Measures place this text in the Grade 4–5 complexity band" and "the Qualitative Measures suggest that students might need additional support with language (domain-specific vocabulary) and knowledge (demands: fossils and dinosaurs)."
- Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. The materials include a "Text Complexity" chart, which provides detailed information about all the texts in the materials. For example, in Unit 1, Week 5, texts include the biography *Barbed Wire Baseball* by Marissa Moss, which has a quantitative measure placing it in the grade 4-5 complexity band. The qualitative measure suggests that students might need help with figurative language. Quantitative measures for this text include a 790L Lexile, a 10,185 average sentence length, a 3,535 word frequency, and a 1,711 word count.
- Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. A "Text Complexity" analysis accompanies the core and supplemental texts provided by the publisher. For example, in Unit 2, Week 2, core texts include the informational text *Animal Mimics* by Marie Recanelli. The text has a Lexile level of 920. The materials state that "the Quantitative Measures place the text in the Grade 4-5 complexity band. The Qualitative Measures suggest that students might need additional

support with subject-specific vocabulary and understanding of animal adaptations and mimicry."

Texts are well-crafted and are of publishable quality.

- The materials include quality grade-level texts that are of publishable quality. For example, in Unit 1, the materials include a variety of texts. This includes a biography written by astronaut Buzz Aldrin as well as an informational scientific text written by author Rebecca Boyle. The latter is an "award-winning science writer who investigates discoveries in astronomy, medicine, robotics, and other fascinating fields."
- Texts are well-crafted and are of publishable quality. The materials highlight the skills and accomplishments of each author in the "Meet the Author" section. For example, in Unit 2, Week 5, Lesson 2, the Reading Workshop provides informational texts written by two previously published authors with diverse backgrounds. Mike Jung is "the author of two books for kids: *Geeks, Girls, and Secret Identities* and *Unidentified Suburban Objects*." Wade Hudson is the author of "The Very Peculiar Platypus" and has written more than twenty-five books for children that "often tell about the lives of African Americans and people of color."
- Texts are well-crafted and are of publishable quality. For example, in Unit 5, Week 1, materials include an excerpt from *Planet Earth* by Christine Taylor-Butler, who has written children's books in a variety of genres. *Planet Earth* is a well-crafted informational text that includes colorful and organized explanatory graphics, diagrams that utilize subject-specific academic language, and relevant, high-quality photographs. The materials provide explanatory captions under the graphics such as, "Tectonic plates sliding against each other can cause mountains to rise along Earth's surface."

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

- The materials include diverse texts across multiple content areas. For example, Unit 3, Week 3, Lesson 2 includes the story "Trombone Shorty" by Troy "Trombone Shorty" Andrews. The materials connect the text to the social studies TEKS 4.21.B by prompting students to "connect this information to the idea of music's universality in the infographic in the Student Interactive." The materials include a diverse collection of poems about exploring people with different interests than yourself. The materials connect to social studies in one of the poems about Mozart's life.
- The materials include contemporary texts across multiple content areas. For example, in Unit 3, Week 1, the materials include contemporary texts like *Out of My Mind* and a cross-curricular perspective that connects grade-level-appropriate science concepts with the history of science, science careers, and scientific contributions. The materials provide scientific content, stating that "cerebral palsy is a condition caused by damage to the brain before birth. People suffering from cerebral palsy have trouble controlling their muscles...This disease affects each person differently. It affects some people's ability to see, hear, or, like Melody,

speak." The materials prompt students to "connect this information to the speech-generating device in the infographic in the Student Interactive.

- The materials include classical texts across multiple content areas. The materials include cross-curricular perspective connections for the weekly featured texts. For example, Unit 3, Week 4 includes the story *Weslandia* by Paul Fleischman. The materials connect the text to the social studies TEKS 4.21.B by drawing the reader's attention to "Wesley's claim that each civilization has its staple food crop."
- The materials include traditional texts across multiple content areas. The materials include cross-curricular perspective connections for the weekly featured texts. For example, Unit 4, Week 1, Lesson 1 includes the text "Can You Guess My Name?" by Judy Sierra. The materials connect the text to the social studies TEKS 4.21.B by having students analyze and compare a picture to "the video about the story of Rumpelstiltskin." The materials also include the traditional story "Pandora."

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

- Texts include content that is relevant, engaging, and authentically reflective of students' backgrounds and experiences. For example, texts include *Life at the Top* by Veronica Ellis. The materials prompt students to complete an initial reading connecting "details in the text to people and places you know about." The text engages students with details about athletes training in high altitudes in order to increase performance and endurance. The materials prompt students to "talk about their own athletic experiences or those of others." The materials note that students might "mention sports camps, traveling sports teams, clubs, or other athletic programs."
- The materials include authentic informational texts that are relevant and engaging. For example, in Unit 3, Week 1, the materials include an infographic titled "Diverse Ways We Communicate." The text explores various ways people communicate, including sign language for those who cannot verbalize their thoughts, smoke signals for those out in the wilderness who need survival skills, and speech-generating devices for those who might be unable to speak or write.
- Texts include content that is relevant, engaging, and authentically reflective of students' backgrounds and experiences. For example, in Unit 5, Week 3, Lesson 2, the materials include an article about recycling titled "The Top 10 Ways You Can Reduce Waste" by Nick Winnick. The materials prompt students to connect the text to events in their community, including recycling drives, making the world a greener place, looking to the future, reusing items for new uses, efficiently using energy, using less water, making compost, and helping their community.

Text Quality and Complexity

6.2	Interaction with Grade-Level Text	8/8
6.2a	Materials include opportunities in each lesson for students to interact with grade-level text. (S)	1/1
6.2b	Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)	5/5
6.2c	Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)	1/1
6.2d	Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)	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. For example, in Unit 1, students read the story "Barbed Wire Baseball." Students look for signal words such as *first*, *then*, *after*, and *finally*. The materials prompt students to "think about what is happening. What happened first? What happened next?"
- The materials include opportunities in each lesson for students to interact with grade-level text. For example, in Unit 1, Week 1, Lesson 1, the Reading Workshop provides an opportunity for students to analyze, discuss, and write about a piece of text. The materials support active reading with embedded "Close Read" prompts that address the author's purpose. Students "underline a sentence that explains Buzz Aldrin's purpose for telling his story" as well as facts that help them "understand the dangers of the *Apollo 11* mission."
- The materials include opportunities in each lesson for students to interact with grade-level text. For example, in Unit 2, students read and interact with the text "Feathers, Not Just for Flying." The materials prompt students to read paragraphs one and two and find one word that represents the main topic. Students underline the word "feather" and explain how this is the text's topic. Students underline the main idea in the text. In Unit 3, Week 1, students make inferences about a character by highlighting evidence that details Melody's character. The materials provide a sample response: "Every time Mrs. V would add new words. I learned them

quickly, used them in sentences, and was hungry for more. I wanted to read." This example helps the student understand that Melody wanted to learn more words so she could finally express herself.

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 listen to, think about, and critically respond to grade-level texts and justify their thinking in writing. For example, materials include audio files of the anchor texts to provide an opportunity for students to listen to and think about the material before responding in writing to comprehension questions such as, "Name three details from the text that help you recognize it as a biography" and "What conclusions can you draw about why Don Brown repeats the same sentence structure in the last paragraph?" The materials prompt students to "cite text evidence that supports the idea that collecting fossils was dangerous work." The materials provide an opportunity for students to justify their thinking by providing a written response to the following question: "Based on the title and events in the text, what connections can you make about Mary's life?"
- The materials include opportunities in each lesson for students to listen to and think about grade-level texts. For example, in Unit 3, Week 1, Lesson 1, the materials include a "Read-Aloud" routine. The materials prompt the teacher to "tell students you are going to read a realistic fiction story aloud. Have students listen as you read 'Just Lunch.'" The materials prompt students to think about texts during the read-aloud. The materials provide guidance to encourage thinking and engagement with the text. The materials prompt the teacher to "explain that students should listen actively, paying careful attention to the characters in the story as you read. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules." The teacher reads the story a second time, pausing "to model think-aloud strategies related to the genre and the characters in the story." The materials include opportunities for students to think about grade-level texts during teaching modeling.
- The materials include opportunities in each lesson for students to justify their thinking orally in regard to grade-level text. The materials embed supports, questions, and modeling strategies to support students' critical thinking and text engagement. For example, in Unit 3, Week 1, in the Reading Workshop mini-lesson, students read an example of realistic fiction. Teachers prompt students to ask themselves "whether the characters seem like real people. Do they interact with others in a realistic way? How do you know?" Students orally justify their thinking.
- The materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking in writing. For example, the materials include audio files of the anchor texts to provide an opportunity for students to listen to and think about the material before responding in writing to comprehension questions such as, "Name three details from the text that help you recognize it as a biography" and "What conclusions can you draw about why Don Brown repeats the same sentence structure in the last paragraph?" The materials prompt students to "cite text evidence that supports the idea that collecting fossils was dangerous work." The materials provide an opportunity for students

to justify their thinking by providing a written response to the following question: "Based on the title and events in the text, what connections can you make about Mary's life?"

- The shared-reading texts include open-ended questions that encourage students to think critically about the text, analyze its content, and justify their responses with text evidence. For example, in Unit 3, Week 1, the materials include a "Shared Reading" routine with strategies for students to use as they read the text. The students read the text and "underline details that help them understand how Melody interacts with Mrs. V." Students must explain how these details helped them understand Melody and Mrs. V's interactions.

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 (e.g., authors' purpose, structure, language, vocabulary, etc.). For example, embedded "Speaking and Listening" resources provide a collaborative conversation guide that provides opportunities for students to discuss different aspects of fiction. The materials provide student guidance, stating: "When readers retell a story, they organize it in order and explain it to others in a way that maintains its meaning." The materials prompt students to "retell a story to a partner and use the checklist" to make sure the story maintains meaning. The conversation guide can be used to discuss specific aspects of a variety of texts.
- The materials include opportunities in each lesson to discuss specific aspects of grade-level text such as comparing and contrasting two genres. For example, in Unit 2, Week 3, Lesson 1, the Reading Workshop provides an opportunity for students to analyze, discuss, and write about a piece of text. The materials prompt students to think about characters, setting, and plot before talking "to a partner about how the elements of a fictional story are similar to and different from the elements of an informational text." Students take notes on their discussion. The materials include opportunities in each lesson to discuss specific aspects of the grade-level text, such as vocabulary. The Student Interactive contains activities aligned with different discussion formats to prompt engagement and understanding of the vocabulary. For example, in Unit 2, Week 4, the Student Interactive "Develop Vocabulary" section prompts students to "review the vocabulary word in each circle. For each vocabulary word, write four related words, such as synonyms or phrases with similar meanings. Then, with a partner, discuss which words would create the best images and descriptions in a poem."
- The materials include opportunities in each lesson to discuss specific aspects of grade-level text structure. For example, in Unit 3, Week 3, students learn about the text structure of an autobiography. The Student Interactive provides activities aligned with different discussion formats to prompt engagement and understanding of the autobiography anchor chart. Once the students review the elements of an autobiography, the materials prompt the students to "tell your partner how an autobiography is similar to and different from a realistic fiction story. Use details from the anchor chart to compare and contrast. Take notes on your discussion."
- The materials include opportunities in each lesson to discuss specific aspects of grade-level text. For example, in Unit 2, Week 1, Lesson 1, the materials provide an opportunity for students to discuss and write about a piece of text. Students are prompted to think about key

details, domain-specific vocabulary, text and graphic features, as well as text structure before discussing with a partner "an interesting fact or detail" they learned from an informational text they have read. Students "take notes on [their] discussion."

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 traditional opportunities in each lesson for students to engage in various reading skills with grade-level text, such as generating questions. For example, in Unit 1, Week 6, students collaborate and generate questions. The materials prompt students to "work in pairs or trios to generate and clarify questions they would like to have answered about landmarks...the questions can be answered through their project research."
- The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, in Unit 2, Week 2, Lesson 2, students confirm and correct predictions. The materials prompt students to make pre-reading predictions about *Animal Mimics* by Marie Racanelli. The materials prompt students to read the text and highlight details that confirm or correct their predictions. The materials engage students in discussion by asking "students to explain how the details they highlighted confirm or correct the prediction they made."
- The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, In Unit 3, the "Check for Understanding" section prompts students to "compare how Sugar feels about his life with Uncle Free by synthesizing text evidence from two or more scenes in the story."
- The materials include opportunities in each lesson for students to engage in various reading skills with grade-level text, such as making and confirming predictions. For example, in Unit 3, Week 2, the Reading Workshop prompts students to "go back to the 'Close Read' notes. Highlight evidence about the plot, characters, or setting that helped you confirm or correct predictions. Use your highlighted text to complete the chart. Add a check mark if your prediction was confirmed. Add an X if you corrected your prediction."

Text Quality and Complexity

6.3	Supporting Access to Grade-Level Text	3/3
6.3a	Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)	2/2
6.3b	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 embedded scaffolds such as think-alouds. The materials include teacher guidance for connecting to the text, as well as guidance on implementing scaffolds for students to access the grade-level texts. For example, in Unit 1, Week 1, Lesson 2, the "Shared Read Think Aloud" section requires the teacher to model by telling students, "I notice that the author uses information about his sister, his mother, and his father to tell his story. This reminds me of the unit theme, 'Networks.' The author begins by describing himself as part of a kind of network: a family. I can connect what Aldrin says about networks to other texts I read in this unit."
- The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through embedded scaffolds such as vocabulary. For example, in Unit 1, Week 1, Lesson 2's "Close Read" section provides modeling guidance for the teacher. The materials direct teachers to "have students scan paragraph six and locate the word precious. Ask: Which words and phrases in the paragraph are context clues that can help you figure out what precious means? Underline context clues for precious as students point them out." The materials provide teacher support by including a sample response, one of which reads, "I think *precious* means very valuable to someone."
- The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through embedded scaffolds. For example, in Unit 2, Week 6, the "Collaborate and Discuss" section offers teachers intervention guidance to support students who "may have difficulty distinguishing facts from opinions." The materials direct the teacher to "review with students that argumentative text deals with facts-ideas that everyone agrees are true." The materials support teacher modeling by providing explicit directions. The materials prompt teachers to "go through the statements in the Student Model

poster...emphasizing that all the information is true and therefore that these are facts...give examples of opinions...and point out that these are opinions some people might share and others may not."

- The materials include teacher guidance to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. The Reading Workshop includes "Assess and Differentiate" embedded scaffolds for the teacher. For example, in Unit 3, Week 3, Lesson 3, the materials provide conference questions to guide the discussion. These include the following questions: "Does the author state a purpose?...What details advance the author's purpose?...How did the author fulfill or fall short of the purpose?"
- The materials include teacher support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. The "Assess and Differentiate" section of the Reading Workshop provides support to help teachers match texts to student learning. The materials provide texts at a variety of levels to support all learners. For example, in Unit 3, Week 3, the materials provide details about *The Sky's the Limit*, a level-P biographical text with textual content elements that may be new to many students. The text also contains complex content-specific words as well as compare/contrast text structures. The materials provide two different texts in three different reading levels. The materials support teachers by suggesting, "To select other texts that match your instructional focus and your groups' instructional range, use the Level Reader Search functionality at PearsonRealize.com."

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

- The materials provide opportunities for students who demonstrate proficiency to engage in additional analyses of grade-level texts. The materials provide differentiation, enrichment, and extension activities for students who demonstrate proficiency. For example, in Unit 1, Week 1, Lesson 5, students who demonstrate proficiency can engage in independent reading. The "Independent/Collaborative" section prompts students to "reread or listen to the infographic 'Discover Extraordinary Iceland' with a partner," "read a self-selected text," or "reread or listen to their leveled reader." The materials provide an opportunity for students to extend their learning with "Literacy" activities such as, "write...in response to the Weekly Question, research the climate of Iceland, adding to what [you] learned from 'Discover Extraordinary Iceland,' and/or play the myView games."
- The materials provide opportunities for students who demonstrate proficiency to engage in additional analyses of grade-level texts. For example, in Unit 1, Week 4, Lesson 5, the "Assess & Differentiate" section provides an opportunity for students to engage in additional analysis. The materials suggest that "students should organize their findings on the advantages of living in different places into an effective format. Students will think critically as they talk with students about their findings and the process they used." The materials include print and digital resources with guidance for planning and delivering enrichment instruction to support and challenge students' literacy development.
- The materials provide opportunities for students who demonstrate proficiency to engage in additional analyses of grade-level texts. For example, in Unit 3, the "Extension" activities

include a choice board providing a variety of activities to support students' text analysis and engagement. For example, the "Nonfiction Text" choice board offers students different ways to engage with the text such as, "Design a cover for the text that illustrates the main idea or the most important idea about the topic" or "Imagine the subject of the biography is alive today. Write a message he or she would post on social media."

Text Quality and Complexity

6.4	Analysis of Text Complexity	6/6
6.4a	Materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement.	4/4
6.4b	Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.	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 provide research-based quantitative text complexity measures for the core texts. These include Lexile levels, average sentence length, word frequency, and word count. Complexity levels are further broken down by qualitative measures such as levels of purpose, text structure, language conventionality and clarity, and knowledge demands. The materials indicate the recommended placement for each text as well as reader and task considerations. These considerations cover English language learners' needs, intervention supports, and on-level/advanced extensions.
- 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 materials provide a detailed "Text Complexity" chart for each core text in grade 4. For example, the materials include *Reaching for the Moon* by Buzz Aldrin, an autobiography. The materials classify this text in the grade 4-5 complexity band based on the following quantitative measures: Lexile: 840L; average sentence length: 13,294; word frequency: 3,749; word count: 2,260. Qualitative measures place *Reaching for the Moon* on the "simple" end of the "Author's Purpose" understanding range. The materials include a rationale for including the text that suggests the "author's anecdotes about 'determination, strength, and independence' will inform and entertain young readers."
- The materials include quantitative and qualitative analyses of each core text, including a rationale for each text's educational purpose and grade-level placement. For example, the "Text Complexity" chart for the grade 4 tall tale *Thunder Rose* by Jerdine Nolen places the text in the grade 4-5 complexity band based on the following quantitative measures: Lexile: 940L; average sentence length: 14,533; word frequency: 3.63; word count: 1,991. The qualitative measures provide a color diagram placing *Thunder Rose* in the middle of the complexity level. The materials provide a rationale, which explains that the educational purpose of the text is to "develop the theme of using special talents...to solve problems." The materials point out that

"students may have difficulty discerning the theme because this is a tall tale and *Thunder Rose's* actions and abilities are exaggerated."

- 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 materials include a "Text Complexity" chart that specifies Lexile levels, average sentence length, word frequency, and word count as part of its quantitative measures. For example, the materials list the quantitative measures for "Planet Earth" as the following: Lexile level: 860; average sentence length: 10.957; word frequency: 3.221; word count: 1,512. The quantitative measures "place this text in the grade 4-5 complexity band." Qualitative measures include levels of purpose, text structure, language conventionality and clarity, and knowledge demands. The materials indicate the recommended placement for each text as well as reader and task considerations. These cover English language learners' needs, intervention needs, and on level/advanced extension needs. Qualitative measures examine "levels of meaning, text structure, language and clarity, and knowledge demands." The qualitative measures for this text determine that "students might need additional support with language: domain-specific vocabulary" and Earth science knowledge demands.

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

- Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analyses provided in the text complexity charts. For example, the text *Reaching for the Moon* by Buzz Aldrin features a quantitative measure that places it in the grade 4-5 complexity band. The qualitative measures suggest that students may need additional help with domain-specific vocabulary and knowledge about space history. The students' tasks in the "Text Complexity" charts are split into differentiated categories, including ELL learners, students needing interventions, and on-level/advanced students. Qualitative tasks include support with vocabulary for ELL students, KWL charts for intervention students, and research of space timelines for on-level/advanced students.
- 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" chart indicates the recommended placement for each text as well as reader and task considerations such as English language learners' needs, intervention needs, and on level/advanced needs. For example, in Unit 4, Week 4, students read "The Crystal Pool: Myths and Legends of the World." Quantitative measures for this text include the following: a Lexile level of 970, an average sentence length of 14.519, a word frequency of 3.49, and a word count of 1,118. The quantitative measures "place this text in the Grade 4-5 complexity band." Qualitative measures examine "levels of meaning, text structure, language and clarity, and knowledge demands." Qualitative measures for this text determine that "students might need additional support with language" in relation to complex sentences and knowledge demands about mythology. The materials include a "Reader and Task Considerations" section to help teachers address the needs of various student populations.
- 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"

chart indicates the recommended placement for each text as well as reader and task considerations such as English language learners' needs, intervention needs, and on level/advanced needs. For example, in Unit 5, Week 1, quantitative measures classify the text "Planet Earth" as having a Lexile level of 860, an average sentence length of 10.957, a word frequency of 3.221, and a word count of 1,512. The quantitative measures "place this text in the grade 4-5 complexity band." Qualitative measures examine "levels of meaning, text structure, language and clarity, and knowledge demands." Qualitative measures for this text determine that "students might need additional support with language: domain-specific vocabulary [and] knowledge demands: Earth science."

Text Quality and Complexity

6.5	Self-Sustained Independent Reading	6/6
6.5a	Materials include explicit (direct) guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. (T)	2/2
6.5b	Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)	1/1
6.5c	Materials include a plan for students to self-select high quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	3/3

The materials include explicit (direct) guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. 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:

Materials include explicit (direct) guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. (T)

- The materials include explicit guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. The materials include a "Book Club" section for each unit, which includes explicit guidance for teachers. The teacher's role is to launch the book, connect themes, and spotlight genres. The teacher's role in book clubs is to serve as a "guide who does not ask specific questions to get specific answers but who instead helps guide students toward new understanding." Students are "responsible for guiding and assessing their own reading and writing" during independent practice. The materials engage students and hold them accountable by having students complete a discussion chart with "Noticings," "Connections," and "Wonderings" columns to support comprehension and engagement. In the "Noticing" column, students "note what catches their attention in the text." The "Connection" column encourages students to read the book through the lens of their own lives," noting their thoughts and ideas. The "Wonderings" column provides an opportunity for students "to share any questions that remain after reading the text."
- The materials include explicit guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. In the Unit 5 Book Club, materials guide teachers in monitoring students' comprehension. The materials suggest that teachers can monitor comprehension during small group time by asking questions and guiding collaborative conversations. The materials explain that "the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings." Students are held accountable for their reading by completing a

"Discussion" chart with "Noticings," "Connections," and "Wonderings" columns about the book they are reading.

- The materials include explicit guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. For example, in Unit 2, Week 1, Lesson 4, the materials provide explicit guidance to support student comprehension during independent reading. The materials prompt teachers to direct students to "examine visual clues and reread difficult sections to ensure they comprehend an informational text." The materials provide explicit guidance to hold students accountable during independent reading, directing teachers to "have students monitor their comprehension as they read independently, and use sticky notes to mark places where the understanding breaks down." The materials note that "students should pause each time they place a note and use their strategies to make adjustments, then paraphrase the difficult detail on the sticky note."

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

- Texts designated for independent reading have a range of complexity levels for students to practice reading independently. For example, in Unit 5, Week 1, the Reading Workshop provides a variety of independent reading options with a range of complexity levels for students to choose from during independent reading. For example, independent reading choices include *Challenge in the Rain Field* (level Q) and *Force and Energy* (level S).
- Texts designated for independent reading have a range of complexity levels for students to practice reading independently. The materials included for independent reading vary in quantitative measures, such as Lexile levels. For example, each unit includes a Leveled Readers Library that provides texts designated for independent reading. These texts have a range of complexity levels. For example, in Unit 5, independent reading books range from Level Q to Level T. The materials provide several book options for each level. For example, the materials include three Level Q books, four Level R books, four Level S books, and three Level T books.

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. The materials provide teachers with planning and accountability solutions for achieving independent reading goals. For example, the Student Interactive supports independent reading by providing specific steps for self-selecting a high-quality text. The first step is to make a plan for choosing a book at the right level. The materials prompt students to think about what titles they "have enjoyed reading in the past." The second step instructs students to open the book to any two pages and use the strategies provided in the Student Interactive to answer several yes/no questions as they preview the text. The materials prompt students to consider the following questions: "Do I understand most of the

words? Are there one or two words that I have to sound out? Are there any interesting features, such as pictures and headings?" The materials include an "Independent Reading" log for students to record their reading activity. Students record the book, genre, pages read, minutes read, and their opinion rating.

- The materials include resources to support student independent reading planning and accountability. For example, the Student Interactive provides independent reading resources. These include reading logs to track progress and goals. The materials prompt students to identify a purpose for reading, create reading goals, rate texts using a point system, and write short comments of reflection. The materials support students' self-selection of texts by informing students that "establishing a purpose for reading is a good way to help you select a text that you will enjoy. Setting a goal for your reading can help you grow as a reader."

Evidence-Based Tasks and Responses

7.A.1	Use of Text Evidence	18/18
7.A.1a	Materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)	4/4
7.A.1b	Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)	10/10
7.A.1c	Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)	2/2
7.A.1d	Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)	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 which require students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, in Unit 1, Week 1, Lesson 2, during the first read of Buzz Aldrin's autobiography, *Reaching For The Moon*, the "Close Read" supports prompt the teacher to "Have students scan paragraphs 1 and 2. Ask: What can the reader infer about why Aldrin begins with a story from his childhood? Underline an idea in the text that explains the author's purpose for writing about his childhood." The materials include text-dependent questions that require students to use evidence from the text to justify their thinking. For example, the materials prompt students to "explain how the idea they underlined helps them understand the author's purpose for writing about his childhood."
- 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. For example, in Unit 2, Week 3, Lesson 4, students read an excerpt from *Minn of the Mississippi* and use the text to analyze how the setting influences the story. The materials include questions and tasks such as, "Why did the author include this detail?" The materials prompt students to support their claims by highlighting evidence in the text, completing the

chart in the Student Interactive, and answering the questions using textual evidence. Students demonstrate comprehension and justify their thinking by responding to the question, "What conclusion can you draw about how Holling Clancy Holling used setting in this story?" The materials prompt students to support their claim with textual evidence.

- The materials include text-dependent questions requiring students to use textual evidence to justify their thinking and support claims. For example, in Unit 3, Week 3, Lesson 5, the "Reflect and Share" materials point out that "in *Trombone Shorty*, music brings performers together in bands, listeners together in parades, and schoolchildren and jazz legends together on stage. What other texts have you read that describe something that brings people together?...Use examples from more than one text to support your response." The materials support students by providing sentence stems and content support such as, "When writing argumentative texts, begin by identifying the opinion, or claim, you will support (I think ___ is one of the benefits of bringing people together). Then use facts, details, and evidence from texts to support your claim (The text says ___. One detail that supports my opinion is ___. On page ___, I read that ___)." The materials ask students to employ information directly from the text to justify their thinking and support their claims.

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

- Questions and tasks require students to use textual evidence when evaluating the language, key ideas, craft, structure, and details of high-quality texts. For example, students read the informational magazine article, "Twins In Space: Can Twin Astronauts Help Us Get to Mars?" by Rebecca Boyle. Students answer questions about the language and details in the text. The materials prompt students to "underline context clues that help you understand the meaning of the word *envious*." Students identify key ideas by underlining "the main, or central, idea that is developed in the text." Students evaluate details by highlighting the "information that is most important to understanding the purpose of the NASA study." Students evaluate craft by explaining the author's purpose and determining how the story "My Older Younger Brother" supports the author's purpose. Students analyze the text structure by underlining "evidence in paragraphs 8-10 that helps you understand similarities and differences that support Rebecca Boyle's central idea."
- Questions and tasks require students to use text evidence when evaluating the key ideas, details, and craft of high-quality texts. For example, in Unit 3, Week 3, Lesson 2, questions and tasks require students to "scan paragraph 5. Ask: What is the author's purpose for writing this paragraph? Underline the sentences Andrews writes about his story." The materials prompt students to explain how the underlined statements reveal the author's purpose. Students thus use textual evidence to support their claims.
- Questions and tasks require students to use textual evidence when evaluating the language, key ideas, details, and craft of high-quality texts. For example, in Unit 4, Week 1, Lesson 2, the materials prompt students to "identify how vocabulary words give clues to character" in *Can You Guess My Name?* This story is a traditional tale by Judy Sierra. Independent tasks require students to "list and look up unfamiliar words related to a character in their independent reading tasks." The materials then direct teachers to "have [students] explain how those words

helped them analyze and understand that character." This task requires students to use textual evidence while analyzing language, key ideas about characterization, and details used as part of the author's craft in this high-quality text.

- Questions and tasks require students to use textual evidence when evaluating the language, key ideas, details, and craft of high-quality texts. For example, in Unit 4, Week 2, Lesson 2, the materials prompt students to "read like a writer" by analyzing the author's language and craft. Students analyze the author's use of exaggeration in *Thunder Rose* by explaining what this exaggeration reveals about Rose and why it is humorous to the reader. Tasks require students to find additional examples of exaggeration. Students then explain what this exaggeration reveals and its purpose.

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 questions and tasks that require students to support their claims and justify their thinking through strategies such as paraphrasing and comparing texts. For example, in Unit 1, Week 1, Lesson 2, the materials prompt students to "retell an anecdote in their own words and discuss how an anecdote is self-contained." The materials include questions requiring students to justify their thinking by asking, "Why did the author include this anecdote?" and "How does this anecdote relate to the author's purpose for writing *Reaching for the Moon*?"
- The materials contain questions and tasks requiring students to support their claims and justify their thinking by comparing sources. For example, in Unit 3, Week 4, Lesson 5, the materials require students to compare *Weslandia* and "The Circuit," considering the texts' messages about "young people who feel different." The materials prompt students to "think about other main characters and how they do (or do not) belong to a group." The culminating task requires students to answer the question, "What happens when people do or do not fit in?" The materials prompt students to compare ideas from multiple sources. Questions and tasks require students to support their claims and justify their thinking by comparing sources. The materials instruct students that "when writing about ideas from two or more sources, be clear about what the texts have in common (compare) and the differences between them (contrast)."
- Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources and discussing key ideas in evidence from the text. For example, in Unit 3, Week 5, Lesson 1, students discuss key ideas with a partner, considering how "authors express images or ideas in a unique way." The materials prompt students to work with a partner to "compare how language is used in poetry and in other kinds of creative writing, such as fiction." Tasks require students to use poems to "analyze how poetic language differs from that in other kinds of creative writing." The materials require students to support their claims or justify their thinking using 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. (S)

- Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in Unit 2, Week 3, Lesson 5, the materials provide an opportunity for all students to engage in the text by providing tasks of different cognitive complexity. Students who are struggling with comparing texts work in a Strategy Group to discuss and gather evidence demonstrating how different writers make use of basic elements of fiction such as characters, setting, and plot. Students create a Venn diagram that compares "Minn of the Mississippi" with another text they have read. The materials provide a different task for students who show understanding in comparing texts. These students confer in a small group exploring how the settings in the two texts are different and how they change throughout 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. For example, in Unit 3, Week 5, the materials provide reading instruction prompts at different levels of cognitive complexity for poetry to provide opportunities for students to engage in the analysis of the text. The materials provide questions at the identification level, asking: "What elements help you know that a text is poetry?" The materials include interpretive questions such as "How can poems help you see in a fresh way?" Questions and tasks require students to engage in analysis by selecting a poem and identifying its poetic elements. Students also interpret the author's use of stanzas by using text evidence to explain the poet's choice of line arrangement in the stanzas. Students answer the question, "What idea or ideas does each stanza express?"
- Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in Unit 4, Week 3, the materials assess and differentiate by providing "Matching Texts to Learning" resources with a wide variety of questions of differing cognitive complexity. These resources provide students with opportunities to engage successfully with the text. Questions and tasks provide an opportunity for students to engage in analyzing the elements of drama. The materials engage students with questions about the elements of drama, including: "How do the stage directions give you clues to the play's subject?" The materials include increasingly complex levels of analysis questions. For example, "Summarize Literary Text" questions begin by asking, "What can you infer about the play's story from reading the character descriptions? How does the setting help you understand the story? What is the theme of the play and how does the dialogue help you identify it?" Tasks require students to compare texts by answering questions such as, "What connections can you make between the theme of this play and the themes of other fiction you have read?" The materials provide an array of cognitively different questions, providing students opportunities to successfully engage with the texts.

Evidence-Based Tasks and Responses

7.A.2	Teacher Guidance for the Use of Text Evidence	4/4
7.A.2a	Materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)	2/2
7.A.2b	Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)	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. For example, in Unit 1, Week 4, Lesson 5, the materials prompt the teacher to explain "that readers sometimes compare and contrast ideas across different texts so they can understand those ideas on a deeper level." The teacher explains that "a Venn diagram can help...identify similarities and differences between ideas and explore their thoughts before they start writing a response." The materials provide a modeling script for the teacher, which reads as follows: "I'm going to use a Venn diagram to help me compare the place in *Life at the Top* with the place in *Life in the West*." The teacher continues modeling by filling in the Venn diagram with information from the text. After filling out their Venn diagram, students "write a response that compares and contrasts the two places." The materials prompt the teacher to "remind students that they should use evidence from both texts to support their ideas."
- The materials guide teachers in effectively modeling the use of text evidence to generate evidence-based claims. For example, in Unit 3, Week 4, Lesson 4, the materials include a mini-lesson that focuses on how "readers generate questions before, during, and after they read to gain information and deepen understanding." The materials provide teachers think-alouds to support effective modeling. The materials prompt the teacher to say the following: "Paragraph 5 says, 'Wesley alone dreamed of more exciting forms of shelter.' I will highlight this sentence, because I'm wondering if Wesley and the narrator are the same person. In the sentence, the narrator is referring to Wesley in the third person. So Wesley is not the narrator. The narrator is someone outside of the story."
- 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. For example, in Unit 4, Week 3, Lesson 5, the materials include a mini-lesson that provides effective modeling for using text evidence when generating claims. Teachers "tell students

that when they express an opinion, they should be prepared to back it up with reasons. When expressing an opinion about literature, it is useful to find examples from multiple texts." Teachers direct students to think about the texts they have read "in which a character does a good deed." Teachers prompt students to think about their list of texts and consider "What were the characters' reasons for performing the good deeds? What happened as a result of the good deeds? Think about how the texts you have reviewed affect your opinion about whether people should consider the effects before deciding to do a good deed." The materials include a scripted walk-through to model collecting text evidence. Teachers direct students to generate a claim "that states your opinion about what people should consider before they do good deeds." The materials prompt students to gather evidence such as examples of how characters are affected by good deeds, paraphrase textual evidence that supports their opinion, and cite each source. Students construct a text-based response stating their claim and providing textual evidence to support this claim.

Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (7)

- 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 Unit 2, Week 2, Lesson 1, the "Model and Practice" section of the Reading-Writing Workshop Bridge includes teacher guidance on demonstrating "how synonyms and antonyms can help students better understand academic vocabulary." The materials prompt the teacher to explain, "One of the words we are learning in this unit is *predict*, which means 'to say or estimate that something will happen in the future.' Let's look at [this] phrase: 'I predicted a winning match, but the coach foresaw a tough game.' Which word is being used as a synonym for predicted?" The materials provide an opportunity for students to practice and apply this strategy. The materials support teachers with structured opportunities to engage students in evidence-based discussions using syntax. For example, the mini-lesson explores using exaggeration to emphasize an idea. Teachers discuss with students how they can effectively incorporate exaggeration into their writing. Students participate in a whole-class discussion about "how exaggeration creates a memorable image for the reader."
- The materials include guidance for teachers on using structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. For example, in Unit 3, Week 3, Lesson 3, the materials provide guidance for modeling how to use academic language from the text in oral discussion. The materials prompt the teacher to "offer students oral practice using the unit academic vocabulary words to discuss the author's purpose." The materials include guidance for the teacher on using academic vocabulary and appropriate syntax in discussions. The materials provide sentence stems such as, "The diversity of Tremé helped Troy expand his musical____." and "Andrew says he accomplished his dreams because of ____."
- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary. For example, in Unit 4, Week 1, Lesson 1, the materials guide teachers in exploring media while helping students access academic vocabulary during discussions. The materials direct teachers to "remind

students of the Essential Question for Unit 4: *How do our stories shape our world?* and "point out the Week 1 Question: *How can revealing a secret make it lose its power?*" Teachers "direct students' attention to the photos and video...in the Student Interactive," explaining that media, like photos and videos, provides information that helps readers connect ideas across texts and media. The materials prompt teachers to "lead a discussion about what students see and hear. Ask students to share examples of surprises or codes from real life." The materials guide teachers to "use the following questions to guide discussion: What stories do you know about a character who keeps or reveals a secret? How can sharing or hiding information move a story's plot along? What do the photos and videos suggest about the value of secrets?" The materials guide teachers to help emphasize academic vocabulary by asking, "What is one way to reveal a secret? Why do you think secrets are found in so many traditional stories?"

Evidence-Based Tasks and Responses

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

The materials 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 include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Each unit includes a "Mentor Stack" of texts to "help students become acquainted with authentic models in the writing genre for each unit." For example, in Unit 2, the "Mentor Stack" includes examples of travel articles such as "National Geographic Kids" and "Mexico for Kids: People, Places, and Cultures - Children Explore the World Books." Mentor Stacks serve as models for students as they create their own travel article.
- The materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS, such as grade 4 TEKS (4.12.A), which requires students to compose literary texts such as personal narratives and poetry using genre characteristics and craft. In Unit 4, Week 2, Lesson 4, the Reading-Writing Workshop Bridge materials direct teachers to use mentor texts as models for composing texts. Teachers "remind students that they just analyzed how an author uses exaggeration in a story" and to now "discuss how students might use a similar technique in their own writing." The materials prompt students to "choose a tall tale to write about together as a class, such as Paul Bunyan or Hercules."

Teachers "ask students for some exaggerations to describe the main idea" they want to emphasize. Students compose a "brief paragraph about the tall tale, using exaggeration to emphasize one or more of the ideas."

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 with genre-specific characteristics. For example, in Unit 5, Week 1, the Writing Workshop allows students to write a poem. The materials include a "Teaching Point" that suggests, "Like all writers, poets have a purpose, which may be to: tell a story, express an emotion, or evoke an image with words."
- The materials include opportunities for students to compose literary texts for multiple audiences. In Unit 5, Week 5, the Writing Workshop "Teaching Point" suggests, "Before publishing, poets consider their audience by thinking about who would most enjoy their poem." The materials encourage students to think about their audience by having them complete the following sentence stem: "The audience I will publish my poem for is..."
- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Unit 3, Week 3, the "Develop Structure: Select a Genre" section prompts teachers to "remind students that writers select a genre based on their audience and purpose." Teachers then "tell students that determining the purpose of their writing will help them select a genre in which to write." Students next "brainstorm possible audiences that [they] would like to have read their writing."
- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Unit 4, Week 1, Lesson 1, the Reading-Writing Workshop Bridge provides an opportunity for students to compose a literary text with genre-specific characteristics and craft (e.g., voice). In the mini-lesson, teachers explain how "writers develop the voice of the narrators by selecting a point of view and using matching language to support it." After helping "students identify and understand literary choices by connecting narrative point of view to narrator's voice," teachers "remind students that they just analyzed how an author develops narrative voice." Teachers model "how a cheerful narrative voice might describe our classroom" or "how word choice could develop an impatient narrative voice." Teachers "guide a discussion about the connection between the language in the examples, the narrative point of view, and the narrative voice." Students apply what they learned about "narrative voice as they work on drafts during the Writing Workshop."
- The materials include opportunities for students to compose literary texts with genre-specific characteristics and craft. In Unit 4, Week 2, Lesson 4, the Reading-Writing Workshop Bridge materials direct students to "think about how Jerdine Nolen emphasizes Rose's resourcefulness and dedication through exaggeration. Now think of ways you can use exaggeration to emphasize an idea you want readers to remember." Students use the model text, Jerdine Nolen's book *Thunder Rose*, to examine genre characteristics and craft. Students

then use those skills when composing their own literary texts. The materials prompt students to "write a fictional paragraph that describes the setting of a tall tale. Use exaggeration to emphasize parts of the setting that will strongly affect characters and events."

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 and audiences with genre-specific characteristics and craft. In Unit 2, the Writing Workshop provides an opportunity for students to compose a travel article. Students learn about genre-specific characteristics by analyzing a travel article from the classroom library. The materials prompt students to "use the diagram to copy the headline and briefly summarize the content of each section." Students plan their own article using the genre-specific characteristics they examined in the mentor travel articles. Students consider purpose and audience as they plan their article. Students consider where the place is, what is special there, who should visit, when people should visit, and how people can get there. Students compose their travel articles with genre-specific characteristics. These include an introduction about their destination, relevant details about what makes this a good place to visit, and a conclusion reminding the reader why this is a good place to visit.
- The materials include opportunities for students to compose informational texts for multiple audiences with genre-specific characteristics and craft. For example, in Unit 5, Week 2, the materials prompt students to think about their audience. Students consider questions such as, "What do [readers] find interesting? What would be useful to my readers?" The materials encourage students to think about their audience and choose a strategy to craft their message effectively. The materials suggest that "authors want readers to understand and remember their message. This requires knowing the audience and writing in a way that will interest readers. Often authors will use literal language to help readers connect to a text." Students compose an informational passage focusing on the craft of creating a meaningful message that they would like readers to remember.
- The materials include opportunities for students to compose informational texts with genre-specific characteristics and craft for multiple purposes. For example, in Unit 5, Week 5, students learn "the importance of selecting literal or non figurative language to reveal a specific purpose or message to their reader. Authors write for a purpose and choose their words to achieve it. What words could you use to clearly communicate your purpose? Use literal language to reveal your purpose." Students compose an informational announcement about an upcoming one-hour period without water. Students use the craft of literal language to reveal their purpose.

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

- The materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and crafts. For example, in Unit 2, Week 2, the materials include a "Change Your Opinion" task, which prompts students to rewrite one of their argumentative compositions to express a different point of view. The materials instruct students on changing their opinion via the "Change Your Opinion" section. The materials include "Model and Practice" support prior to prompting students to "revise an excerpt from their essay to argue another side." Teachers "tell [students] they can broaden their opinion, narrow it, or change it altogether, but it is still possible to use...existing writing." The materials then instruct teachers to "have students decide which opinion they agree with most and revise to best express it." During the "Share Back" section, teachers "invite small groups to share both excerpts of their opinion essays." Teachers "have [students] read the original text and then the revised text that expresses a different opinion. Encourage students to comment on which excerpt is stronger."
- The materials include opportunities for students to compose argumentative texts for multiple purposes, crafts, and audiences. For example, in Unit 4, Week 1, the students compose argumentative tests, including opinion essays. Students plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming. The materials prompt students to "make sure you can support strong reasons with information your readers will understand." Students complete each sentence to brainstorm ideas for opinion writing. The materials include different opportunities for students to write argumentative or persuasive texts based on the grade-level TEKS expectations. The students compose brainstorming ideas for an opinion essay and highlight the opinion they have the strongest evidence for.
- The materials include opportunities for students to compose argumentative texts with genre-specific characteristics and craft for multiple purposes. For example, in Unit 4, Week 1, the materials support students with a "Plan Your Opinion Essay" section. Students plan their first draft by selecting a genre for a particular topic, purpose, and audience using various strategies such as brainstorming. The materials prompt students to "complete the checklist to plan [their] essay." Teachers model for students via statements such as, "I reviewed my plan to make sure it will achieve my purpose." Students use the checklist to compose their first draft of their opinion essay and share it with their writing club. This helps students ensure they include genre characteristics such as determining a topic, stating their opinion, and supporting their claim with evidence.

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

- The materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. For example, in Unit 5, Week 6, the materials include

teacher modeling guidance on how to generate questions and request information from a person with experience. The materials provide a chart modeling the process of generating questions and requesting information from a professional. Students complete a chart identifying an expert to correspond with, where to look for an email address, and identifying a list of specific questions. The materials prompt students to "work together to write polite, clear emails to the experts."

- The materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. For example, in Unit 4, Week 6, students are required to write an email to the Library of Congress requesting information. The materials provide an email template to help students properly format their correspondence.
- The materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. For example, in Unit 5, Week 6, the materials provide opportunities for students to write an email to a weather expert. The materials include a template to help students format their correspondence correctly. The materials point out that this type of correspondence uses a "polite, formal tone" and asks students to "generate one or two specific questions."

Evidence-Based Tasks and Responses

7.B.2	Writing Process	11/11
7.B.2a	Materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (s)	5/5
7.B.2b	Materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (m)	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 elements of the writing process through planning, drafting, revising, editing, and sharing/publishing to compose text. This includes an age-appropriate progression in the conventions of writing. The materials include a weekly Writing Workshop that supports students' use of the writing process. In Week 1, the "Introduce and Immerse" materials support the planning and drafting element of the writing process by analyzing mentor texts, focusing on genre characteristics, brainstorming, organizing ideas, and drafting. In Weeks 2-4, students analyze mentor texts, participate in targeted mini-lessons, and apply skills to revise and edit their writing. In Week 5, the "Publish, Celebrate, and Assess" materials provide students an opportunity to publish and share text.
- The materials support students' use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text. This includes an age-appropriate progression in the conventions of writing. In Unit 2, students engage in the writing process to create a travel article. In Week 1, students plan their writing by completing a chart to organize the information for their writing. In one column, students "highlight two facts related to [their] central idea." In the right column, students "list the main information [their] audience needs to learn about [their] destination from the body of the article." In Weeks 2 and 3, students draft their travel article by developing an introduction, composing body paragraphs, and summarizing their thoughts in the conclusion. The materials provide guidance on how to structure the article. The materials note that the draft is "structured, or organized, like an upside-down pyramid. The first paragraph includes information readers need the most. In this structure, the last paragraph is focused on information readers might find interesting but not

information they need in order to understand the article." In Weeks 4 and 5, students revise, edit, and publish their travel article. The materials prompt students to revise by using transitions and precise language and vocabulary. Students edit for capitalization, adverbs, coordinating conjunctions, and complete sentences. Students publish their travel article "by making a written, legible copy in cursive or by typing the essay on a tablet or computer and then printing out the electronic file."

- The materials support students' use of the drafting step in the writing process to compose text. For example, in Unit 3, Week 1, students use a checklist and sentence frames to help them plan their writing by thinking of ideas. The materials suggest that "authors think of ideas before they begin drafting a story. The process of gathering ideas is called brainstorming. When brainstorming, write every idea that comes to mind. Then use the checklist to evaluate your choices and choose a single topic." Students complete the brainstorming process and begin to draft their story.
- The materials support students' use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text. This includes an age-appropriate progression in the conventions of writing. For example, in Unit 4, Week 1, the Writing Workshop materials provide mini-lessons to support students' progression through the writing process to compose an opinion essay. The Student Interactive provides a "Planning an Opinion Essay" checklist and a graphic organizer to record reasons and supporting information for the student's opinion essay. The materials support the drafting process by providing mini-lessons about developing reasons, supporting details and facts, and forming a concluding statement. Mini-lessons are followed by independent writing time, which provides students an opportunity to apply what they learned in the mini-lessons as they revise and edit their writing. Teachers confer with students during independent writing time. Students publish and share their 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. (T)

- The 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. The materials provide a weekly Writing Workshop with explicit modeling guidance to support students through the elements of the writing process. The materials include mentor texts and explicit "Model and Practice" instructions for teachers to guide students in planning, drafting, revising, and editing their drafts. Mini-lessons focus on TEKS-aligned conventions and provide opportunities for students to apply skills to their writing. The "Writing Workshop" model provides opportunities for students to confer with the teacher and their peers to discuss their writing and possible revisions. Each Writing Workshop ends with an opportunity for students to "publish, celebrate, and assess" their writing.
- The materials include guidance for the teacher to provide explicit (direct) instruction to model the planning element of the writing process. For example, in Unit 3, Week 1, the materials

include specific teacher guidance in the "Plan Your Realistic Fiction Story" section. The materials provide explicit instruction on modeling strategies, including think-alouds and guided practice. The materials prompt the teacher to say, "Once you have an idea of what you want to write about, it is important to determine how that idea will become a story." The teacher engages in a think-aloud to model how to fill out the outline for planning a story. The materials prompt the teacher to inform students that "the questions on page 43 can help you map or plan your writing." The teacher "focuses on a particular element of students' stories and asks questions to help [students] plan their stories." The materials provide direct and explicit guidance for teachers to model the planning element of the writing process to compose coherent texts.

- The materials include guidance for the teacher to provide explicit (direct) instruction to model student planning and drafting during the writing process. The materials also provide instruction to support students during the writing process through conferencing and revising. For example, in Unit 4, Week 1, the materials provide explicit modeling instructions to guide students through the writing process. The materials include "this"... "then" statements to help teachers support students during the planning process. The materials include teacher prompts to help struggling students pick a topic. These include the question, "What topics do you enjoy reading about?" During the drafting process, the materials prompt the teacher to ask: "How will you build your topic into an opinion essay?" The materials include writing conference prompts such as, "What element are you having the most trouble understanding?" and "What do you plan to keep in mind as you begin writing your essay?"

Evidence-Based Tasks and Responses

7.B.3	Explicit (Direct) and Systematic Writing Instruction	13/13
7.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
7.B.3b	Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level TEKS. (T)	4/4
7.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. For example, in Unit 1, Week 1, Lesson 1, the Reading-Writing Workshop Bridge provides explicit instruction on sentence structure and syntax. For example, in Lesson 1, the materials explicitly explain the structure of a sentence, stating that "a sentence has two parts: a subject, which is who or what the sentence is about, and a predicate, which is what the subject is or what the subject does." The materials support explicit modeling, prompting the teacher to "share with students the [following] sentence: The wooden boat sailed out of the harbor. Ask volunteers to underline once the sentence's subject (*boat*) and underline twice the predicate (begins with *sailed*). Split the sentence between *boat* and *sailed* and explain that the complete subject includes the subject and the modifiers 'the wooden,' and that the complete predicate includes the verb and words that modify it. As a class, write another sentence and split the complete subject from the complete sentence."
- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure. For example, in Unit 2, Week 1, Lesson 1, the Reading-Writing Workshop Bridge provides explicit instruction for teachers to model creating compound sentences. In Lesson 2, the "Model and Practice" section explicitly shows students how to create a compound sentence. The materials prompt the teacher to do the following: "Write two simple sentences. *The dog likes to sit in the shade. The cat likes to lie in the sun.* Show students how to create a compound sentence and help them create another compound

sentence using the same sentences." This explicit modeling of compound sentences focuses on sentence structure in writing instruction.

- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure. For example, in Unit 2, Week 5, Lesson 2, the materials provide teacher guidance for teaching subject-verb agreement in complete, simple sentences. The materials prompt the teacher to "introduce subject-verb agreement in complete simple sentences by giving oral examples of disagreement, such as 'They goes to school.' Ask what is wrong with each sentence. Guide students to recognize that verbs and subjects should agree in number." The students work on stating a complete simple sentence that demonstrates subject-verb agreement.

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. For example, in Unit 2, Week 3, the Writing Workshop provides direct instructions for teachers to support students as they compose body paragraphs for their travel articles. The materials prompt teachers to begin at the sentence level, explaining "that an excellent travel article begins with: a focused introduction, which reporters call the lead, a clear central idea about the travel destination, or [a] place the article describes." The materials point out that "a travel article uses the inverted pyramid style. That means the most important information comes first."
- The materials include guidance for teachers to provide systematic instruction in writing, starting at the sentence level. For example, in Unit 3, Week 4, the "Writer's Craft: Edit for Prepositional Phrases" section prompts the teacher to explain the following: "Prepositional phrases offer readers more information about the subjects of sentences and their actions." The materials provide direct instruction prompting the teacher to write several simple sentences and use "a Think Aloud to model adding prepositional phrases" to clarify ideas. Students practice revising sentences using prepositional phrases.
- 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 Unit 3, Week 3, the "Develop Structure: Compose Dialogue" section guides the teacher to model adding dialogue to a realistic fiction text. The teacher explains, "Authors use dialogue in realistic fiction stories to give their characters life. Through dialogue, characters tell their own stories. Dialogue is written with quotation marks, and each new speaker's dialogue begins a new line." The teacher models a short, simple conversation with a student in the class and explains that the dialogue, written down, would be dialogue in a story. Students apply this technique to their own writing while the teacher conferences with students and provides feedback.

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 (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in Unit 2, Week 2, the Reading-Writing Workshop Bridge "Language and Conventions" materials begin with a review spiraling previously learned knowledge about compound sentences. The materials provide explicit guidance to scaffold students to complex sentence-level writing. The materials prompt the teacher to "write or display an independent clause. Then show how to add a dependent clause to make a complex sentence. Have students add their own original clause to create new sentences." The materials provide opportunities for students to revise and edit drafts that incorporate complex sentences.
- The materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in Unit 5, Week 4, the "Writer's Craft: Revise for Word Choice" section prompts the students to revise their own poetry for word choice. Students add, delete, and rearrange ideas for coherence and clarity. The materials explain that "choosing new words for a poem clarifies its ideas. It also changes the poem's effect on readers. Revising for word choice might involve: adding and deleting concrete words, rearranging sensory details for coherence, using new words to create clear rhythm and images, and adding or removing rhymes." The materials prompt students to use mentor texts to practice revising "word choice to create coherence and clarity in one of [their] own poems."
- The materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in Unit 1, Week 5, the "Publish, Celebrate, and Assess: Edit for Irregular Verbs" section prompts students to select one of their drafts to edit any misuse or misspelling of past-tense irregular verbs. The materials instruct students to "edit one of your drafts so that all irregular verbs are used and spelled correctly." Students review one another's work and make any further edits. The materials provide direct and authentic examples of complex sentences for teachers and students to discuss and analyze, allowing students to acquire increasingly complex sentence structures to implement in their own writing.
- The materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in Unit 4, Week 4, the "Writing Workshop: Edit for Complete Sentences" materials provide mini-lessons that address writing, revising, and editing increasingly complex sentence-level writing. The materials provide direct instruction for students to "edit drafts using standard English conventions, including complete and compound sentences and subject-verb agreement and avoidance of splices, run-ons, and fragments." The teacher explains that "a complete simple sentence has both a subject and a predicate. In a complete sentence the subject is a noun or a pronoun, the predicate is a verb, and a singular subject has a singular verb, and a plural subject has a plural verb." The materials prompt the teacher to explain that "a compound sentence is made up of two simple sentences, joined by a comma and a coordinating conjunction." The teacher prompts students "to identify the singular subject-verb and the plural subject-verb agreement' in practice sentences. The materials engage students in writing

by having them "form original complete sentences by adding a new subject or predicate to each sentence part listed."

Evidence-Based Tasks and Responses

7.B.4	Grade-Level Standard English Conventions	20/20
7.B.4a	Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level TEKS. (S)	4/4
7.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
7.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 in context of the conventions of academic language, including for complete sentences and coordinating conjunctions. The materials explain the differences between a complete sentence, a fragment, and a run-on sentence. The materials instruct students to edit their drafts by fixing fragments and run-on sentences.
- In the Unit 2, Week 1 Reading-Writing Workshop Bridge's "Language and Conventions" section, the materials include opportunities for practice and application both in and out of context of the conventions of academic language. The weekly lessons focus on compound sentences. Students practice creating compound sentences out of context by taking two simple sentences and combining them. For example, the directions say, "Have students work together to create pairs of simple sentences and turn them into compound sentences. Encourage students to share their sentences with the class." Students practice and apply their knowledge in context as they edit a draft of a paragraph in their Student Interactive. In Week 4, the Writing Workshop prompts students to apply their knowledge of coordinating conjunctions and compound sentences to their own writing.

- The materials include opportunities for practice and application in context of the conventions of academic language such as the effective use of prepositions according to the grade-level TEKS. For example, in Unit 3, Week 1, Lesson 4, students apply their knowledge of prepositions and prepositional phrases. The materials prompt students to apply their knowledge of prepositions by editing their draft "by replacing prepositions and changing the meaning of the preposition phrases." The materials prompt students to "use prepositions and prepositional phrases thoughtfully to show relationships, to tell direction, or to add to a description." The materials include opportunities for application in the context of the conventions of academic language such as subject-verb agreement according to the grade-level TEKS. For example, in Unit 3, Week 2, Lesson 4, the Reading-Writing Workshop Bridge's "Language & Conventions" section prompts students to apply their knowledge of subject-verb agreement to edit their draft paragraph and to "think carefully about subject-verb agreement" as they compose their draft.
- The materials include opportunities for practice and application both in and out of context of the conventions of academic language, including the appropriate use of different verb tenses. For example, in Unit 4, Week 1, Lesson 1, the Reading-Writing Workshop Bridge's "Language and Conventions" section focuses on TEKS 4.11Diii, which targets editing drafts using standard English conventions, including auxiliary verbs. The materials provide practice and application of verb usage in and out of context. In Lesson 1, teachers review the usage and purpose of auxiliary verbs. The "Model and Practice" section prompts the teacher to model an example. Teachers state the following: "The store manager ___ stock the shelves on Monday. Ask a volunteer to fill in the phrase with an auxiliary verb." Students practice using appropriate verb tenses and auxiliary verbs. After discussion and practice, students then apply this knowledge in context to their own writing.

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 using correct punctuation and grammatically correct short paragraphs using correct punctuation according to the grade-level TEKS. For example, in Unit 1, Week 5, the Writing Workshop directs "students to select one of their drafts to edit for punctuation." Teachers "invite pairs of students to review each other's work and make any further edits." The materials prompt teachers to "call on a few students to describe errors in punctuation (correct use of commas in compounds, apostrophes in possessive nouns, and quotations in dialogue) that they made in their own first drafts and how they corrected them. Invite students to explain why correct punctuation is important."
- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct punctuation according to the grade-level TEKS. For example, the Language and Conventions Workbook provides opportunities for students to modify punctuation to revise run-on sentences. The materials prompt students to correct the punctuation so the sentence is not a run-on sentence. The materials direct students to "read the paragraph. Underline the run-on sentences and comma splices. Then rewrite the draft to correct the errors."

- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct punctuation according to the grade-level TEKS. For example, in Unit 2, Week 4, the Writing Workshop mini-lesson reviews capitalization rules for historical names, languages, races, and nationalities (TEKS 4.11.D.ix). The Student Interactive provides out of context practice by having students edit a paragraph for correct capitalization. The materials prompt students to apply these rules when they edit the sentences and paragraphs in the rough draft of their travel article.

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 of and application of grammar, punctuation, and usage both in and out of context. The "Instructional Model" section of the Writing Workshop includes mini-lessons that focus on writing conventions. The mini-lesson provides teacher-led explicit instruction that addresses a specific writing convention. The Student Interactive provides an opportunity for students to practice and apply the targeted skill out of context. The "Independent Writing and Conferencing" activities provide opportunities for students to apply their knowledge of writing convention in context by revising one of their drafts and conferencing with the teacher on their progress.
- The materials include systematic opportunities for practice (and application) of grammar, punctuation, and usage both in and out of context. For example, the Student Interactive program materials provide students with a wide range of systematically structured opportunities to practice grammar, punctuation, and usage skills. The materials are searchable and can be arranged in timeline or alphabetical order, allowing for ease of use when implementing grammar practice and application out of context. This aspect offers students focused skills acquisition. It also allows teachers to assess student mastery of language and convention.
- The materials include systematic opportunities for practice (and application) of grammar, punctuation, and usage both in and out of context. For example, in Unit 4, Week 1, the materials support teachers as they conduct a spiral review to reteach and refresh students' applicable knowledge of grammar, punctuation, and usage. In Lesson 1, teachers review pronoun usage by providing sentences and having students "replace the pronouns with nouns. Then as a class categorize the pronouns as subjective, objective, possessive, or reflexive." Students apply their knowledge in context by writing "sentences on their own to review each type of pronoun." In Lesson 2, teachers review descriptive and comparative adjectives. Teachers work with students to create a "list of descriptive and comparative adjectives on the board," discussing how to use them to modify a sentence. After practicing out of context, students apply their knowledge in context by working "in pairs to describe another object using descriptive and comparative adjectives." In Lesson 3, teachers explain comparatives and superlatives. In Lesson 4, the materials provide an opportunity for students to demonstrate their knowledge of the various types of adjectives by completing out of context practice in the Student Interactive. Students apply their skills in-context by using "comparative, superlative, and consecutive adjectives in their writing."