

# 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 5

**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** 0

## Public Feedback

**Flags for Suitability Noncompliance** 0

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

**Alleged Factual Errors** 0

**Public Comments** 1

# 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 do not 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	<a href="#">Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.</a>	5/5
1.1b	<a href="#">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).</a>	1/2
1.1c	<a href="#">Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.</a>	0/2
1.1d	<a href="#">Materials include guidance, protocols, and/or templates for unit and lesson internalization.</a>	2/2
1.1e	<a href="#">Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.</a>	2/4

**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 do not include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.**

Evidence includes, but is not limited to:

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

- The materials 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 the "Unit and Skills Overview" chart for each unit in the course. This chart outlines the concepts and knowledge that teachers address during each unit week. For example, Unit 3's chart outlines the genre focus for each week, which includes the realistic fiction, legend, drama, and poetry genres. Each week focuses on a different literary concept, including "analyzing characters in realistic fiction to make connections" (Week 1) and explaining using "figurative language to visualize images in poetry" (Week 4). The materials divide the weekly sequence of activities into Reading and Writing Workshop activities. The materials include a "Weekly Focus" section that details TEKS-specific instruction. For example, the Unit 3 Skills Overview outlines the specific activities with corresponding TEKS for each week in the unit. The overview provides a weekly "Mini-Lesson Bank" resource that includes TEKS-aligned skills and activities. These skills include shades of meaning (5.7.F) and explaining literary structure (5.9.A).

- The "Unit Overview" sections provide a brief overview of the concepts and knowledge taught in the unit. For example, Unit 1's Unit Overview states that, in Week 1, students will "analyze main ideas and details in informational texts through text evidence."
- The "Skills Overview" chart provides the TEKS, concepts, and knowledge for each week. For example, the Unit 2 Skills Overview (located in the Teacher's Edition) outlines the concepts addressed in the unit, including point of view and author's purpose. The "Skills Overview" section provides an outline of the specific concepts and knowledge addressed in the unit. For example, in Unit 2, Week 2's lessons address students' conceptual knowledge of syllable patterns, text structures, and figurative language, including personification, simile, and metaphor.
- 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 references the corresponding ELPS for each unit and "linguistically accommodated lessons" that teachers can use during small group instruction or when additional scaffolds are needed.

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**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 "Suggested Weekly Plan" section provides a pacing guide for the daily lessons in the unit. The lessons provide time parameter pacing for each activity within the daily lesson. The materials suggest 10-20 minutes for the Reading Workshop, 5-10 minutes for the Reading-Writing Workshop Bridge, and 20-30 minutes for the small group independent work. Within the daily Writing Workshop, the materials suggest 5-10 minutes for the mini-lesson, 30-40 for independent writing, and 5-10 minutes for the Reading-Writing Workshop Bridge.
- The materials do not provide guidance on how to adjust the pacing guide to accommodate varying numbers of instructional days.

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**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 of 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. For example, the Unit 2 Overview includes unit goals that address the connection between the concepts learned within the unit. However, the materials do not provide resources or an overview at the course level to explain how the units are ordered or how materials are learned throughout the year.

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

- The materials provide guidance for unit internalization. Each unit in the Teacher's Edition includes a "Skills Overview" document that provides the teacher with the unit theme and core objective. Additionally, the materials provide a "Suggested Weekly Plan" resource for each unit week 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, this resource supports students' internalization of skills by making "meaningful connections, bringing together, and illustrating the union between reading and writing."

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**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	<a href="#">Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.</a>	1/2
1.2b	<a href="#">Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.</a>	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. For example, in Unit 1, Week 2, the "Suggested Weekly Plan" section provides a preview of the academic vocabulary that students will use throughout the lesson. However, the materials do not provide background content knowledge. The "Skills Overview" section of Unit 3 is comprehensive and details the concepts, unit themes, and skills that align with the TEKS. The materials provide academic vocabulary in the Reading-Writing Workshop Bridge. However, the Unit 3 Skills Overview does not provide background knowledge.
- The materials include a comprehensive unit overview that provides the academic vocabulary necessary to effectively teach the 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 analyze main ideas and details, use textual evidence, describe personal connections, and use background knowledge while reading informational texts. The vocabulary terms for this week include *citizens*, *immigration*, *opportunity*, *processing*, and *admitted*. The Unit 1 Overview previews academic vocabulary as "language used to discuss ideas. As students work through the unit, they will use these words to discuss networks." The Unit 1 Overview previews the words *contribute*, *exposed*, *habits*, *severe*, and *significant* in context in the form of a mock student discussion. This provides students the Tier II academic language necessary for discussions during the unit.

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**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. The form ensures that parents can voice concerns to teachers, thereby allowing teachers to support students' progress.

## Intentional Instructional Design

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

**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, Unit 3, Week 3, Lesson 4's topical focus is on close reading. The materials refer teachers to the following resources in the Teacher's Edition: "Synthesize Information, Close Read: *The Carp and the Hermit Thrush*, and the Quick Check."
- The materials include a Quick Start Guide at the beginning of each unit. This includes a detailed color-coded system that includes details on Reading Workshop, Small Group, Reading-Writing Workshop Bridge, Writing Workshop, Project-Based Inquiry, and Book Club activities.
- The materials include questions and tasks to help teachers monitor student learning to ensure that the content and language standards of the lesson are met. For example, in Unit 1, the

Unit-at-a-Glance: Workshop Overview includes materials to assist teachers in assessing strategic reading and writing behaviors by providing question stems. The materials also note specifically where the reading and writing behaviors checklists can be found in the Assessment Guide. These checklists help monitor student progress.

- The materials include a "Unit Overview" section at the beginning of each unit, which includes a detailed and comprehensive color-coded system that outlines the unit and weekly goals of each element of the lesson. The lesson goals are divided into the following categories: Unit Theme, Reading Workshop, Reading-Writing Workshop Bridge, and Writing Workshop. For example, the Unit 1 theme goal is to "collaborate with others to determine how a place can affect how we live."
- The materials provide editable lesson plans that provide a "Suggested Weekly Plan" outlining the weekly learning goals for each week within the unit, an overview of the lesson activities, resources, and suggested time allowance for each activity. For example, The Unit 3, Week 1 Suggested Weekly Plan provides learning goals for each lesson component. The Reading Workshop learning goal is for students to "know about different types of fiction and understand their elements." 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.
- The Teacher's Edition of the Reading Workshop includes comprehensive, structured, detailed lesson plans that include daily lessons, questions, tasks, and materials. Each lesson lists daily objectives. The materials provide guiding questions for the teacher to support student learning. The materials encourage students to generate questions. As students read the text, they are given tasks to build comprehension skills.
- Week 1, Lesson 2 of the Reading Workshop in the Teacher's Edition includes a "Quick Check" assessment for vocabulary. The Student Interactive 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. The section also includes examples of when students are supposed to respond in their Student Interactive.
- The "Whole Group" lesson also includes academic vocabulary, unit goals, word wall words to be displayed, opportunities for student discourse, ELPS, ELL targeted support, and sample Student Interactive pages.

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

- The materials include a lesson overview outlining the suggested timing for each lesson component. The "Suggested Weekly Plan" section 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, 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.

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**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 teacher materials necessary to effectively deliver the lesson. For example, the program components in the Teacher's Edition list 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 materials such as the Student Interactive, 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. These resources include 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 resources, guided reading and leveled readers, conferring and intervention activities, as well as independent reading and literacy activities.
- The "Introduction" section in the Writing Workshop provides an instructional model for teachers, including a lesson overview and pacing. It also includes an "Instructional Resources" chart that lists the lesson resources and their purpose. The resource materials include: stacks of mentor texts, the myView Literacy Student Interactive, a writing notebook, and a portfolio.

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**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 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, in Unit 3, the extension activities provide response menus for fiction and nonfiction. The response menus focus on concepts addressed in the unit. For example, the Fiction Response Menu focuses on enrichment and extension activities for characters. Students can choose from a variety of activities, including "rewrit[ing] a portion of the story to change the behavior of one of the characters" or "develop[ing] an interview script for a podcast featuring one of the characters."
- The Teacher's Edition directs teachers to supplemental materials based on each lesson to better support student learning, providing students extended practice and enrichment. 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 effective use of materials for on-level and advanced students.

## Progress Monitoring

2.1	Instructional Assessments	24/24
2.1a	<a href="#">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.</a>	12/12
2.1b	<a href="#">Materials include the definition and intended purpose for the types of instructional assessments included.</a>	2/2
2.1c	<a href="#">Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.</a>	2/2
2.1d	<a href="#">Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.</a>	6/6
2.1e	<a href="#">Instructional assessments include standards-aligned items at varying levels of complexity.</a>	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 the lesson and unit level. Formative assessments at the lesson level are embedded into daily routines and vary in types of tasks. These include "Quick Check," "Assess and Differentiate," "Assess Prior Knowledge," "Assess Understanding," "Observational Assessments," "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.
- The materials provide a variety of 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 assess learning using a variety of tasks and questions. The "myView Literacy 2020 Texas Grade 5" platform contains a variety of assessments including selection quizzes, progress check-ups, and writing assignments.

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

- The materials include explanations and rationales for all assessments provided in the unit. The myView Literacy Assessment Guide provides a comprehensive view of the definitions and intended purposes for the 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 assessments items" and are designed to provide teachers with 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." These resources also provide 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 myView Literacy Assessment Guide provides a variety of data collection assessment tools, including a teacher form titled the "Skills Conference Record." This form collects data based on specific criteria in order to assess students' reading, writing, speaking, and listening skills. It is designed to assess the "continuum of students' skill growth." Checklists provide and assess "particular skills that students have mastered or need to master."
- The Grades 3-5 Program Assessment Overview in the Teacher's Edition provides definitions and purpose for assessments. The materials list the skills and standards assessed for each baseline and unit test. The progress check-ups also 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 purpose for the assessments.



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

- The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. The Assessment Guide includes different scenarios that explain how to use assessments. For example, Chapter 4 discusses ongoing assessments. Teachers set the scene with a situation that prompts the teacher to reflect, decide what's next, and determine the ultimate takeaway for students.
- The Assessment Guide lists how to use questioning strategies as informal assessments. The chart lists question types, examples, and how to help frame student thinking.
- The Assessment Guide offers consistent and accurate information for the administration of assessments. Teachers are given guidance on how to use assessments and data to drive instruction. The materials provide rubric scoring guides and ways to support all learners.
- The Teacher's Edition includes a variety of assessments, each tied to specific lessons to ensure consistent and accurate administration. The materials include instructions for assessment administration.

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

- The "Overview" section of the myView Assessments outlines all assessment types (diagnostic, formative, and summative). The assessments are aligned to the objectives of each unit and the standards that have been taught. The "Overview" section of the MyView Assessments outlines all types of assessments (diagnostic, formative, and summative). The overview shows that the assessments are aligned to the objectives of each unit and the standards that have been taught. In this overview, each unit assessment is also linked to "TESK Test Prep" resources that align the TEKS of the unit to a standardized-format practice test. Teachers use this test to further assess students' mastery of unit concepts in a standardized format. The Assessment Overview includes baseline tests, unit tests, formative assessments, project-based inquiry, progress check-ups, and cold reads that are all TEKS aligned for teachers to administer to students in grades 3-5.
- The materials contain weekly standards practice for each unit. Teachers can find this practice in the Standards Practice Guide.

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

- Diagnostic, formative, and summative assessments are all aligned to the specific TEKS of the lesson, course, and unit. The lessons include formative assessment options at different levels of complexity for teachers to assess students as they progress through the lesson. In Week 1, Lesson 1 of the "Genre and Theme" unit, the "Formative Assessment Options" section offers a "Turn, Talk and Share" prompt on page 16. This prompt allows teachers "to discover whether students can determine informational texts." Teachers also have the option to "use independent text" and "have students underline the details that support the main ideas of the

text." The lesson further provides remediation and extension for students to complete these two tasks, which assess student knowledge and skills to recognize characteristics and structures of informational texts (5.9D).

- The materials contain weekly comprehension assessments for each unit that vary in levels of complexity. For example, in Unit 1, Week 1, teachers administer a fluency cold read as an instructional assessment. This helps teachers determine students' needs based on their level of performance. The "Instructional Assessment" questions analyze main ideas and details (TEKS-5.9 D.i.) and vary in form and complexity. For example, one multiple choice question for developing students asks, "This selection is mostly about -". The question for on-level learners asks, "Which sentence from the selection best states the main idea?" The question for advanced learners asks, "What is the Main idea of the selection?" The materials provide formative assessments at varying levels of complexity. For example, the Teacher's Edition includes a "Formative Assessment Options" section for teachers to consult. Teachers notice and assess to decide if students struggle or show understanding. The materials list further activities and assessments accordingly.

## Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials provide guidance 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 Assessment Guide includes a section on running reports when students utilize online assessments. The materials also provide guidance on running reports for individual students, scores by standards, progress reports, and usage reports. This guide includes screenshots with detailed guidance on each component's function.
- The materials provide instructions on how to utilize scoring information. The Assessment Guide informs teachers how to use baseline and formative assessments to guide instruction.
- The Assessment Guide provides guidance and rubrics for interpreting and responding to student performance on written responses. The rubric uses a 0-4 scale rubric and includes the strand's focus, organization, development, language and vocabulary, and conventions. The materials include guidance at the top of the document that reads as follows: "Use the following rubric to evaluate responses on the Writing section. Suggested top-score responses for each prompt follow the rubric."

**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 materials provide "Quick Check" assessments for small group activities that provide guidance for small group tasks.

These assessments support teachers in identifying student performance trends. For example, the "Quick Check" section provides next-step guidance for teachers in reference to students who struggle and who show understanding. For example, in Unit 3, Week 3, Lesson 3, the "Quick Check" includes a "Notice and Assess" prompt that teachers can use if "students can explain the literary structure of a legend or a drama." The materials provide tasks for students who struggle and students who show understanding. If students struggle, teachers "revisit instructions about explaining literary structure in small group." The materials also direct teachers to specific resources in the Teacher's Edition. If students show understanding, the materials prompt teachers to "extend instruction about explaining literary structure in Small Group," directing teachers to specific resources in the Teacher's Edition.

- The materials in the Assessment Guide provide guidance on analyzing student data trends. The guide provides teacher guidance on using assessment data to drive instruction, as well as responding to student performance for each type of assessment. The materials also include a chart detailing the assessment type, when the assessment should be administered, the types of assessment questions, and how to use the data.
- 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 Writing Workshop includes a "Formative Assessment" checkpoint with conference prompts for the teacher to utilize based on students' writing performance. For example, in Unit 3, Week 1, if students struggle with identifying details in a photograph, the materials prompt teachers to "choose an image in a stack text to discuss together and use shared writing to complete the activity." If students show understanding, teachers ask, "How do you think information article writers decide what to show in a photograph?"

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### **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 various 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 provide a form for students to track their goals for the unit.
- The materials include a Student Record Chart to help students record their scores and track their progress throughout the year. The materials also 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	<a href="#">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.</a>	3/3
3.1b	<a href="#">Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)</a>	2/2
3.1c	<a href="#">Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.</a>	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 teachers can modify small groups for intervention. For example, when working with students who are struggling with a skill, the materials direct teachers to identify "the related subskills [students] have mastered and build 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] keywords."
- The Reading Routines Companion provides differentiated instruction and activities for students who have not reached proficiency on grade-level content and skills. Materials provide guidance for differentiated instructional activities to support students who have not yet reached proficiency on grade-level comprehension skills such as asking questions, making predictions, and monitoring comprehension. For example, materials provide explicit teacher support for activities that model how readers monitor comprehension. Teachers introduce the skill, providing explicit modeling and guided practice using strategies within the "Monitor Comprehension: 'Fix-Up' Strategies" section. This includes directions to "reread to look for details I may have missed" and "analyze details in images and text features." Teachers assess students' proficiency by providing "corrective feedback if students cannot monitor comprehension throughout a text." The materials prompt teachers to provide modeling and guided practice with another short text using the "Make It Easier" section. This provides

accommodations for students who have not reached grade-level proficiency in comprehension skills. Teachers choose an unfamiliar text and explain "that sometimes readers can lose track of how important ideas in one section of a text connect to ideas in earlier sections of the text." Teachers read aloud a section of text, directing students to identify the most important ideas. Teachers then guide students "to use fix-up strategies for any points of confusion." Teachers continue to read the text, pausing "periodically to check comprehension." The materials provide teachers with explicit instructional prompts to support the effective implementation of scaffolds.

- In Unit 2, Week 6, the "Collaborate and Discuss" activity provides differentiating instruction to "support struggling students with additional practice identifying primary and secondary sources." The materials direct teachers to "point out that *primary* means first, original, or earliest to help [students] remember the difference between the two types of sources." Teachers also "point out that *secondary* includes the word *second*, and explain that [students] can remember this clue when determining types of sources."
- Unit 1, Week 1, Lesson 1 of the Teacher's Edition, provides a differentiated lesson for small groups. The materials guide teachers to use the "Quick Check" activity from the "Reflect and Share" section to determine small groups. The "Teacher-Led Options" section includes guidance for using an intervention activity for students who need more support Identifying the characteristics of informational text. The materials prompt teachers to say, "Informational text gives facts and details about a person, place, thing, or event. Facts are statements that come from a reliable source." Teachers ask students to read *The Discovery of Tutankhamun's Tomb* and provide facts and information about a topic. If students cannot identify the text's characteristics, teachers model identifying facts. Teachers then ask students to follow this modeling to discover their own facts.

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**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 include pre-teaching supports for unfamiliar vocabulary in the text. For example, in Unit 4, Week 4, Lesson 2, the "Develop Vocabulary" mini-lesson focuses on strategies. The lesson directs teachers to "tell students that authors use certain words to explain how events in a person's life are connected to each other. The vocabulary words *segregation*, *mistreated*, *qualified*, *demonstrators*, and *sympathize* help convey how African Americans were treated before the Civil Rights movement." The "Model and Practice" section includes detailed verbal modeling and a practice page.
- The materials include academic vocabulary embedded supports designed to "encourage students to use the Academic Vocabulary throughout the week." The "Academic Vocabulary" supports in the sidebar include "Academic Skill Focus" and "Sentence Starter" options to support students' use of academic vocabulary. For example, in Unit 1, Week 2, Lesson 3, the "Academic Vocabulary Integrate" section offers students "oral practice using the unit Academic Vocabulary to talk about text features." Embedded sentence starters include "'Water, the Host with the Most' gives readers insight into \_\_\_\_\_."
- In Unit 4, Week 5, Lesson 2, the "Preview Vocabulary" materials provide vocabulary words and definitions from the short story "Ezekiel Johnson Goes West" by Gary A. Sims. Students use

their Student Interactive to record the definitions of *provisions*, *terrain*, *settlement*, *bandits*, and *oblige*. The materials prompt students to highlight the words as they appear in the text and consider "how they help [the reader] better understand why people headed west."

- The materials include mini-lessons to support students' acquisition of unfamiliar vocabulary and references in text. In Unit 2, Week 1, Lesson 2, the "Respond and Analyze" section of the Reading Workshop pre-teaches domain-specific vocabulary such as *marine*, *ecosystem*, *flying bridge*, *nautical*, and *chlorophyll*. Students complete a word web explaining how each of the words relates to "studying ocean life on a scientific voyage." The materials include a "Model and Practice" section, providing teacher guidance and student support. Teachers model how to complete the word web by drawing students' attention to the phrases "seabirds and marine mammals" and "oceanographic measurements." Teachers suggest that these context clues reveal that "marine has something to do with the sea or the ocean." Teachers model the thought process for interpreting context clues. Teachers remind students that "the topic of the text is ocean study. *Marine* describes the many things studied. From the context clues and topic, I think *marine* means 'related to the ocean.'" Students use this modeled process to explain how each of the words relates to the central topic: "Studying ocean life on a scientific voyage."

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**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. For example, in Unit 4, the "Extension Activities" section in the Resource Download Center provides "Noticings, Connections, and Wonderings" questions to facilitate student engagement while reading fiction and nonfiction texts. For example, while reading nonfiction, the materials prompt students to consider the following questions: "What is the author trying to say about the topic? What is my response to the author's ideas?" The "Noticings, Connections, and Wonderings" questions for fiction also include the following questions: "What is the mood of the story? Why? What do I know about people that helps me understand the character?"
- The Small Group Guide includes a section titled "What modification should I make for students who need enrichment or more advanced work?" The materials guide teachers in using a variety of instructional modalities, scaffolding the lesson based on students' performances. This section informs the teacher of the purposes and procedures for conducting a group that reads increasingly complex texts.
- Unit 1, Week 2, Lesson 1 provides differentiated instruction for students who have demonstrated proficiency. The materials extend the respective activity, directing students to use an infographic to generate questions about unusual journeys. Students then choose one to investigate and research.
- The Teacher's Edition for each unit provides "On-Level" and "Advanced" support options, which provide differentiation, enrichment, and extension for students who have reached content mastery. For example, in Unit 2, Week 2, Lesson 1, students who are "On-Level" or "Advanced" engage in inquiry-based learning by creating questions and conducting research. Students use a map to generate questions about protecting natural habitats, selecting one

habitat to investigate. The materials provide students with ongoing enrichment by having students conduct research on their questions throughout the week.



## Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	<a href="#">Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).</a>	6/6
3.2b	<a href="#">Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.</a>	4/4
3.2c	<a href="#">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.</a>	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 2, Week 2, Lesson 3 of the Teacher's Edition states the learning goal and provides the language of the genre. The materials list flexible options for anchor charts to support teachers in modeling, communicating, and explaining the characteristics of informational texts. During the mini-lesson, the materials include two sections: "Focus on Strategies" and "Model and Practice." The "Focus on Strategies" section explains the characteristics of informational text and provides specific questions to help teachers guide the discussion, including "Does the text give descriptions, make comparisons, or show the order of events? Does it explain causes and effects, or a problem and a solution?" The "Model and Practice" section provides a "Think Aloud" script to support modeling the elements and structure of an information text.
- The materials provide "Think Aloud" scripts in the sidebar of the Teacher's Edition, supporting teachers' 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 teachers 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 a 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."
- The Reading Writing Workshop Bridge Word Study in Unit 1, Week 2 includes prompts to guide the teacher in explaining, modeling, and communicating concepts. For example, the materials offer teachers guidance on how to explain what Greek roots are, how to model Greek roots,

and how to communicate to students the correct use of Greek roots. The materials offer explicit directions for using Greek roots across multiple lessons, ensuring students' mastery.

- In Unit 2, Week 2, Lesson 1 of the Teacher's Edition, the Reading Workshop Lesson Plan includes prompts and guided instruction for teachers to model and practice the elements and structure of an informational text. This lesson plan offers the teacher guidance on how to focus on the characteristics and structures of informational texts in whole-group settings. For this particular lesson, the informational text focuses on problems and solutions, so it prompts the teacher to identify facts from the text that are related to the problem and solution and has the students discuss with a partner as they read and write their findings on the text structure anchor chart.
- In Unit 2, Week 2 of the Teacher's Edition, the Reading Workshop includes the Assess & Differentiate Small Group Lesson Plan. This lesson plan gives the teacher guidance on how to conduct small-group instruction for ELL-targeted support. This includes intervention activities for students struggling to meet the skill, students who are on-level, and advanced students. Teachers analyze how well students can use text evidence to make comparisons across texts. Additionally, teachers assign compare and contrast prompts that students use within their small groups.
- In Unit 2, Week 2, Lesson 3 of the Teacher's Edition, the Reading-Writing Workshop Bridge requires the teacher to direct students to return to the story "A Place for Frogs." Students must find details that support the author's purpose. This activity provides the teacher with sample student response answers as students find specific examples that explain the author's purpose.
- Unit 1, Week 2, Lesson 1 of the Teacher's Edition provides strategies for students to learn new or unfamiliar concepts. For example, the materials prompt teachers to discuss how to analyze informational text to support student comprehension. Teachers instruct students to "look for clues to the topic in the title or in a statement early in the text" and "identify the organizational pattern." Students then "examine the facts and details the author provides." The materials include additional support by including the following guiding questions: "What do you think this article is going to be about? Does the text give descriptions, make comparisons, or show the order of events? What central ideas do [the facts and details] support?"
- The Unit 1, Week 2, Lesson 1 materials include prompts to guide and support the teacher in modeling, explaining, and communicating concepts. For example, in Unit 1, Week 2, Lesson 1, the materials in the Student-Facing Online Interactive Text guide teachers to help students analyze how "authors use words to describe important ideas about a topic." Teachers ask students to "read each pair of words from 'A Place for Frogs'...then write a sentence to explain how these words" help students' comprehension.

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**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 on a variety of instructional approaches for partner work, including turn-and-talk, think-pair-share, and mix-and-mingle opportunities. The turn-and-talk materials suggest posing a question, allotting

a specific amount of time for partner discussion, and reminding students that "each person should talk and listen carefully enough to be able to retell what their partner said."

- 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. The teacher begins by defining context clues. In the next step, the teacher models how to use context clues. The materials provide sample sentences and a "Think-Aloud" script for the teacher. After modeling, the materials provide teachers steps for guided and independent practice as well as differentiated instructional activity extensions called "Make It Easier" and "Make It Harder."
- The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. In the Small-Group Guide, teachers are given explicit instructions for examples of partner work during a lesson, including turn-and-talks, think-pair-shares, and mix-and-mingles. The turn-and-talk materials direct teachers to "pose a question. Let students know how long they will have to discuss it with a partner. Remind them that each person should talk and listen carefully enough to be able to retell what their partner said." In Unit 1 of the Teacher's Edition, students are encouraged to turn, talk, and share after being introduced to the essential question and watching the unit video.
- The Teacher's Edition offers materials for guidance in effective lesson delivery and facilitation in two ways. In the Reading Workshop for Unit 1, Week 2, Lesson 1, the mini-lesson offers effective lesson delivery and facilitation through a whole-group lesson, which focuses on the purpose of informational texts and text features. The lesson offers teachers time for modeling and practice as well. In the same lesson, small-group time offers teachers another way to deliver and facilitate the lesson.
- In Unit 2, Week 3, Lesson 1 of the Teacher's Edition, the Assess & Differentiate Small-Group Lesson Plan offers teachers guidance for guided reading prompts on identifying realistic fiction, using context clues, and analyzing point of view. The word study gives the teacher guidance on directly teaching and modeling dialogue. Teachers first model the material, and then students read the text, focusing on punctuation that shows dialogue.
- In Week 5, Lesson 1 of the Teacher's Edition, the Reading Workshop includes a whole-group lesson, which includes teacher guidance and recommendations for effective lesson delivery on recognizing characteristics and structures of an informational text. Teachers use an anchor chart to add specific titles as they read new informational texts. Students turn, talk, and share in pairs to describe different informational texts that they used to learn about a single topic. Teachers focus on the language and vocabulary of the genre, synthesizing information from multiple sources to gain a deeper understanding of a topic.
- The Teacher's Edition provides a variety of instructional choices. For example, in grade 5, Week 2, Lesson 3's Reading Workshop, the "Teacher-Led Options" section offers teachers a choice between strategy groups, intervention activities, conferring, and leveled readers to teach the major concept of analyzing text structure.

- The Teacher's Edition regularly provides a variety of instructional choices. For example, in grade 4, Week 1, Lesson 1's Reading Workshop for Genre and Theme, teachers can choose between focusing on the language of the genre, creating anchor charts, creating picture timelines, modeling and practicing with word webs or analyzing text details for comprehension.

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**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, the 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 readings. Individual practice includes independent reading and skills practice.
- The materials support multiple types of practice and include guidance for teachers and recommended structures. For example, the Teacher's Edition includes a daily plan that lists the structure in diagram form with examples. The daily plan includes whole-group, small-group, student independent, and collaborative actions, as well as a whole-group share back. Whole-group teacher actions include word-work, genre, theme, comprehension, and reflect-and-share activities. Small-group teacher actions include guided reading, strategy groups, intervention, ELL-targeted support, conferring, and fluency. Student independent and collaborative actions consist of partner reading, independent reading, book clubs, literacy activities, and word-works.
- Unit 3, Week 1's Suggested Weekly Lesson Plan includes an outline of the lessons for the week, time for guided practice during mini-lessons, as well as independent and collaborative practice time during small groups. The recommended structures for whole-group, small-group, and individual work time are outlined in the Small-Group Lesson Guide, which includes effective ways to implement the content.
- Unit 2's "Unit-at-a-Glance: Workshop Overview" section offers guidance on looking for strategic reading and writing behaviors. It also offers question stems to guide the teacher's observations. The layout details the skills, vocabulary, writing, language, and project-based activities that will be covered for the entire six weeks of instruction in the Reading/Language Arts Block.
- Unit 2, Week 1, Lesson 1 of the Teacher's Edition includes the Assess & Differentiate: Small-Group Lesson Plan. The materials provide clear headings and labels to support the teacher in differentiating between the different types of practice (small-group, independent, and whole-group). This allows students to continue practicing skills connected to the whole-group lesson. In this example, students work on informational texts and focus on text features and central ideas. Students determine factual information and transition words.

- The Teacher's Edition regularly provides a variety of instructional choices. For example, in grade 5, Unit 2, Week 1, Lesson 1's Reading Workshop, the "Assess and Differentiate" section allows teachers to choose between guided practice, scaffolded support for ELLs, writing about reading, summarizing a text with a partner, participating in a book club collaboration, and conferencing.
- The Teacher's Edition regularly provides a variety of instructional choices. For example, in the grade 5, Unit 2, Week 2, Lesson 2's Reading Workshop "Close Read" section, students can access learning opportunities in a variety of ways. Students can practice vocabulary orally while discussing in groups with the support of sentence stems. Students can analyze texts by identifying anecdotes and descriptive details. Students can annotate a text with specific questions from the teacher as support. Students can also respond to questions as they turn and talk with a classmate. 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, or connecting content to prior knowledge.

## Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	<a href="#">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.</a>	<b>2/2</b>
3.3b	<a href="#">Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.</a>	<b>1/1</b>
3.3c	<a href="#">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.</a>	<b>8/8</b>
3.3d	<a href="#">If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.</a>	<b>Not scored</b>

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 1, Week 1, Lesson 2, the materials provide specific guidance to assist teachers in implementing a teacher-led strategy group designed to differentiate lessons. This guidance provides linguistic accommodations for various levels of language proficiency. Teachers remind students to "remember that authors of informational texts often use words that are specific to a particular topic. You may be unfamiliar with these words, but learning them will help build your knowledge about the topic." The materials provide guiding questions and sentence stems for various levels of emergent bilingual students. For example, students in the beginning stage of language proficiency "write sentence frames about 'The Path to Paper Son' and 'Louie Shares Kim, Paper Son.'" Teachers "ask students to complete [the frames] with vocabulary words. For example: Officials at Angel Island \_\_\_\_\_ Louie Share Kim to the country. (admitted) Later he became a U.S. \_\_\_\_\_. (citizen)."

- In Unit 4, Week 2, Lesson 1, the Reading Workshop provides guidance to support ELL students working in small groups to identify the characteristics of historical fiction using an anchor chart. The teacher asks the "students to point out characteristics of historical fiction that they see in 'Jefferson's Desk.'" The "ELL Targeted Support" reminds "students that historical fiction includes real historical events and settings and often historical characters." The materials provide differentiation based on the student's proficiency level. For example, teachers ask beginning proficiency students to complete the following sentence starters about the reading "Jefferson's Desk": "The author's purpose is \_\_\_\_\_. The main character is \_\_\_\_\_. The historical event in the story is \_\_\_\_\_." Intermediate proficiency level learners fill out a chart with details from "Jefferson's Desk." Advanced and advanced-high learners discuss why the "setting detail of 'Jefferson's Desk' is important." Students provide written responses to the questions.
- The materials include specific sections in lesson plans for language learners, including accommodations for students at all levels (e.g., beginning, intermediate, advanced, and advanced-high learners). For example, in Unit 3, Week 1, Lesson 1 of the Reading Workshop in the Teacher's Edition, the bottom of the page contains "ELL Targeted Support" resources that provide teacher guidance in linguistic accommodations for each of the levels. Beginning and Intermediate students "describe a character from a story, movie, or TV show," while advanced and advanced-high students "describe a character from either realistic or non-realistic fiction."
- In Unit 1, Week 3, Lesson 1, the "Teacher-Led Options" materials include targeted and leveled support for language learners by providing sentence stems, graphic organizers, and anchor charts. For example, the "Strategy Group" support guides teachers to "review the anchor chart" to identify the point of view in a story students already know." The "ELL Targeted Support" section supports language learners by providing sentence stems such as the following: "The narrator is \_\_\_\_."; "The main characters are \_\_\_\_ and \_\_\_\_."; "The story takes place in \_\_\_\_."

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**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 in state-approved bilingual/ESL programs. For example, the myView Literacy Program Overview Guide provides embedded ELL support and dual language resources in both English and Spanish. The materials embed "ELL Targeted Support" resources throughout the Teacher's Edition. The Language Awareness Handbook supports scaffolded instruction during Reading and Writing Workshops with explicit implementation guidance.
- The "myView English Language Learners" resource embeds emergent bilingual-targeted support for vocabulary, including cognates, scaffolded instruction during the Reading and Writing Workshop, as well as contrastive analysis charts to help teachers identify common student errors between a student's native language and English.
- The Language Awareness Handbook provides background knowledge, research findings, and strategies to enhance teachers' awareness of students' literacy needs. For example, in the introductory pages, The Language Awareness Handbook explains how "literacy engagement is

essential for literacy achievement." The materials cite several educational research sources, including "(Duke, 2000; Neuman & Celano, 2001)," which provide "empirical [evidence explaining how] literacy engagements [are] a primary determinant of achievement." The materials emphasize "that literacy engagement is crucial because academic language is found primarily in printed text rather than everyday conversation."

- The Language Awareness Handbook provides teachers with detailed support to effectively implement ELPS objectives using a gradual release model. Such support assists students in second language acquisition. For example, the Language Awareness Handbook provides teachers a detailed "Review, Guide Practice, On Their Own" pattern that facilitates instruction and builds routines into the classroom environment. Such routines help language learners succeed. The materials include sections titled "Prepare to Read: Informational Texts," "Interact with the Text: 'The Path to Paper Son,'" and "Reflect and Share." Each section utilizes the same "Review, Guide Practice, On Their Own" pattern.

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**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 support language transfer by providing opportunities for emergent bilingual students to practice using cognates in order to facilitate cross-linguistic vocabulary acquisition, supporting students' content comprehension. For example, In Unit 3, Week 1, Lesson 1, the Reading Workshop materials provide "ELL Language Transfer" resources. The materials prompt teachers to "point out the Spanish cognates in 'Advice from Mr. Chan.'" The materials help language learners transfer knowledge based on the cognate pairs *absolutely: absolutamente, model: modelo, except: excepto, different: diferente, and art: arte*.
- The materials address the critical nature of close reading for language learners, implementing frequent think-alouds and close reading techniques to facilitate reading comprehension.
- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge. For example, Unit 1 includes an "Introduce the Unit: ELL Targeted Support" section, which includes teacher guidance to support students' listening comprehension and use of academic language. In Unit 1, Lesson 1, Week 1, the ELL Targeted Support guides visual support (e.g., timelines). The materials provide teacher guidance in previewing the timeline, discussing what the timeline illustrates, and reviewing key academic vocabulary such as *immigration, colony, claim, and settlers*. The materials include comprehension questions such as, "What does this timeline show?" and "What time period does it cover?"
- The materials include embedded guidance throughout the lessons and units to support emergent bilingual students in developing academic language through both oral and written discourse. The materials guide students to use sentence stems, ask-a-partner questions using academic words, and write-a-sentence questions using academic words.



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**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	<a href="#">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)</a>	4/4
4.A.1b	<a href="#">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)</a>	6/6
4.A.1c	<a href="#">Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)</a>	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 essential questions at the start of each unit to guide teachers and support student discussions in which students express opinions. For example, in Unit 4, the essential question prompts students to discuss with their partner the following question: "What does it mean to be free?" Teachers facilitate the discussion by asking, "Which freedom is more important to you?" Students are prompted to provide evidence to support their opinions. In Unit 3, Week 1, the "Writing Workshop: Opinion Essay" lesson plan provides teacher guidance to support students as they begin to compose an opinion essay. The materials provide explicit instructions about the elements of an opinion essay, including a clearly stated opinion, several reasons for the writer's opinion, and supporting information such as facts, statistics, examples, and quotations. The teacher begins by reading several mentor text opinion essays, pausing to discuss the writer's opinions and supporting evidence. Students select one of the opinion essays and complete an opinion essay graphic identifying the elements of an opinion essay. The teacher calls on students to share their findings and provides an opportunity for students to voice their opinions by asking if other students agree or disagree with the mentor text author's opinion. Students then explain their reasoning. Once students demonstrate understanding, the materials require them to plan and write their own opinion essay.
- The materials provide guidance for teachers to support students in organizing presentations for specific purposes and audiences. In Unit 2, the Student Interactive provides teacher guidance to support students as they plan a research project. The materials provide sentence stems to support students as they create an opinion statement. Students are instructed to think of their audience as they begin the informational project. In Unit 3, Week 6, the Project-

Based Inquiry includes teacher guidance to support students in organizing their persuasive speech presentation.

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**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 guidance and opportunities for students to follow, restate, and give oral instructions. In Unit 3, Week 1, Lesson 5, the materials provide opportunities for students to follow directions as they participate in partner discussions. For example, the "Focus on Strategies" section provides an opportunity for the teacher to give oral instructions and the students to follow these instructions during partner discussions. The teacher explains to the students that "when they participate in discussions with other readers, they should listen actively to understand both verbal and non-verbal messages." When their partner is speaking, students should "stay quiet and focus on what [their] partner is saying. Do not interrupt with comments or questions." Students are reminded to "make comments that are pertinent, or related, to [their] partner's comments or the topic."
- The materials include guidance and opportunities for students to follow, restate, and give oral instructions. In Unit 2, Week 4, Lesson 5, the Reading Workshop's "Reflect and Share" section provides opportunities for students to practice oral language skills by having students "discuss how scientific texts they have read describe the steps of complicated processes or research." The materials provide a set of oral instructions as a guide. The directions state the following: "[In order] to practice giving and receiving oral instructions that include multiple action steps, such as making a sandwich, follow these steps: 1. Give oral instructions. (includes SAY example) 2. Restate oral instructions to clarify what you said or heard. (includes REPHRASE example). 3. Follow oral instructions. (includes DO example)."
- In Unit 2, Week 4, the Reading Workshop's "Compare Texts: Whole Group" lesson provides teacher guidance to help students learn how people understand processes. The teacher models giving and restating oral instructions and chooses a student to act out making a sandwich while the teacher gives the student directions. The teacher gives instructions. The teacher restates instructions if the teacher notices that the student needs help. The directions progress as follows: "First, get out two pieces of bread. Next, open the peanut butter jar and spread some peanut butter on one slice of bread. Just get a little bit of peanut butter on the knife and spread it evenly on the bread. Next, open the jelly jar." The teacher continues with the lesson until the student makes the peanut butter and jelly sandwich. Then, the teacher has the students work in pairs to restate and follow instructions.

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**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 include authentic opportunities for students to engage in discussions to understand and share information and ideas. In Unit 3, Week 1, Lesson 1, the materials provide opportunities for students to engage in authentic discussions as students read a poem and make personal connections. Students read and discuss "what the student in the

poem, and the reader, can learn from the bus driver." The materials include discussion guidance with a series of questions such as, "What are the student's attitude and the bus driver's attitude toward the weather and the early hour? Why do you think the bus driver's attitude is different? What does the student learn from the bus driver by the poem's end?" The materials provide an opportunity for students to share ideas and information about the poem by posing the following questions: "Do you think older people's perspectives on life are different from younger people's? Why or why not? Think of the older people you know. What kinds of memories do they like to recall?"

- The materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. The materials provide a variety of strategies to promote and guide student discussions, such as "Share Back" and "Turn, Talk, and Share" resources. For example, in Unit 2, Week 1, the "Share Back" guidance promotes student discourse by suggesting the teacher call on a "few volunteers to make pertinent comments about how making a web diagram helped them organize their ideas. Ask them if the process of making a web diagram made them change their mind about any aspect of their article. When they discuss their plans, make sure students follow classroom rules when asking and answering relevant questions."
- In Unit 2, Week 1, Lesson 5, the Reading Workshop's "Compare Texts: Whole Group" mini-lesson provides guidance to support group discussions. This mini-lesson helps students make pertinent comments (e.g., comments related to the topic and that build on the specific ideas of others). The teacher models and practices how to listen to what others say instead of "waiting to talk." This guides students in using words that connect their comment with what has already been said, such as: "What you just said made me think of..." or "I disagree because...."

## Foundational Skills

4.B.1	Sound-Spelling Patterns (4-5)	8/8
4.B.1a	<a href="#">Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.</a>	1/1
4.B.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (r)</a>	1/1
4.B.1c	<a href="#">Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (s)</a>	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 materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, the materials include a scope and sequence that provides an overview of grades K-5 in both English and Spanish. Each grade level provides a detailed sequence for the year. The "Word Study" scope and sequence for Unit 2 includes the following skills: open and closed syllables V/CV and VC/V; final stable syllables -le, -tion, -sion; r-controlled vowels; prefixes il-, in-, im-, ir-; base words and endings.
- The materials include a sequenced system to introduce and study sound-spelling patterns and syllable combinations to help students decode single and multisyllabic words. In Unit 5, Week 3, the Reading-Writing Workshop Bridge provides a systematic progression of lessons to teach students how to spell multisyllabic words with multiple sound-spelling patterns. For example, in Lesson 1, the teacher assesses students' prior knowledge of multisyllabic words. The "Model and Practice" activity explains "that *cer* and *tif* are closed syllables because consonants follow the vowel sounds." The materials provide an opportunity for independent practice. In Lesson 3, students "work in pairs to correct misspelled, [multisyllabic] words." Lesson 4 spirals knowledge and skills by reviewing the spelling rules and syllable patterns from the previous lessons. Lesson 5 assesses student understanding by having "students correctly spell each [multisyllabic] word on their own paper."
- The materials include a sequenced system to introduce and study sound-spelling patterns and syllable combinations to help students decode single and multisyllabic words. For example, in Unit 5, Week 4, the Reading-Writing Workshop Bridge offers a progression of lessons to provide opportunities for students to demonstrate and apply their spelling knowledge using words with *schwa* sounds. In the lesson series, the teacher assesses prior knowledge, models and practices with a list of words and asks students to fill in the blanks of

incomplete words that use the *schwa* sound. The materials include a spiral review of the spelling patterns. Lesson 4 provides a spiral review of skills with a list of words such as *definition*, *intermediate*, and *humiliate*. Lesson 5 wraps up the series of lessons by assessing students' understanding of words with the *schwa* sound via a spelling test.

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

- The materials provide scripted, explicit instruction for grade-level sound-spelling patterns and syllable combinations. For example, in Unit 5, Week 5, Lesson 2, the teacher explicitly instructs students on how "the sounds of vowels can change when an ending is added." The "Model and Practice" section directs the teacher to "write or display the words *perspire*, *perspiration*, *collide*, *collision*, *explain*, and *explanation*." The teacher instructs students to "say each word aloud and point out pronunciation changes." Students practice vowel changes independently. In Unit 5, Week 2, Lesson 1, the teacher "review[s] familiar syllable division patterns." The teacher explicitly focuses on the following skills: "vowel team; VCe syllable; open syllable; closed syllable; final stable syllable; r-controlled syllable." Teachers explain the differences between each. In the "Model and Practice" section, the teacher writes *beautiful* and *circulate* on the board, asking students to "identify as many syllable types as [you] can in the two words."
- The materials include guidance for the teacher to provide explicit instruction for grade-level sound-spelling patterns. For example, in Unit 2, Week 1, the materials focus on strategies followed by the "Model and Practice" section. The materials provide explicit instructions for modeling. For example, the materials instruct teachers to "demonstrate open and closed syllables us[ing] the words *relax* and *value*. Say: *Relax* starts with an open syllable: re/lax. *Value* starts with a closed syllable: va/ue." In Unit 2, Week 1, the "Word Study" section provides an opportunity for students to apply their knowledge of sound-spelling patterns by determining if the first syllable in each word is open or closed. Students decode each of the words. Students determine if the words are correctly divided into the correct division syllables for open and closed syllables.

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**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 various multimodal activities and resources for direct instruction, modeling, and independent practice. For example, in the online "Word Study" activities, students practice the VCe syllable pattern with the help of a multimodal lesson that allows students to interact with the text online. The materials provide practice and reinforcement for previous skills taught through modeling and direct instruction. Students apply these skills independently using an interactive "Drag and Drop" activity that requires students to sort words with a VCe pattern into columns labeled with "Long a," "Long e," "Long i," and "Long u."
- The materials include various multimodal activities and resources that teachers can model during direct instruction and that students can use independently. For example, in the online

"Word Study" activities, students practice r-controlled vowels with the help of a multimodal lesson that allows students to interact with the text online by applying previously learned sound-spelling patterns. Students drag and drop words with r-controlled vowels into columns labeled "ar sound," "er sound," or "ou sound."

- In Unit 2, Week 1, the Reading-Writing Workshop Bridge's "Word Study" section includes an "Open and Closed Syllables V/CV and VC/V" lesson plan, which offers teachers explicit instruction guidance, instructional strategies, and routines for teaching grade-level sound-spelling patterns. For example, Lesson 1 focuses on demonstrating open and closed syllables using the words *relax* and *value*. Students apply their knowledge of the sound-spelling patterns by completing an activity in the Student Interactive. Lesson 3 includes explicit modeling practice to demonstrate the open and closed syllable patterns in multisyllabic words. Students apply what they learned in the "Word Study" activity. The materials in Lesson 4 provide a spiral review of VCe words. The teacher reviews words that have a long vowel sound and that have a silent final e. In Lesson 5, the teacher assesses students' understanding of open and closed syllables. Students practice dividing words like *populations* and *marine* into syllables, determining whether the first syllable is open or closed.

## Foundational Skills

4.B.2	Regular and Irregular High-Frequency Words	Not Scored
4.B.2a	<a href="#">Materials include a systematic sequence for introducing regular and irregular high-frequency words.</a> (PR 2.A.1)	Not Scored
4.B.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.</a> (T)	Not Scored
4.B.2c	<a href="#">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).</a> (S)	Not Scored
4.B.2d	<a href="#">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).</a> (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 "TEKS Correlation" chart notes where high-frequency words are found in all five units during Week 1 or 3. The materials include a systematic sequence for introducing words that follow word study patterns. There is not a systematic sequence for high-frequency words. The materials do not include a list of high-frequency words from a research-based list.
- The materials include examples of systematic sequence for Tier II vocabulary words found in text throughout the units. The materials do not include regular and irregular high-frequency words. For example, in Unit 3 of the Teacher's Edition, the materials include a sequence for introducing vocabulary words in each unit. Each week includes 4-6 daily words that correlate to unit readings. For example, Unit 3's Unit-at-a-Glance Workshop Overview includes the words *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 each unit. For example, Unit 3 includes a study that examines Latin roots, suffixes -ize, -ance, -ence, -ist, -ous, -eous, -ious, and even unusual spellings and syllable patterns. While there are systematic sequences for introducing Tier II vocabulary and word work, there is no systematic sequence for regular and irregular high-frequency words.

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

- The materials include guidance for the teacher to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. The materials provide guidance to support student practice of high-frequency words during independent reading. For example, in Unit 1, Week 4, Lesson 2, the "Word Study" section supports teachers by explaining 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)."

- The Reading Routines Companion provides routines to directly and explicitly introduce decodable and non-decodable high-frequency words. The routine includes four steps that include introduce, model, guided, and independent practice. The materials include a "Corrective Feedback" resource that suggests, "If students cannot read the non-decodable high-frequency words, then model how to identify the regular and irregular sound-spelling patterns, using Steps 2 and 3. Next, work through the 'Make it Easier' activity." The materials also include a "Make it Harder" activity to provide additional practice for students who demonstrate proficiency.
- Grade 5's Reading Routines Companion includes ways to provide corrective feedback for decodable high-frequency words. The instructions are direct and explicit for decoding and encoding regular and irregular high-frequency words. For the non-decodable high-frequency words, the materials include a sequenced order of steps for the teacher to introduce, model, and guide students. Teachers also have students work independently to write the words that do not follow regular sound-spelling patterns such as the word *business*.

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**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 recognize, read, and write high-frequency words in isolation and in connected text. The Resource Download Center provides "Word Study" activities for high-frequency words. While some units include high-frequency word study activities, the materials do not provide consistent weekly lessons for high-frequency words. While there are some activities for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words, they consist primarily of reading the high-frequency words with a partner and using them in a sentence and therefore do not represent a variety of activities.
- 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, but 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 include a variety of activities and resources for students to recognize, read, and write high-frequency words, including memory building strategies, in isolation. In Unit 2, Week 4, Lesson 2, the Reading-Writing Workshop Bridge's "Word Study (Prefixes: il-, in-, im-, ir-)" section provides isolated and connected-text opportunities for students to identify high-frequency words. The teacher asks the student which words do not follow word study patterns such as the word *rhythm*. Students determine which part of the word is unusual. Students work with a partner to read the 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 working with high-frequency words in isolation and applying these words to connected text, there are no other examples to substantiate a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation.
- In the Reading Routines Companion for grade 5, the materials sequence activities so that students develop mastery in a set of high-frequency words through direct instruction and practice in connected text. For example, in grade 5, the students work on decodable high-frequency words and discuss the word parts that are familiar. After guided practice, the students practice the high-frequency words on their own by spelling the word, using the word in a sentence, reading the word, and identifying the word within their texts.

## Foundational Skills

4.B.3	Decoding and Encoding Multisyllabic Words	38/38
4.B.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.</a>	2/2
4.B.3b	<a href="#">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)</a>	8/8
4.B.3c	<a href="#">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)</a>	12/12
4.B.3d	<a href="#">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)</a>	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 2, Week 1, the Reading-Writing Workshop Bridge's "Word Study (Open and Closed Syllables): V/CV and VC/V" lesson plan 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. For example, in Lesson 1, teachers instruct students in open and closed syllables by modeling and practicing with the students. In Lesson 2, the students apply what they have learned. In Lesson 3, the teacher reviews with students that open syllables end with a vowel sound and closed syllables end with a consonant sound. The teacher completes guided practice with the students prior to releasing them to work independently on the "Word Study" activity. Lesson 4 provides a "Spiral Review" section of VCe syllables. In Lesson 5, teachers assess students' skill levels using words from a recently-read story such as *populations, ecosystem, marine, department, and several*. Students divide the words into syllables and determine whether the first syllable is open or closed.
- The materials systematically teach syllable division strategies by introducing one division strategy at a time. For example, in the Unit 1 Skills Overview, the materials direct teachers to place syllable patterns in order to build progression. In this unit, the materials provide a

progression of syllable principles and skills beginning with: open and closed syllables, final stable syllables, and r-controlled syllables. Once students have shown proficiency, the materials progress to prefixes *il-*, *in-*, *im-*, and *ir-*, as well as base words and endings.

- In Unit 1, Week 1, Lesson 1, students demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including words with prefixes and suffixes. 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 "related words share root words or base words [and] are related but may differ based on their parts of speech, affixes, or the ways in which they are used." The teacher models and practices with the students "using academic vocabulary, providing the students with a think-aloud." The materials include explicit guidance for modeling. The teacher models by saying the following: "If I encountered [this word] in a text...I know the suffix *-ful* means 'full of' and *-ly* means 'in a certain way.'" Students "follow the same strategy as they complete a chart practicing syllable division principles that they will use...throughout this unit."

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**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)

- The materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. For example, in Unit 1, Week 3, the "Model and Practice" and "Apply" word studies provide detailed directions for teaching the syllable pattern VCe. In Lesson 5, the teacher assesses student learning by reading the VCe words orally to the students as students spell them. Students "indicate whether each vowel is pronounced with a long sound or a short sound."
- The myView Literacy Reading Routines Companion organizes syllable types and syllable division principles systematically by introducing one skill at a time, from simple to complex, providing opportunities for the teacher to build and reinforce knowledge for syllabication. For example, the materials start with vowel teams and then move on to VCe syllables. The materials then progress to open and closed syllable words and, finally, to final stable syllables and multisyllabic words.
- In Unit 1 Week 5, the Reading-Writing Workshop Bridge's "Word Study (VCe Syllables)" lesson plan includes an overview at the lesson level. This provides students 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 guidance on modeling the spelling pattern. The teacher ask students to explain the difference between a vowel and a consonant (which gives the teacher possible student responses). Teachers explain that when a word has a vowel, a consonant, and the letter e at the end, the first vowel has a long sound and the e is silent. The teacher models several words with the students. In Lesson 2, the students apply their knowledge. Students sort words by the VCe syllable 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 2, the Reading-Writing Workshop Bridge provides a five-lesson sequence overview. Lesson 3 provides additional practice to "remind students that learning different syllable patterns can help them spell multisyllabic words." Lesson 4 provides a spiral review that examines how "adding an -ion or -ian ending can cause a change to the sound of the ending consonant." Teachers provide modeling and practice to reinforce student knowledge by applying their skills "using the spelling words from the previous week...[to] identify words with endings and then write the suffix and the base word."

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**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)

- In the "Word Study: Syllable Pattern VCe" online resource, the materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. For example, the materials include sorting and writing activities for ongoing student practice of the decoding and encoding of multisyllabic words. The students read and circle all the words that have the VCe syllable pattern with a long vowel sound. Then, students sort the VCe syllable pattern words from above according to vowel sound. Students decode the words and participate in a "Turn and Talk" routine with a partner, creating two sentences using some of the VCe syllable patterns.
- The materials sequence concepts so that students develop mastery in a given skill through direct instruction and practice. The materials then spiral skills for reinforcement, providing an opportunity for students to independently practice skills that have been previously mastered. In Unit 2, Week 1, the Reading-Writing Workshop Bridge's "Word Study (Open and Closed Syllables): V/CV and VC/V" lesson plan 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. For example, in Lesson 1, teachers instruct students about open and closed syllables by modeling and practicing with the students. In Lesson 2, the students apply their learning. In Lesson 3, the materials direct the teacher to review open syllable words that end with a vowel sound and closed syllable words that end with a consonant sound. The teacher reinforces the skills in a "Guided Practice" activity prior to the students working independently on a "Word Study" activity. Lesson 4 includes a "Spiral Review" section of VCe syllables. In Lesson 5, the students are assessed using the following words from the story: *populations, ecosystem, marine, department, and several*. Students divide the word into syllables and determine whether the first syllable is open or closed.
- Online 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). For example, the "Games" tab of the "myView Literacy 2020" online collection includes games designed to provide students with review and practice activities. For example, in the game "Spelling Sea," students must choose the words that have the correct spelling or the words that have correctly-used affixes.

- Online materials include various multimodal activities and resources that teachers can model during direct instruction and that students can use independently throughout the year. For example, the "Word Study Practice Activities" tab of the "myView Literacy 2020" online resource provides interactive activities and resources to reinforce students' learning of multisyllabic words. These words include *guidance*, *capitalize*, *pavement*, *artist*, *reputation*, *additional*, and *distance*.

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**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 activities and resources for students to practice decoding and encoding multisyllabic words. For example, the Reading Routine Companion includes teacher guidance for creating a routine to teach multiple syllable types and syllable division principles. These principles include closed syllables, open syllables, closed and open syllables, VCe syllables, r-controlled vowel syllables, VCe and r-controlled vowel syllables, vowel teams syllables, final stable syllable consonant -le, and vowel team and consonant -le syllables. The steps for coding practice follows this procedure: Step 1: Introduce; Step 2: Model; Step 3: Guided Practice; Step 4: On Their Own. The materials provide corrected feedback as well as scaffolded guidance, including "Make It Easier" and "Make It Harder" accommodations.
- In Unit 3, Week 5, the Reading Writing Workshop Bridge's "Word Study (Syllable Patterns)" lesson plan includes a routine to explicitly teach the targeted skill and provides student practice activities for decoding and encoding multisyllabic words. For example, in Lesson 2, students read the words from the story of the week and correctly divide the words by the syllable division patterns. Students use the dictionary to check each word's syllabication.
- The materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words. Students use knowledge of syllable types and syllable division principles in isolation (e.g., word lists) and in connected text that builds on previous instruction. For example, the "Word Study Practice Activities" tab of the "myView Literacy 2020" online collection includes interactive materials that help students internalize decoding and encoding multisyllabic skills. These skills include suffixes (*-ic*, *-ism*, *-ive*, *-able*, *-ible*, *-le*, *-tion*, *-sion*), syllable patterns, vowel teams and digraphs, prefixes (*il-*, *in-*, *im-*, *ir-*), plurals, vowel diphthongs, irregular plurals, and Greek roots (*chron*, *meter*, *photo*, *bio*, *geo*, *logy*).

## Foundational Skills

4.B.4	Morphological Awareness	19/19
4.B.4a	<a href="#">Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)</a>	1/1
4.B.4b	<a href="#">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)</a>	4/4
4.B.4c	<a href="#">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 &amp; 2.A.3)(S)</a>	6/6
4.B.4d	<a href="#">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 &amp; 2.A.3)(S)</a>	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)

- In Unit 4, Week 1, the Reading-Writing Workshop Bridge's "Word Study (Word Parts: pro-, com-, con-)" lesson plan introduces grade level morphemes in smaller batches of words. This allows teachers to provide direct and explicit instruction. For example, in grade 5, the materials introduce prefixes such as pro-, con-, and com-. The teacher models and demonstrates how the prefixes change the meaning of base words. In Lesson 1, the teacher introduces the prefixes, noting that *pro-*, *com-*, and *con-* can be prefixes and sometimes they precede word stems, not base or root words. The teacher reviews the meaning of each word part and demonstrates how the word parts can change the meaning of the word. For example, the materials prompt the teacher to say: "Lin got a promotion at work. Knowing that pro- means "forward" suggests that a promotion is moving forward at work in some way, like getting a better job or job title."
- In Unit 4, Week 1, the materials provide practice decoding words using prefixes like *pro-*, *com-*, and *con-*. The materials demonstrate how "knowing these word parts helps students figure out the meanings of words that contain them." In Week 2, students practice "decoding words using knowledge of suffixes, including how they can change words such as dropping e, changing y to i, and double consonants."

The materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern. This enables teachers to provide direct and explicit instruction on a targeted group of words. For example, in Unit 4, Week 2, Lesson 1, the Reading-Workshop Bridge provides opportunities for students to practice "morphemes in smaller batches," such as words that have prefixes *anti-*, *mid-*, and *trans-*." The materials include explicit support for teachers to model and practice how words like "*star*, *guard*, *car*, and *alarm*...use the r-controlled vowel."

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**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 Reading Routines Companion provides explicit instruction and guidance about teaching morphemes. For example, the grade 5's Reading Routines Companion provides teachers with steps to introduce suffixes, model how a word morphs when the suffix is added, complete guided practice to help the students morph the root word, discuss the new meanings, and provide an opportunity for students to work independently.
- In Unit 4, Week 1, the Reading-Writing Workshop Bridge's "Word Study (Word Parts: pro-, com-, con-)" lesson plan includes teacher tips/explanations of the morphological objective. For example, in grade 5, the materials introduce prefixes such as *pro-*, *con-*, and *com-*. In Lesson 1, the teacher introduces the prefixes, explaining that *pro-*, *com-*, and *con-* can be prefixes and sometimes they can precede word stems, not base or root words. The teacher reviews the meaning of each word part and demonstrates how the word parts can change the meaning of the word. For example, teachers tell students that "Lin got a promotion at work. Knowing that pro- means 'forward' suggests that a promotion is moving forward at work in some way, like getting a better job or job title."
- The materials include guidance for the teacher to provide direct and explicit instruction for supporting recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. For example, in Unit 4, Week 2, Lesson 3, the Reading-Writing Workshop Bridge provides explicit directions for teaching morphemes. Lesson 3 directs teachers to "remind students of the meanings of anti-, mid-, and trans-. [Then] point out that these word parts can combine with base words, roots, and word stems to form new words." The materials guide teachers to "tell students that the Latin root *luc* means 'light.' Ask what a *translucent* material is... then have students use prefixes to define and discuss the meaning of *midmorning* and *antihero*."
- The materials include guidance for the teacher to provide direct and explicit instruction for supporting recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. For example, in Unit 2, Week 5, Lesson 1, the Reading-Writing Workshop Bridge includes explicit directions for teaching morphemes. Lesson 1 directs teachers to "explain to students that words can be made of many different parts. The base word...gives the word its most basic meaning." Teachers explain that "you can change a word's meaning or part of speech by adding an ending to the base word." Teachers model and practice this skill by "writ[ing] or display[ing] the word *care*...[then] add the endings -ful and -less to the base word." Teachers "point out to students that adding these endings changed the



base word's meaning and part of speech." Next, teachers "guide students through [two texts] to find other base words and endings."

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**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 Student Interactive materials provide opportunities for students to reinforce and practice their grade-level morphological skills. The students complete a word web defining each word, identifying the word's root and its origin. Students use a dictionary to check their work.
- The materials provide a variety of activities and resources such as worksheets, word sorts, flashcards, and word walls to support morphological skill development. The materials encourage students to use these skills in their own writing. Every unit introduction prompts the teacher to do the following: "Begin an Academic Vocabulary Word Wall for display. Add to the Word Wall as you generate new vocabulary related to the theme throughout the unit." The materials in the Student Interactive also provide practice opportunities for students to work with suffixes such as *-ic*, *-ism*, *-ive*, *-able*, *-ible*, *-le*, *-tion*, and *-sion*.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). For example, in Unit 4, Week 1, the Reading-Writing Workshop Bridge provides an opportunity for students to practice "apply[ing knowledge of] word parts pro-, com-, and con-...in the Student Interactive [online] resource." Students can also practice their skills in a "Word Study" worksheet that asks students to examine "word parts anti-, mid-, and trans-." The materials provide an audio explanation to facilitate individual and independent practice. Students review Greek and Latin word parts in order to "choose the word that best matches each definition" with interactive, pull-down menus.

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**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 for students to encode and decode words with morphemes in isolation. The Student Interactive provides a list of activities per unit. For example, Unit 3's Reading-Writing Bridge provides "academic vocabulary [practice]...word study practice [for] unusual spellings ...spelling [practice for] words with unusual spellings...[and] possessive pronouns [practice]."
- The lesson plans and text annotations prompt the teacher and students to discuss morphemes (e.g., prefixes, suffixes, roots) as they read texts. For example, in Unit 4, Week 3, the "Embedded Supports" section instructs teachers to "teach students how they can use the word part sub- to figure out a word's meaning." Teachers "point out the word *subjected* in items 3 and 5 of the starred list [and] remind students that *sub-* means 'under.'" Teachers also remind students that the root *ject* means 'throw.'" Teachers "ask students to define *subjected* based on this information."

- 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, the Student Interactive includes a list of spelling words that use the prefixes il-, in-, im-, and ir-. The directions state the following: "Read the words and find the related word pairs. Spell the multisyllabic words of each related word pair and write them side by side."

## Foundational skills

4.C.1	Vocabulary Development	15/15
4.C.1a	<a href="#">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)</a>	4/4
4.C.1b	<a href="#">Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)</a>	10/10
4.C.1c	<a href="#">Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. (S)</a>	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. 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 words syllabication, pronunciation, part of speech, and definition." The materials include explicit guidance on 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 include digital resources in the print resources instructions, as well as a purpose for using them. For example, 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 guidance for the teacher to provide explicit (direct) instruction on using 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 the use of a glossary. 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 the skill by working with a partner. Teachers direct students 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. The teacher points 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 using digital resources such as online dictionaries. 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."

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**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 support students in determining 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 and digital 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 and digital 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 Student Interactive Glossary is available in print and digital form.
- The materials include print and digital resources to support students in determining the word origin of vocabulary. Students can find the word origin in the Student Interactive Glossary in grade 5. This resource is available in print and digital form. The materials include instructions on how to use a digital dictionary as an outside source.

- The materials include print resources to support students in determining the parts of speech of 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 of vocabulary words. The Student Interactive Glossary is available in print and digital form.

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**Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. <sup>(S)</sup>**

- The materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS 5.3.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." For example, the myView Student Interactive provides opportunities for students to apply their knowledge of using context clues. The materials state that "context clues are words and phrases in a sentence or surrounding sentences that help you determine the meaning of unfamiliar words." The materials provide several sentences and instruct students to "underline the academic vocabulary word. Highlight the context clue or clues. Write a definition of the word based on the clues."
- The materials include resources to support students in determining the meaning of unfamiliar words (TEKS: 5.3B). For example, In Unit 1, Week 3, Lesson 1, the Reading-Writing Workshop Bridge provides explicit directions for using context to determine the meaning of unfamiliar words. The materials prompt students to "read the sentences...use context within and beyond each sentence to write the clues that help you determine the relevant meaning of the boldfaced word...[and] tell what type of context clue is used."
- The materials provide strategies to help students determine the meaning of unfamiliar words using context clues. For example, in Unit 2, Week 1, Lesson 1, the mini-lesson supports learning vocabulary in context by giving students strategies such as "when you see an unfamiliar word, think of other words you know that have the same root or base word. Examine the context, or surroundings, of the unfamiliar word for clues to its meaning or part of speech. Consider the context clues together with the meaning of the related word to come up with a likely meaning of the unfamiliar word. Then check your idea in a print or digital dictionary."

## Foundational skills

4.D.1	Reading Fluency	7/7
4.D.1a	<a href="#">Materials include a variety of grade level texts to support students to read fluently according to the reading purpose. (S)</a>	1/1
4.D.1b	<a href="#">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)</a>	1/1
4.D.1c	<a href="#">Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (M)</a>	1/1
4.D.1d	<a href="#">Materials include connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.</a>	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 5.4). 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 reading aloud various self-selected texts. Students focus "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 include a variety of grade level texts to support students to read fluently according to the reading purpose (TEKS 5.4). For example, in Unit 1, Week 3, Lesson 1, the Reading Workshop provides explicit guidance to support students' fluency. The materials suggest that "Fluent readers read accurately and at an appropriate rate. As you read important

ideas in historical fiction, be sure to adjust your rate to emphasize their significance. When you read historical fiction aloud, read at a rate that is slow enough to not skip any letters or words. Do not read so slowly that you lose your place in the text. Read at about the same speed you would speak normally."

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**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 practice with a partner. For example, Unit 2, Week 2, Lesson 1 provides explicit direction for the teacher to model fluency. The instructions state, "After completing the Read-Aloud Routine, display 'The Manatees' Future is Looking Brighter.' Model reading aloud a short section of the text, asking students to pay attention to your prosody, or expression, and to how you read the punctuation as well as the words. Invite partners to practice expressive reading using their favorite sentences."
- Small Group Lesson materials include practice activities to develop word reading fluency. For example, in Unit 1, Week 3, Lesson 2, students work with partners to practice reading aloud with fluency. Students can also read independently during small group time to build fluency. In Unit 4, students read an informational text called "The Bill of Rights." At the end of the text, students are put into small groups to read the last three paragraphs to build fluency.
- The materials include a variety of practice activities and tasks to develop word reading fluency in a variety of settings such as with a partner. The materials provide embedded practice opportunities for students during whole-group instruction. For example, in Unit 2, Week 3, the embedded "Fluency" prompt directs students to "read paragraphs 57-70 aloud to a partner to practice reading with prosody, or expression. Pay attention to words in quotation marks." In Unit 4, Week 3, Lesson 2's Reading Workshop, the embedded "Close Read" prompt provides opportunities for fluency practice. The materials direct students to "read paragraphs 35-38 aloud with a partner to practice reading accurately. Focus on reading each word correctly."

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**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 students' self-sustained, independent reading. The first step is to "make a plan for choosing a book at the right level." The materials next instruct students to use questions such as, "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 such as, "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 a 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 Unit 1, Week 1, students read a multi-story history book. The materials provide sentence stems to guide small group discussions, such as, "One detail I find interesting is..." The materials include prompts to support students during independent reading time, including, "How can you keep track of the order in which events happen?" or "How can you find the locations mentioned in the book?" The materials include a discussion chart with "three distinct focuses students can use when they are responding to a new book or experience." The materials prompt students to "note what catches their attention, read the book through the lens of their own lives, and share any questions that remain after reading."
- 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, in Unit 3, the unit introduction provides teacher guidance to support self-sustained reading. The materials include specific steps to support students in self-selecting a text. The materials prompt students to begin by determining a reading purpose. Next, the materials suggest that students pick a genre that best matches their purpose. This includes the following sentence stem for scaffolding: "I want to read a book in the \_\_\_\_\_ genre because \_\_\_\_\_." After selecting a book, the materials provide a *yes/no* checklist to help students determine the "book is right" for the student.

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**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. The materials state that "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 also 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. For example, In Unit 4, Week 3, Lesson 1, the Reading Workshop fluency activities focus on rate and accuracy. The materials state that "rate is the pace at which you read, which should be neither too fast nor too slow. Accuracy involves reading texts correctly without adding or omitting words." The materials prompt students to practice oral reading fluency by reading paragraphs from an informational text.



- The materials include texts at different levels of complexity for the building of fluency. The materials consistently provide opportunities for students to build fluency and comprehension skills with a variety of texts at varying reading levels. For example, the 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 based on their needs via texts at varying levels of complexity.
- The materials include texts at different levels of complexity for the building of prosody. In Unit 5, Week 1, Lesson 2, students read aloud with a partner to practice fluency focusing on expression. Students take turns reading with expression while their partners listen and provide feedback.
- The materials include texts at different levels of complexity for the building of comprehension. For example, in Unit 1, the texts focus on journeys. The essential question asks, "How do journeys change us?" The connected texts within each unit present a variety of genres to build fluency and comprehension across all genres. For example, Unit 1 includes informational texts, historical fiction, and poetry.
- The materials consistently provide opportunities for students to build fluency and comprehension skills with a variety of texts at various reading levels. For example, the 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 based on their needs with texts at various levels of complexity.

## Foundational skills

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

**The materials do not 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 via the supplemental resource "Handwriting for All." For example, 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 instruction that directs 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: 5.2C) by encouraging students to respond in cursive. For example, in grade 5, Unit 1, Week 5's Writing Workshop, the materials provide instructional guidance prompting students to "finish writing the final draft of their personal narratives." The materials guide teachers to "remind students to write legibly, or clearly, in cursive." The materials do not include explicit handwriting instructions.

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**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 have the opportunity to publish and celebrate their writing throughout the lessons and units. The materials stress the importance of writing legibly because writers publish so others can read their writing. The materials prompt students to "write legibly, or clearly, 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 provides an opportunity for 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. For example, in Unit 1, Week 5, the Writing Workshop prompts students to "answer the questions about your writing experience. Write legibly, or clearly, in cursive so that others can easily read what you write."
- The materials include resources for students to authentically practice and develop handwriting skills appropriate for each grade level. The "Handwriting for All" supplemental resource provides a two-page diagram illustrating the correct motions for cursive handwriting strokes.

## Knowledge Coherence

5.A.1	Connected Knowledge-Building Units and Lessons	13/13
5.A.1a	<a href="#">Units are designed to build knowledge based in the fields of science, history, literature, and the arts.</a>	4/4
5.A.1b	<a href="#">Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.</a>	2/2
5.A.1c	<a href="#">Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.</a>	2/2
5.A.1d	<a href="#">Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.</a>	1/1
5.A.1e	<a href="#">Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.</a>	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."
- The materials provide cross-curricular perspectives for science. For example, Unit 2, Week 1, Lesson 1 builds knowledge in the field of science with an infographic titled "How Scientists Study Ocean Life." In Lesson 2, students read an excerpt from the informational text *Far from Shore* by Sophie Webb, an ornithologist. The materials include scientific vocabulary to build knowledge. This includes the words *marine*, *ecosystem*, *chlorophyll*, and *nautical*. This cross-curricular perspective builds students' science knowledge by providing a detailed definition of a coral reef (TEKS 5.9.A) and directing students to connect the information to the infographic.
- The materials build students' knowledge in the field of history by providing cross-curricular perspectives. For example, in Unit 4, students read an excerpt from the historical fiction text

*The Scarlet Stocking Spy* by Trinka Hakes Noble. The cross-curricular perspectives build historical knowledge by geographical and historical information about Pennsylvania, the novel's setting. The cross-curricular perspectives offer background knowledge of the Battle of Princeton, which the historical fiction text mentions.

- The materials build knowledge based in the field of literature. The materials provide a variety of literary genres, including legends, drama, and fiction. The materials build knowledge in the field of literature by providing the history and characteristics of specific literary genres. For example, in Unit 3, Week 2, the "Close Read" section provides students knowledge about the structure of literary drama, stating that literary drama is "meant to be performed" and "contains mostly lines of dialogue with stage directions." The materials build students' knowledge of drama by underlining the details that the "playwright uses to set up the story" and the "details that indicate which characters are speaking and how they should behave."
- The materials build knowledge based in the fields of the arts. For example, in Unit 3, Week 3, Lesson 1, the materials provide images of different forms of art, such as painting, ceramics, origami, and music. The materials prompt students to "read the text and study the images." The materials guide students to "discuss how ancient art is similar to the art of today, and ways that art can reflect experience of the past as well as relate to [students'] own experiences and ideas of the present."

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### **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 students a detailed scope and sequence for grade 5. The "Skills Overview" section outlines the knowledge-building topics addressed each week within the units. For example, in Unit 4, the materials focus on building knowledge about the structure and purpose of texts. In Week 1, the materials focus on building knowledge to evaluate details. In Week 2, the materials focus on building comprehension skills by focusing on monitoring comprehension. In Weeks 3-5, materials focus on building interpretive knowledge by having students "interpret text structure," "explain relationships between ideas," and "explain [an] author's purpose."
- 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. Knowledge and skills are divided 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 by analyzing 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 knowledge in 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 5's topic is titled "Features." The essential question asks, "Why is it important to understand our planet?" Grade 5, Unit 5's

topic is titled "Systems," and the essential question asks, "How do elements of systems change?" This question directly builds on students' earth science knowledge from grade 4, Unit 5.

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**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 "Humanities Expressions (Arts/Literature)" and the unit topic is titled "Reflections." The texts in the unit address the unit theme and topic. For example, in Week 1, students read an excerpt from the realistic fiction novel *Love, Amalia* by Alma Flor Ada and Gabriel M. Zubizarreta. Students consider what we can "learn from older generations." In Week 3, students read the legend "The Carp" by Marie Yuen as well as the play *The Hermit Thrush* by Dana Crum. Students consider how the experiences of people in ancient times are "similar to those of people in the modern world."
- Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics. For example, Unit 4's topic is "Liberty." The connected informational and historical fiction texts in the materials are designed to explore this topic, considering what it means to be free. For example, in Week 2, students read an excerpt from the historical fiction text "The Scarlet Stockings Spy" by Trinka Hakes Noble. Students consider "how ordinary people contribute to a fight for freedom." In Week 3, students read an excerpt from the information text *The Bill of Rights* by Amy Jane Leavitt. Students explore what governments can do "to protect our freedoms." In Week 4, students read "Delivering Justice" by Jim Haskins and consider the following question: "What are some things people can do when their freedom is limited?"
- Units are designed thematically to provide an opportunity for students to spend six weeks on connected knowledge-building topics. For example, in Unit 5, the materials focus on the topic of systems. The essential question builds connected knowledge by focusing on the topic of how "elements of systems change." In Week 2, students read an excerpt from the informational text *Earth's Water Cycle* by Diane Dakers. Students also read the argumentative text "People Should Manage Nature" by Lee Francis IV, which helps students build knowledge about changing ecosystems.
- Units are designed for students to spend extended time on connected knowledge-building texts. For example, in Unit 1, students read a variety of connected texts that address how "journeys change us." In Week 1, students read the informational texts "The Path to Paper Son" by Grant Din and "Louie Share Kim, Paper Son" by Barbara D. Krasner. Both texts explore "what motivates people to leave a place they call home." In Week 3, students read an excerpt from the historical fiction text *Pedro's Journal* by Pam Conrad. This text explores "what people can learn from visiting unknown lands." In Week 5, students read the information text "Picturesque Journeys" by Uanitzia Canetti, which addresses "what inspires people to start a journey."

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

- The lessons are connected by anchoring texts. This feature allows students to build connected background knowledge over time. For example, Unit 2's anchor text is an excerpt from the informational text *Far from Shore* by Sophie Webb, a scientist who studies birds. The weekly lessons connect the ideas from the anchor text about observing nature to an infographic titled, "How Scientists Study Life."
- The lessons are connected by text sets designed to build student background knowledge. For example, the text sets in Unit 3 develop the unit's central theme: "Reflections." The materials include several realistic fiction texts designed to build students' knowledge of the genre over time. Students read a variety of realistic fiction texts, including an excerpt from *Love, Amalia* by Alma Flor Ada and Gabriel M. Zubizarreta, "A Pet for Calvin" by Barbara Robinson, and "Life & Art" from *The Wright 3* by Blue Balliett. The connected text sets build students' knowledge over the course of the unit about the elements of realistic fiction. The materials include other genres in the connected text sets about reflections. This includes a story titled "Morning Serenade," as well as the infographic "Art: Then and Now."
- 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 unit's central theme: "Systems." The connected texts are intentionally designed to build students' background knowledge on a variety of Earth's systems. The texts include an excerpt from *Rocks and Fossils* by Richard Hantula, an excerpt from *Earth's Water Cycle* by Diane Dakers, and "People Should Manage Nature," an argumentative text by Lee Francis IV. All of the texts connect to the unit's essential question: "How do elements of systems change?" 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.'"

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**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 5, Week 1, students read and write about rocks and fossils. In Lesson 4, the materials connect grammar activities in the "Language and Conventions" section of the lesson. The materials support knowledge-building about the use of commas and semicolons in a series. In the Writing Workshop, students apply their knowledge of comma and semicolon usage as they prepare their draft.
- Vocabulary activities are connected to the lesson's knowledge-building topic. The materials include relevant terms associated with the subject matter of the topic of the lesson. The materials provide multiple opportunities for students to use newly-acquired vocabulary in speaking and writing tasks. For example, in Unit 2, the materials provide an "Oral Vocabulary Routine" section on academic vocabulary, which is "the language used to discuss ideas."

Activities require students to use the vocabulary words related to the unit's theme: "Adaptations." The materials direct teachers to "read each word's definition [and] have students respond to the 'Expand and Ask' questions using the newly-acquired academic vocabulary as appropriate." These discussion activities are connected to the knowledge-building topic of the lesson.

- Discussion activities are connected to the knowledge-building topic of the lesson. For example, in Unit 5, Week 1, Lesson 1, students read the infographic titled "Who Are Geologists?" Students then discuss different ways that geologists study rocks. The materials provide the following guiding questions to support the discussion: "What fact about geologists surprised you? Which detail about rocks did you find most interesting? What is one inference you can make from the infographic?" The materials then direct students to "name at least one piece of evidence that supports that inference."
- Writing activities are connected to the knowledge-building topic of the lesson. For example, in Unit 2, Week 1, students read several informational articles to "learn more about informational text by analyzing an author's purpose." The materials build knowledge about the structure and purpose of informational texts. The Writing Workshop connects the knowledge-building lessons to writing activities. Students "use elements of informational writing to write an informational article."



## Knowledge Coherence

5.A.2	Context and Student Background Knowledge	1/3
5.A.2a	<a href="#">Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.</a>	0/1
5.A.2b	<a href="#">Materials activate or supply background knowledge by making connections across units within a grade level. (S)</a>	0/1
5.A.2c	<a href="#">Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)</a>	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. 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.

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**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 1, students read "Picturesque Journeys" and discuss how seeing new places can change the way people view the world. In Unit 2, students read an argumentative text titled "Let Animals Be Wild." Students then discuss how observing wildlife can help people protect it. 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. The materials provide questions, statements, and activities designed to activate students' background knowledge at the lesson level before reading each text. For example, the Unit 2 "Weekly Launch" section of the Student Interactive provides an infographic titled "How Scientists Study Ocean Life." This infographic provides students with background knowledge about the oceans. The materials state that "the majority of the earth's surface is covered in water. Less than five percent of the ocean has been explored." The weekly question asks, "Why do scientists explore and study oceans?" The materials activate background knowledge within the lessons. The materials do not make specific connections to activate or supply 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 connections between units, these connections are not explicitly stated. Each unit's essential question segues into the following unit. For example, in grade 5, Unit 1, the essential question asks, "How do journeys change us?" In Unit 2, the essential question extends and connects to the previous unit by asking, "How do we learn through our observations?" In Unit 3, the essential question asks, "How do the experiences of others reflect our own?" The essential questions connect across units, but the materials do not explicitly activate students' prior knowledge.

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**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 relevant and targeted context and build students' background knowledge. The "Weekly Launch" section provides videos and illustrations to introduce the weekly topic. For example, in Unit 2, Week 5, Lesson 1, students examine an infographic with an embedded video to build context about efforts to save natural habitats. The materials enhance students' engagement by providing questions to guide students' discussions. These

questions include the following: "Which conservation effort did you find most interesting? What other ways can we help preserve and protect animal habitats?"

- The materials provide students with relevant context and background knowledge to enhance students' engagement with the text. For example, in Unit 4, Lesson 1, the materials build students' background knowledge by providing an infographic about the underground railroad. The materials build context by providing the features of a historical fiction text prior to reading "Keeping Mr. John Holton Alive" from *Elijah of Buxton* by Christopher Paul Curtis. The materials support student engagement by providing embedded "Close Read" questions.
- 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 background knowledge before reading the texts in the unit. For example, in Unit 2, Week 1, the materials provide helpful hints and anchor charts to build students' understanding of informational texts. The materials enhance student engagement by having students work with a partner to "look for text features and words that connect facts, ideas, and events."
- The materials provide students with relevant and targeted context to enhance students' engagement with the text. For example, in Unit 2, Week 5, Lesson 1, the "Weekly Launch" section provides an infographic with an embedded video to build students' targeted context about endangered species. The materials enhance students' engagement with the multimodal text by providing the following questions to guide discussion: "Which conservation effort do you find the most interesting? Why do you think people want to protect these animals?"

## Knowledge Coherence

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

**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)**

- Questions require students to engage with big ideas, topics, and themes. The questions and tasks develop from one lesson to another to encourage student discourse and engagement with repeat big ideas, topics, and themes. For example, each week, the materials provide weekly essential questions that connect to the overarching theme of the unit's essential question. Students engage in discourse connecting the weekly essential questions to the text selections. In Unit 3, the weekly essential questions ask, "What can we learn from the experiences of older generations? What are some different ways in which people can reach a goal? How are the experiences of people in ancient times similar to people in the modern world? What can our families teach us about ourselves? How does art reflect people's experiences? How does art reflect people's experiences?" The weekly questions engage students and facilitate connections to the unit's essential question, which asks, "How do the experiences of others reflect our own?"
- Tasks require students to engage with big ideas, topics, and themes. The materials include questions and tasks that integrate knowledge and ideas around recurring topics and themes. At the end of each unit, students reflect on the unit theme and its essential questions by working with a partner to find a sentence from each text that emulates the theme of each week. Students use these ideas to answer the essential question of the unit. For example, in Unit 4, students reflect on the big ideas, topics, and themes to answer the essential question, "What does it mean to be free?"
- Questions and tasks require students to engage with big ideas, topics, and themes. For example, in Unit 3, the "Respond to Text" section engage students by asking the following

questions: "What experiences did you learn about? How did these experiences affect a character in a story or a speaker in a poem?" The questions prompt students to consider the big ideas, topics, and themes presented in the unit's texts. Tasks engage students by prompting them to "prepare an opinion presentation about how experiences can change people." This task engages students with the unit's theme and essential question, which asks, "How do the experiences of others reflect our own?"

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### **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 and concepts across texts within lessons. For example, in Unit 3, Week 3, students "explain literary structures in a legend and a drama and synthesize information across texts." The materials provide mini-lessons to build conceptual knowledge about the literary structures in legends and dreams. Tasks prompt students to synthesize the information by referring to the "'Close Read' notes in the legend *The Carp* and the drama *The Hermit Thrush*. Underline the parts that help you explain the literary structure of each text." Students identify the text, describe the structural element, and "explain how each element works in the text."
- Questions and tasks prompt students to synthesize concepts across texts within lessons. For example, in Unit 5, the Writing Workshop focuses on the structure and elements of poetry. The materials provide a "Mentor Stack" of poems for the students to analyze, including "Drum Dream Girl" by Margarita Engle, "Ode to My Shoes" by Francisco X. Alarcon, and "Poetrees" by Douglas Florian. Mini-lessons provide tasks designed to explore various elements of poetry such as rhythm, rhyme, personification, simile, metaphor, interjections, onomatopoeia, and alliteration. Students synthesize the concepts they learn in the lessons by writing an original poem that incorporates their knowledge of the structure and elements of poetry.
- Questions and tasks prompt students to synthesize knowledge across texts within the units. For example, in Unit 4, Week 4, Lesson 5, the materials provide an opportunity to "Reflect and Share" by comparing *The Secret of the Winter Count* to another text of their choice. Students synthesize knowledge across the texts by creating a written response explaining how the characters in both selections come up with a new way to solve a problem. Each unit includes a "Compare Across Texts" activity that engages students in discussions about the similarities and differences of the five main text selections in the unit. For example, at the end of Unit 5, students answer questions such as, "How does the information in 'Earth's Water Cycle' affect the topic of 'Rocks and Fossils'?" and "How is the story of 'The Dog of Pompeii' related to the topic of 'Rocks and Fossils'?"
- 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. For example, in Unit 2, Week 6, students work with a partner to review each text selection from the unit and find a word that relates to each selection's theme. Students use these words to synthesize information from the texts in order to answer the unit's essential question, which asks, "How do we learn through our observations?"

- Questions and tasks prompt students to synthesize knowledge across texts within the units. Students read a variety of connected articles throughout the unit. The materials provide questions that prompt students to synthesize knowledge and concepts across texts. For example, in Unit 3, Week 1, Lesson 5, students combine evidence from the texts in the unit and respond to the following prompt: "What can we learn from the experiences of older generations?" The materials include weekly questions designed to help students synthesize the unit theme of reflections and understand how others' experiences are similar to students' own.
- Questions and tasks prompt students to synthesize knowledge across texts and across lessons. For example, Unit 3, Week 1, Lesson 5's Reading Workshop includes questions and tasks to help students extract ideas from multiple texts and topics across the unit to demonstrate new understanding. The "Strategy Group" activity prompts students to "create a simple grid chart to compare how characters from *Love, Amelia* and 'Morning Serenade' deal with their problems." The materials provide opportunities for students to meet with the teacher in small groups "to share...what we can learn from the experiences of older generations." The materials provide discussion questions that include the following: "What did Amelia learn from Abuelita? What did the students learn from the bus driver? What other lessons from older generations did you read about this week?" The questions prompt readers "to think about other texts to find answers to larger questions such as, 'What can we learn from the experiences of older generations?'"
- Questions and tasks prompt students to synthesize concepts across texts and across lessons. The materials include questions and tasks that explicitly prompt students to connect ideas, compare and contrast information, or apply concepts from one text and lesson to another. For example, in Unit 2, Week 5, the daily lessons provide an opportunity for students to compare and contrast two argumentative texts. The "Embedded Close Read" section provides questions to help students analyze the elements of each argumentative text. In Lesson 4, students complete a graphic organizer "with details that support the claim in each text." The materials prompt students to synthesize this information to make and support their own claim about animal conservation.
- Questions and tasks do not prompt students to synthesize knowledge across texts and across units. The materials provide tasks and questions that prompt students to synthesize knowledge across texts within a unit, but do not prompt students to synthesize knowledge across texts across units. For example, in Unit 3, Week 6, the "Compare Across Texts" task prompts students to do the following: "Read the sentence attached to each selection...talk to your partner about how the answer relates to the theme." While students look back through different texts from the unit, they connect their learning to help them synthesize and understand that "people often reflect on the events and experiences in their lives." The materials do not include questions and tasks that prompt students to synthesize knowledge in this way across units.
- Questions and tasks do not prompt students to synthesize concepts across texts and across units. The materials do not provide any guidance for teachers to make those connections. The materials provide questions and tasks that prompt students to make connections cross texts within the lessons, weeks, and units. However, the materials do not provide connections across units.

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

- Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. Each unit ends with a Project-Based Inquiry that prompts students to synthesize and extend upon the knowledge they learned through the unit's core texts. For example, in Unit 1, Week 6, students create a culminating, collaborative project applying their understanding of the unit theme and essential question. The materials prompt students to connect the unit theme to real-world learning by researching a topic related to the unit theme, "Journeys." In addition to referring to the unit's texts, students "research a country's language, culture, holidays, food, and other characteristics," and work in groups to "write a travel guide to convince others to visit a chosen country." This collaborative project allows students to utilize knowledge from across the unit and across multiple texts.
- 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" section 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 reflect on the texts and answer the essential question for Unit 3, which reads, "How do we reach new understandings through exploring diversity?"
- The materials include a culminating Project-Based Inquiry in which the students apply their understanding of the unit theme and essential question to a collaborative project. For example, in Unit 4, Week 6, the Project-Based Inquiry prompts students to gather information from across the unit. Students connect "the unit theme to real-world learning by researching and problem-solving an issue related to the theme of 'Liberty.'" Students create a survey "to research what freedom means to friends, family, and others." Students demonstrate their knowledge of the unit topic by creating a speech or poster demonstrating their understanding of what it "means to be free." This project allows students to utilize knowledge from across the unit and across multiple texts.

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**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 materials provide "Project-Based Inquiry" projects that ask students to solve real-world problems. For example, at the end of Unit 2, students research a national park or wilderness area and create a survival guide for their chosen location. The materials provide projects or culminating tasks that require students to extend the topic beyond the classroom. For example, at the end of Unit 5, students research a natural disaster and create a public service announcement to warn people about this disaster.
- 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 "think about how events and ideas in the text relate to [your] lives or to society." The "Model and Practice" section of the lesson prompts students to "look

for examples in the text that help them connect the way...characters solve problems to how society solves problems today." Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions.

- The materials provide culminating tasks designed to offer students an opportunity to demonstrate their knowledge of the unit topics and ideas. Students synthesize and expand upon the knowledge they gained from the unit's core texts. For example, in Unit 3, Week 6, students "address the theme of 'Reflections' by collaboratively researching and writing a speech about a person or hero who has had an impact on their lives." As students research their topic, they will connect and collaborate with others to explore how the experiences of others reflect our own experiences.



## Knowledge Coherence

5.A.4	Key Academic Vocabulary and Grade-Level Concepts	12/12
5.A.4a	<a href="#">Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.</a>	2/2
5.A.4b	<a href="#">Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)</a>	8/8
5.A.4c	<a href="#">Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)</a>	1/1
5.A.4d	<a href="#">Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (M)</a>	1/1

**The materials do not 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, but the materials do not identify these words as tier 2 or tier 3.
- 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. The 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 5, Unit 2, Week 1, titled "Observations," the identified words include *expert*, *focus*, *visible*, *relate*, and *detect*. Each of these words have a (T2) or (T3) listed beside it to clarify if the word is tier 2 or tier 3.

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**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 4, Week 6, students learn about the difference between primary and secondary sources. The materials provide embedded content scaffolds to support students struggling to remember what *primary* means. The materials direct teachers to "point out that *primary* means first, original, or earliest." The Language Awareness Handbook and Implementation Guide provides support for content acquisition by offering scaffolds at different points in the lesson. For example, in Unit 1, Week 1, the materials provide content scaffolds through guided practice. The materials prompt students to "reread 'Call Me Joe' and clarify the meaning of *immigrate*." Teachers "have students identify the main facts about Song Jin and the experiences he has related to his move." The materials provide guiding questions such as the following: "Where was Song Jin born? When did he move to the United States? Who shared experiences with Son Jin? What did Son Jim learn? What happened when he started school?" Teachers scaffold content learning by talking "about the characteristics and structures of informational texts such as main ideas and details."
- The materials include practice and application opportunities with appropriate language scaffolds. For example, the materials provide "Digital Practice" activities to support a word study on suffixes. The materials prompt the teacher to explain that "a suffix is a word part added to the end of a base word." The teacher instructs students to "read the meanings of these suffixes. Then, read each sentence and choose the word that best completes the sentence." The materials provide 10 sentences that offer an opportunity for students to use their word knowledge to determine the appropriate word to complete each sentence. The materials provide language scaffolds via "Academic Talk Sentence Frames." This resource helps "students engage in collaborative discussions about the texts."
- The materials include practice and application opportunities with appropriate content supports for teachers to differentiate vocabulary development for all learners. For example, in Unit 2, Week 3, Lesson 3, the Reading Workshop materials provide multiple ways to help students access knowledge. For example, the "Focus on Strategies" section provides content to explain point of view. The materials provide a "Model and Practice" resource that uses the "Close Reading" strategy "to annotate the text [and] analyze point of view." The materials provide supports for modeling "how to annotate the text to analyze point of view." Students work with a partner to underline words in the text that suggest a third-person limited point of view.
- The materials include practice and application opportunities with appropriate language supports for teachers to differentiate vocabulary development for all learners. The Vocabulary Resource Book provides scaffolds to support teachers in differentiating vocabulary development. The materials provide a "Make It Easier" activity for students that are struggling with vocabulary and a "Make it Harder" activity for students that need to extend their learning. Struggling learners work in small groups to discuss the meaning of the words to support vocabulary development. Students who need to extend their learning practice giving examples and non-examples of the words. The Reading Routines Companion and "Oral Vocabulary: Build Background Knowledge" section differentiate language scaffolds to support vocabulary

development. For example, to differentiate for students who need additional support, the materials prompt students to "identify words that need additional review and reread the text surrounding the word. As you read, stop and discuss the meaning of the word. Explain the meaning of the word using the context of the story or text." The materials scaffold learning for students who need an extension by asking them to "identify examples and non-examples."

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**Materials include tasks designed to engage students in purposeful use of key academic vocabulary.** <sup>(S)</sup>

- The materials include tasks designed to engage students in the purposeful use of key academic vocabulary. The materials begin each unit with an "Oral Vocabulary" routine that focuses on key academic vocabulary. For example, in Unit 4, the materials prompt students to use the unit vocabulary (*limitation, grace, noble, empower, and resist*) as they complete tasks. Students use the academic vocabulary words while discussing the unit's theme, liberty. 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 1, Week 6, students work with a partner to engage in the purposeful use of key academic vocabulary. This vocabulary includes *expert, focus, visible, relate, and detect*. Students identify the word form and provide a synonym and antonym for each of the academic vocabulary words.
- 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, students fill in a graphic organizer with the academic vocabulary words *marine, ecosystem, flying bridge, and nautical*. Students explain how each vocabulary word is related to the topic of the text. In Unit 3, Week 1, Lesson 2, students highlight the academic vocabulary in the text as they read. The materials prompt students to notice how the words relate to the characters and their relationships.

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

- The materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. The Language Awareness Handbook provides nonverbal teaching techniques to help with students' acquisition of academic vocabulary words. Students can act out the words in small groups, or draw pictures of the words and explain the drawing to the class.
- 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 1, Week 4, Lesson 4's Reading Workshop, teachers use images and visual techniques to support student acquisition by having students use "gestures or sketches to tell what each word means."
- 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, the

Language Awareness Handbook provides an "Act Out or Draw Meaning" graphic organizer that helps students learn and remember new vocabulary. Students draw a picture representing the academic word or take turns acting out the meaning of the word.

## Knowledge Coherence

5.B.1	Recursive Inquiry Process	4/4
5.B.1a	<a href="#">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)</a>	1/1
5.B.1b	<a href="#">Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)</a>	2/2
5.B.1c	<a href="#">Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)</a>	1/1
5.B.1d	<a href="#">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)</a>	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 reflecting on the unit. In Lesson 1, 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.
- 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. For example, in Unit 4, Week 6, the Project-Based Inquiry materials include opportunities for students to engage in critical inquiry as part of their research process. The materials guide students to generate and clarify

questions about their topic: freedom. Students use questions to compose a survey, gaining more information on their topic. The materials provide guidance, showing students how to build a survey to request more information.

- 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. For example, in Unit 5, Week 6, the Project-Based Inquiry task engages students in the research process by requiring students to research a natural disaster and "create a Public Service Announcement (PAS) about the environment." Students work in small groups to conduct critical inquiry by reading several texts related to natural disasters, including "Now Hear This," "Emergency," and "Meet FEMA." Students "work together to generate and clarify three questions for informal inquiry" about the article.

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**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 guidance for students to differentiate between primary and secondary sources. For example, in Unit 2, Week 6, the "Refine and Research" task in the Student Interactive provides guiding questions to help students differentiate between primary and secondary sources, such as "What kind of writing is this? Was the author at the event being described? If the author was there, then it is a primary source." Teachers refer to the chart in the Student Interactive that describes the characteristics and differences of primary and secondary sources.
- 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.

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**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 1, Week 6, the "Refine Research" section provides students guidance on paraphrasing and using direct quotes to avoid plagiarism. The materials provide information about the differences between quoting, paraphrasing, and plagiarism. Students practice differentiating between the three. Students read an article titled "Ellis Island: The Immigrant Journey." Students next identify a fact in the article and demonstrate how they would quote and paraphrase the fact to avoid plagiarism. Students then read a second article titled "Ohio's State Parks: A Big Draw for Tourists." Students practice paraphrasing sections of text and using direct quotes from the article.
- The materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. For example, in Unit 3, Week 6, the Student Interactive provides an opportunity for students to practice paraphrasing to avoid plagiarism. Students work with a partner to "go online to research someone who has had a positive effect on [their] life." Students practice paraphrasing information from the article, making sure to credit the source to avoid plagiarism.

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**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	<a href="#">Materials reflect the inclusion of text types and genres required by the grade-level TEKS.</a>	2/2
6.1b	<a href="#">Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.</a>	1/1
6.1c	<a href="#">Texts are well-crafted and are of publishable quality.</a>	1/1
6.1d	<a href="#">Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.</a>	4/4
6.1e	<a href="#">Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (s)</a>	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 the inclusion of text types required by the grade-level TEKS. For example, in Unit 1, the materials provide several informational texts such as an excerpt from *Life on Earth—and Beyond* by Pamela S. Turner, "The Path to Paper Son" by Grant Din, and *Picturesque Journeys* by Yanitzia Canetti. The materials provide opportunities for students to "recognize characteristics and structures of informational text" (5.9.A).
- The materials reflect the inclusion of text types required by the grade-level TEKS. For example, in Unit 1, the materials provide several argumentative texts such as *Let Wild Animals Be Wild* by David Bowles and *Don't Release Animals Back to the Wild* by Rene Saldana, Jr. In Unit 5, the materials include the argumentative text *People Should Manage Nature* by Lee France IV. The materials provide multiple opportunities for students to "recognize characteristics and structures of argumentative text" (5.9.A).
- The materials provide a variety of text genres required by grade 5 TEKS. For example, the Leveled Reader Library provides a variety of text types and genres such as fiction, historical fiction, nonfiction, biography, and autobiography.
- The materials reflect the inclusion of genres required by the grade 5 TEKS. For example, in Unit 1, the materials provide a poetry collection from a variety of authors. Poems include "Learning the World" by Kristine O'Connell George, "Latitude Longitude Dreams" by Drew Lamm and James Hildreth, and "A Map of a Dream" by Karen O'Donnell Taylor. The materials focus on how authors create imagery using figurative language (TEKS 5.9.B).



- The materials reflect the inclusion of text genres required by the grade 5 TEKS. For example, In Unit 3, the materials include the legend *The Carp* by Marie Yuem and the drama *The Hermit Thrush* by Dana Crum. The materials support the grade-level TEKS by focusing on the "distinguishing characteristics of well-known children's literature" (5.9.A and 5.9C). The materials include several realistic fiction texts such as *Love, Amalia* by Alma Flor Ada and Gabriel M. Zubizarreta and "A Pet for Calvin" by Barbara Robinson.

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**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 provide research-based text complexity measures for the core texts in the curriculum, allowing teachers to confirm their instruction's alignment with TEKS when students interact with "increasingly complex" texts. Program materials include a "Text Complexity" chart that specifies Lexile levels, average sentence length, word frequency, and word count as part of the chart's quantitative measures. Complexity levels are further broken down by levels of purpose, text structure, language conventionality and clarity, as well as knowledge demands. The materials further indicate the recommended placement for each text. The materials also include reader and task considerations such as English language learners' needs, intervention needs, and on-level/advanced needs.
- 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 1, students read "The Path to Paper Son," a text that is "at the upper level of readability for Grade 5." The qualitative measures suggest that "students might need additional support with language...and knowledge" about Chinese immigration in the mid-1800s.
- Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. For example, in Unit 2, Week 4, students read the story "Tracking Monsters" from *Park Scientists* By Mary Kay Carson. This text's quantitative measures suggest that "this text is at the upper level of readability for Grade 5." The text's Lexile level is 1030L, its average sentence length is 14,203, its word frequency is 3,241, and its word count is 2,443.
- Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. For example, in Unit 2, Week 5, students read "Don't Release Animals Back to the Wild" by René Saldaña, Jr. This text has a Lexile level of 900 and quantitative measures that "place the text in the Grade 4-5 complexity band." As the materials state, the text's qualitative measures "suggest that students might need additional support with domain-specific vocabulary and an understanding of animals living in captivity and in the wild."

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**Texts are well-crafted and are of publishable quality.**

- Texts are well-crafted and are of publishable quality. The materials provide texts written by previously published authors with diverse backgrounds. The materials include information about the authors in the "Meet the Author" embedded sidebar. For example, in Unit 1, the materials include the informational text "Picturesque" by Yanitzia Canetti. The "Meet the

Author" sidebar informs the reader that Canetti is "Cuban by birth, Swiss-Italian by heritage, and American by choice...[Canetti] has published more than 500 books!" The materials include a historical fiction text by author Pam Conrad, a writer of "several award-winning books, such as *Our Home: The Stories of Levittown*, which was a finalist for the Newbery Medal in 1995."

- Texts are well-crafted and are of publishable quality. The materials include authentic informational texts that connect real-world concepts to students' personal and cultural experiences. For example, in Unit 3, Week 3, the Student Interactive provides an infographic text titled "Art: Then and Now." The text includes images that show different kinds of art, including painting and sculpture designed to help students understand how ancient art is similar to today's art.
- Texts are well-crafted and are of publishable quality. The language of grade-level informational texts in the materials reflects academic vocabulary and language appropriate to the discipline it represents. For example, in Unit 5, Week 1, the materials include an excerpt from the informational book *Rocks and Fossils* by Richard Hantula. According to the materials, Hantula's "books focus on social studies and science topics." The excerpt contains a variety of informational text structures, such as scientific text with graphics and photographs that include subject-specific academic language. The photograph in the "Sedimentary Rocks" section shows rocks that have eroded. The caption points out that "these rock strata in Capitol Reef National Park in Utah were originally formed over millions of years when the area was at the bottom of a sea."

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

- The materials include traditional, contemporary, classical, and diverse texts to promote students' comprehension across multiple content areas. For example, the Unit 1 Leveled Reader Library outlines the various anchor texts for the unit. The texts provide opportunities for students to engage in a wide range of topics and perspectives that range from a Mongolian archer to modern railroad networks. Texts compare living in Texas to living in different remote regions of the world. The diverse range of text content promotes students' comprehension across multiple content areas.
- The materials include diverse texts across multiple content areas. For example, in Unit 1, Week 1, Lesson 2, the cross-curricular perspective connects the stories "The Path to Paper Son" by Grant Din and Louie Shar Kim and "Paper Son" by Barbara D. Krasner to "economic patterns of work and economic activities in the United States" (social studies TEKS 5.13). The materials explain that "in the late 1840s, Chinese immigrants began coming to the United States as laborers in the newly acquired territory of California. The California Gold Rush helped spur this immigration. After the Civil War, even more Chinese workers came to build the Transcontinental Railroad. When the railroad was completed in 1869, there were suddenly many people without jobs. The government passed the Chinese Exclusion Act to limit the number of new immigrants in part because of the job shortage." The materials prompt students to connect historical context to information on the timeline in the Student Interactive

- The materials include traditional texts across multiple content areas. The materials include cross-curricular perspective connections for the weekly featured texts. For example, in Unit 1, Week 3, Lesson 2, the materials connect "Pedro's Journal" by Pam Conrad to the social studies TEKS 5.24.E by identifying "the historical context of an event."
- The materials include classical texts across multiple content areas. For example, in Unit 2, Week 3, the materials include classical texts such as *Hatchet*. The materials make cross-curricular connections to events in the story and science concepts. For example, the materials explain that "one way to start a fire is with flint and steel. Flint is a hard gray rock often found in chalk...When steel hits one of these hard rock materials, it causes a spark that can be used to ignite a piece of tinder to start a fire." The materials prompt students to connect this information to the details in *Hatchet* and a poem in the Student Interactive. The materials include classical texts across multiple content areas. For example, in Unit 5, Week 3, Lesson 2, the materials include "The Dog of Pompeii" by Louis Untermeyer. The materials connect the text to the science TEKS 5.7D by providing background and content knowledge about fossils. The Unit 5 materials include contemporary texts that connect science concepts such as relationships, systems, and cycles within environments to excerpts from *Earth's Water Cycle* by Dine Dakers.

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

- Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. For example, in Unit 5, Week 4, Lesson 2, the materials include two informational media texts: "Let's Talk Trash from U.S. Department of Agriculture (USDA)" and "It's Time to Get Serious About Reducing Food Waste, Feds Say" from National Public Radio (NPR). These texts inform students about how much food we waste, how waste affects our habitats, and how to reduce food waste.
- Texts include content that authentically reflects students' backgrounds and experiences. The materials highlight real-life experiences. For example, in Unit 3, Week 1, students read an excerpt from "Love, Amelia," a story that centers around a heartbroken twelve-year-old who is comforted by Abuelita when her best friend is moving away.
- The materials are relevant, engaging, and authentically reflective of students' backgrounds and experiences. The materials include grade-level texts appropriate for different racial, cultural, ethnic, ability, and gender groups. For example, in Unit 4, Week 1, the materials include an infographic titled "The Underground Railroad." The text provides students with information about the Underground Railroad network and how abolitionists provided routes and safety so enslaved people could be free.

## Text Quality and Complexity

6.2	Interaction with Grade-Level Text	8/8
6.2a	<a href="#">Materials include opportunities in each lesson for students to interact with grade-level text.</a> (S)	1/1
6.2b	<a href="#">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.</a> (S)	5/5
6.2c	<a href="#">Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.).</a> (S)	1/1
6.2d	<a href="#">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).</a> (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, Week 2, materials include anchor texts providing students an opportunity to analyze, discuss, and write about a piece of text. The materials prompt students to practice reading actively. Embedded "Close Read" prompts ask students to think about the main ideas and details. Students underline details "that explain the heading 'Journey to the Bottom of the Earth.'" Students interact with texts by highlighting details and captions that help them "make inferences about how the scientists camped on *Battleship Promontory*."
- The materials include opportunities in each lesson for students to interact with grade-level text. For example, in Unit 2, students read an excerpt from *Far from Shore* and make predictions to determine the author's purpose. The materials prompt students to scan the text and describe the crew members on the ship. Students interact with the text by underlining details that help them draw conclusions about the author's purpose.
- The materials include opportunities in each lesson for students to interact with grade-level text. For example, in Unit 4, Week 4, Lesson 2, students read, *Delivering Justice* by Jim Haskins. The materials include a think-aloud to support students' interactions with the text. The materials prompt the teacher to encourage student interaction by pointing out, "I would feel sad if I could only see my parents once a week, But Westley is excited about seeing his mother and thinks himself lucky that he gets to see her one day a week." The materials prompt

students to interact with the text by generating questions. The materials prompt teachers to direct students to "scan paragraphs 1-2. Remind them that as they read, they should be thinking of or writing down questions they have about relationships between characters, events, or ideas."

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**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, think about, and critically respond to grade-level texts. For example, in Unit 2, Week 2, Lesson 1, materials include a "Read-Aloud" routine that prompts students to set a purpose for reading and re-reading. The teacher reads aloud the story "The Manatees' Future is Looking Brighter," an informational text. The materials prompt students to "listen actively, paying careful attention to facts and details about the subject." The materials prompt teachers to "ask [students] questions to clarify information and follow agreed-upon discussion rules."
- The materials include opportunities in each lesson for students to justify their thinking orally and in writing. For example, in Unit 2, Week 2, Lesson 1, the "Reading Workshop" mini-lesson provides sentence stems to promote thinking such as, "Look for clues to the topic in the title or in a statement early in the text. What do you think this article is going to be about/ How do you know?" Students discuss other examples of problem and solution informational texts and explain what they have learned from them. In the "Wrap-Up" section, students complete a T-chart "to help organize the dangers manatees have faced and the solutions that have saved them from becoming extinct."
- The materials include opportunities in each lesson for students to critically respond to grade-level texts. For example, The Language Awareness Handbook provides an opportunity for students to compare two texts comparing their similarities and differences. The guidance, probing questions, and strategies encourage deeper thinking and analysis. The materials provide a "Story Comparison" graphic organizer that prompts students to "think critically about what they are reading by asking questions, such as, In what way did these authors cover the same topic similarly? What choices did one make that the other did not? Students can use this graphic organizer to compare a fictional story and a nonfiction text about the same topic."
- 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 orally and in writing. For example, materials provide audio files of anchor texts. This allows students to listen to and think about the material before responding to comprehension questions such as, "How do you know that 'The Path to Paper Son' and 'Louie Share Kim, Paper Son' are informational texts? Give three examples." The materials prompt students to think critically, justifying their thinking orally by asking: "What do you think the author's purpose was for writing 'The Path to Paper Son'? What do you think the author's purpose was for writing 'Louie Share Kim, Paper Son'? How do you know?" Students justify their critical thinking in writing by responding to several prompts, including: "What can you conclude about Sam Louie's parents' immigration experiences based on information in the selection? Use text evidence" and "Compare Louie Share Kim's two immigration experiences. How were they similar? How were they different?"

- 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, in Unit 1, Week 2, the materials provide audio files of anchor texts so that students can listen to and think about the material before responding to comprehension questions. The materials provide questions and tasks to support critical analysis and evidence-based justification. The materials prompt students to consider, "What examples from the text helped you determine that the passage from *Life on Earth and Beyond* is an informational text?" The materials prompt students to justify their thinking by choosing a sidebar feature and explaining "why the author includes this text feature." Students use textual evidence to support this answer. The materials also prompt students to consider the following question: "What conclusion can you draw about life on Mars based on information from the text? Apply concepts from the text to develop a brief argument for or against additional funding for Chris and his team."

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**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. Teachers can use the Conversation Guide 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 vocabulary. For example, in Unit 1, Week 1, the Student Interactive "Academic Vocabulary" section prompts students to "read the words and definitions in the chart. Make a list of synonyms, or words that have a similar meaning, for each academic vocabulary word. Share your list with a partner. Explain why you chose the words you did and how they relate to the academic vocabulary."
- The materials include opportunities in each lesson for students to interact with grade-level text. For example, in Unit 2, Week 3, Lesson 1, the materials prompt students to think about the following weekly question: "How can careful observation help a person survive?" Students participate in a turn-and-talk activity describing a time when they "noticed something other people did not." Students consider and discuss the following question: "How did this observation help you?"

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**Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)**

- The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, such as making inferences. For example, in Unit 1, Week 2, the materials provide an opportunity for students to confirm and correct their predictions. The material 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."
- 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 read and analyze the text structure of "A Place for Frogs" by Melissa Stewart. The materials prompt students to read the sidebar "California Red-Legged Frog" to identify which sentences give more details about the problem and which give more details about the solution.
- 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, students synthesize information from the stories "The Carp" and "The Hermit Thrush." exploring similarities in themes, characters, and plots. The materials prompt students to "synthesize information by comparing Rosetsu's experiences to those of a character in another legend you know."

## Text Quality and Complexity

6.3	Supporting Access to Grade-Level Text	3/3
6.3a	<a href="#">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)</a>	2/2
6.3b	<a href="#">Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)</a>	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 support to ensure all students can access grade-level text while maintaining rigor through embedded scaffolds. This includes using a think-aloud to generate questions. For example, in Unit 1, Week 1, Lesson 2, the "Shared Read" materials include a think-aloud to support teacher modeling. The think-aloud prompts the teacher to say, "As I read, I'm going to think of questions I have about the text. I'll circle paragraph seven because I'm wondering about these books men like Share Kim made to help others through immigration. Did people coming into the United States have to hide these books? Would immigration officials know what they were?"
- The materials provide a wide selection of leveled readers at the beginning of each unit to support small-group reading for all students. For example, in Unit 2, the Leveled Reader Library offers teachers and students access to "a range of levels from Level S through W" while providing a "rich variety of genres, including informational texts, realistic fiction, argumentative texts, and more." Each leveled reader includes guided reading activities, differentiation support for ELLs, and prompts for guided writing.
- The materials include teacher guidance to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds. For example, in Unit 2, Week 6, the "Collaborate and Discuss" section provided scaffolds to guide teachers on differentiating and supporting students. The materials prompt the teacher to "support struggling students with additional practice identifying primary and secondary sources." The materials prompt teachers to explain that "*primary* means *first, original, or earliest* to help [students] remember the difference between the two types of sources." The materials prompt the teacher to "point out that *secondary* includes the word *second*...explain that they can remember this when determining types of sources." The materials support teachers as they introduce the elements of historical fiction. For example, in Unit 4, the materials provide



questions such as, "Look for information that appears to be based on fact. Ask yourself: Can I do research to verify these facts?" The materials provide explicit guidance to support teachers as they model literary skills such as identifying the elements of historical fiction while reading. The materials include a modeling script to provide explicit support for explaining concepts to students.

- The materials include teacher guidance to ensure all students can access grade-level text while maintaining rigor through embedded scaffolds such as sentence frames. The materials include teacher and student guidance for collaborative conversations about grade-level texts. For example, materials include the "Collaborative Conversation" section, which provides sentence stems to support student learning such as the following: "Comment on what your partner says. Use pertinent sentence starters, such as...I think \_\_\_\_...I agree with you because \_\_\_\_...I disagree because."

**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. For example, the Reading Routine Companion includes an extension for students who understand how to build background knowledge. The "Make It Harder" section prompts students to build background knowledge. Students read a text about an unfamiliar topic. Students work with a partner to choose a text and make new personal connections.
- The materials provide opportunities for students who demonstrate proficiency to engage in additional analyses of grade-level texts. The materials provide "On-Level and Advanced" support options for differentiation, enrichment, and extension for students who demonstrate proficiency. For example, in Unit 2, Week 2, Lesson 1, on-level or advanced students can engage in inquiry-based learning. The materials prompt students to "use the map ...to generate questions about protecting natural habitats and then choose one habitat to investigate." Students conduct research throughout the week."
- The materials provide opportunities for students who demonstrate proficiency to engage in additional analyses of grade-level texts. For example, in Unit 2, Week 2, Lesson 2, students who demonstrate proficiency can engage in independent reading. The "Independent/Collaborative" section suggests that "students can reread or listen to *A Place for Frogs* or the myFocus Reader Text," "read a self-selected trade book or their Book Club text," or "partner read a text, asking each other questions about the book." Students can also extend their learning with "Literacy Activities" that ask students to "complete graphic organizer...work with a partner to discuss and answer...questions or play the myView games" online.
- The materials provide opportunities for students who demonstrate proficiency to engage in additional analyses of grade-level texts. For example, in Unit 3, Week 3, Lesson 1, the "Assess & Differentiate" materials provide explicit instruction helping teachers work with students who demonstrate proficiency, including on-level and advanced students. The materials prompt the teacher to "have the students use the infographic on Student Interactive pp.87-88 to generate questions about art and then choose one to investigate. Throughout the week, have [students]

conduct research about the question." The materials include print and digital resources with guidance for planning and delivering enrichment instruction to support and challenge students' literacy development.

## Text Quality and Complexity

6.4	Analysis of Text Complexity	6/6
6.4a	<a href="#">Materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement.</a>	4/4
6.4b	<a href="#">Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.</a>	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, including Lexile levels, average sentence length, word frequency, and word count. Complexity levels are further broken down by qualitative measures, which encompass levels of purpose, text structure, language conventionality and clarity, and knowledge demands. The materials include a rationale addressing the recommended placement for each text as well as reader and task considerations for 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. For example, the materials include "The Path to Paper Son" by Grand Din, which is an informational text. The quantitative measures suggest that "this text is at the upper level of readability for grade 5 with a Lexile of 1020, average sentence length of 16.55, a word frequency of 3,533, and a word count of 331." The qualitative measures suggest that students might need additional support with quotation marks and knowledge demands of Chinese immigration. The "Qualitative Measures" rationale suggests that "the author's purpose is implied but easy to identify because the main idea is clear. Explanations and examples help show that the main purpose is to inform readers about the history of Chinese immigration to the United States and the concept of 'paper sons.'"
- The materials include quantitative and qualitative analyses of each core text, including a rationale for each text's educational purpose and grade-level placement. According to the "Text Complexity" chart, the argumentative text "Don't Release Animals Back to the Wild" by René Saldaña is classified in the grade 4-5 complexity band. The text has a Lexile Level of 900, an average sentence length of 12,348, a word frequency of 3.348, and a word count of 1,420. The qualitative measures address the domain-specific vocabulary and animals living in captivity and in the wild. The language's conventionality and clarity range. The materials provide a rationale for the text placement, stating that "the sentences are simple with some

compound and complex sentences. The vocabulary is mostly familiar; however, students may need support with domain-specific vocabulary such as captivity, survival skills, species, orphaned, behavioral enrichment, predators, habitat, poaching, and sanctuaries."

- The materials include quantitative and qualitative analyses of each core text, including a rationale for each text's educational purpose and grade-level placement. According to the "Text Complexity" chart, the text "The Carp" has a Lexile level of 930, an average sentence length of 14.492, a word frequency of 3.6729, and a word count of 1,739. 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." The "Qualitative Measures" rationale suggests that "students might need additional support with language: figurative language and knowledge demands: legends and archetypal characters." The rationale supports teachers by suggesting that, prior to reading the selection, teachers should "use the Reader and Task Considerations to help plan how to address various student populations."

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**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 their quantitative and qualitative analyses and relationship to student tasks. For example, the "Text Complexity" chart for *Picturesque Journeys* by Yanitzia Canetti classifies the text in the grade 4-5 complexity band. The materials provide three categories of task considerations, including "English-language Learners," "Intervention Need," and "On Level/Advanced Needs" classifications. The "Intervention Need" supporting task identifies knowledge demands. The materials advise that students preview the text's photographs in the text, identifying each artist and their painting. "Analysis" tasks include providing an opportunity for students to "compare and contrast the artists' worlds" as well as an opportunity for students to list their thoughts on the board. The materials advise teachers to explain "the difference between realistic and abstract art."
- Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analyses and relationship to student tasks. For example, the qualitative measure of "The Path to Paper Son" by Grant Din places the text in the upper level of readability for grade 5. The qualitative measures suggest that students may need additional help with some terms, as well as additional help understanding Chinese immigration in the mid-1800s. The "Text Complexity" chart divides "Reader and Task Considerations" into three categories, including "English Language Learners," "Intervention," and "On Level/Advanced" classifications. The student tasks relate to the core texts and are quantitatively aligned to the appropriate grade level. Qualitative tasks include support for comprehension in the case of ELL students, support for author's purpose in the case of intervention students, and support for the research of Chinese immigration in the case of on-level/advanced students.
- Core texts have the appropriate level of complexity for the grade according to 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 for English-language learners' needs, intervention needs, and on level/advanced student needs.

For example, in Unit 3, Week 3, the materials include the text "Pedro's Journal." This text has a Lexile level of 980, an average sentence length of 15.551, a word frequency of 3.712, and a word count of 3,670. Qualitative measures for this text indicate that "students might need additional support with language: complex sentences" and "knowledge demands: Christopher Columbus and exploration of the Americas." The "Reader and Task Considerations" section provides task options based on the relationship between text complexity and student needs. For example, the materials provide a task for on level/advanced students to "extend their knowledge about Chinese immigration in the 1880s" by exploring "online media to build background for Chinese immigration."

## Text Quality and Complexity

6.5	Self-Sustained Independent Reading	6/6
6.5a	<a href="#">Materials include explicit (direct) guidance for teachers on how to monitor students' comprehension and hold them accountable during independent reading. (T)</a>	2/2
6.5b	<a href="#">Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)</a>	1/1
6.5c	<a href="#">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)</a>	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, spotlight genres, as well as 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 them complete a discussion chart with "Noticings," "Connections," and "Wonderings" columns to support student comprehension and engagement. In the "Noticings" column, students "note what catches their attention in the text." The "Connections" 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 teacher guidance on monitoring students' comprehension. This helps teachers hold students accountable during independent reading. The materials include various activities and structured tasks for teachers to monitor student comprehension during independent reading. For example, in Unit 3, Week 1, Lesson 3, the "Close Read" prompt provides explicit teacher guidance on several independent reading tasks. For example, the materials prompt the teacher to "have students annotate the text using the... 'Close Read' notes for 'Analyze Characters' and then use their notes to complete the chart in their Student Interactive." Additional guidance instructs teachers to "have students create a two-column chart on a piece of paper with the names of two main characters at the top. Have students

take notes in their charts, analyzing the two characters in terms of their relationship, personalities, conflict, and interactions. Then have students write analyses of the characters based on the charts."

- The materials include explicit teacher guidance to hold students accountable during independent reading. For example, the Unit 5, Week 1, Lesson 4, materials prompt students to use "sticky notes to mark places in the text where they can make connections with a character's situation...[students] write on their sticky notes what their own experiences were and what the connection teaches them about the character."
- 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 2, Lesson 4, the materials provide explicit teacher guidance on monitoring students' comprehension of text structures. The materials prompt teachers to have students "use the 'Close Read' notes to highlight text evidence that explains the problems and solutions in the text." Students use the evidence to complete a problem-solution chart in the Student Interactive. The materials support independent reading accountability by having students use "sticky notes to mark places in a text where they have questions or where they feel the need to reread a section of the text."

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**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. 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. Each text has a range of complexity levels. For example, in Unit 5, independent reading books range from Level U to Level W. The materials provide several book options for each level. The materials include three Level U books, four Level V books, and six Level W books.
- For example, in Unit 5, students can choose from books that range Level U to Level W. Furthermore, each level includes several options so students have more choices. For example, there are three Level U books, four Level V books, and six Level W books.
- Texts designated for independent reading have a range of complexity levels for students to practice reading independently. For example, in Unit 3, the materials provide sixteen Leveled Readers for independent reading that range from Level S to Level W. Teachers and students have access to the complete online grade 5 Leveled Library. The materials include a Teacher's Guide that includes the Lexile measure and word count for each book in the Leveled Readers Library. For example, one of the leveled reader choices, *Challenger Deep* by Joe Keenan, has a Lexile of 840L and word count of 3,861.

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**Materials include a plan for students to self-select high quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)**

- The materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. 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 independent reading, planning, and accountability. For example, the Student Interactive provides independent reading resources. These include reading logs through which students can 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	<a href="#">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)</a>	4/4
7.A.1b	<a href="#">Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)</a>	10/10
7.A.1c	<a href="#">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)</a>	2/2
7.A.1d	<a href="#">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)</a>	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 2, Week 2, Lesson 5, students compare and contrast how humans have affected the environment in positive and negative ways. The materials require students to answer the question, "How have humans affected the environment in positive and negative ways?" The materials prompt students to "use examples from the texts to write and support a response." Students demonstrate their comprehension and justify their thinking by completing a chart showing the positive and negative effects of human involvement on the environment. The materials include a final question prompting students to consider, "What can people do to protect species from a changing environment?" Students answer the question in a written response, supporting their claim with evidence from the texts.
- 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 3, Week 3, Lesson 5, students use evidence from multiple texts to reflect on the characters and their experiences. The materials prompt students to "consider all the texts you have read this week. Do people from different times and cultures share experiences?" The materials prompt students to write an opinion sentence about which experiences are universal. Then choose

- two texts you read this week, and identify evidence from each text." The materials require students to use information directly from the text to justify their thinking and support claims.
- 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 4, Week 2, the Language Awareness Handbook provides guided practice to support students' interactions with the text. The materials prompt students to "look for and underline the details that the author uses to illustrate Maddy and Jonathan's sense of duty and responsibility during the Revolutionary War." Students create a web graphic organizer, citing images and text evidence "that illustrate Jonathan's efforts during the war." Students write a claim about the character's "sense of duty and responsibility during the Revolutionary War," justifying their thinking with textual evidence.

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

- The materials include questions that require students to use text evidence when evaluating the key ideas and details of high quality texts. For example, students read an excerpt from the historical fiction text *Pedro's Journal* by Pam Conrad. The materials include guiding questions and tasks prompting students to highlight evidence that helps to understand the crew's reaction to being far from land. The teacher conducts a think-aloud modeling of how to analyze key ideas by stating, "I wonder what this says about Columbus as a leader." Tasks require students to consider the narrator's statement, "Everyone seemed crazy all day" and identify which of the details they highlighted provide support for the statement.
- The materials include tasks that require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high quality texts. In Unit 2, tasks require students to complete notes on the elements of informational texts such as main ideas, details, and text features. Students read an excerpt from *Far from Shore* and answer questions using text evidence as support such as, "What examples from the text help you determine that *Far from Shore* is an informational text?" Tasks prompt students to analyze the language of the text by previewing vocabulary, including the words *marine* and *ecosystem*. Students complete a chart identifying the author's purpose, provide text evidence for support, and explain how the evidence achieved the author's purpose. The materials require students to use textual evidence when evaluating key ideas and details. The materials include questions such as, "Which details best help me understand the author's ideas?" and "Which details most directly tie in to details mentioned before?"
- The materials include tasks and questions that require students to use text evidence when evaluating the language and craft of high quality texts. For example, in Unit 3, Week 1, Lesson 2, tasks prompt students to read a specific paragraph and "find examples of sensory language-words and phrases that help them experience the way things look, feel, smell, sound, or taste." The materials prompt teachers to encourage students to notice "that the details appeal to the senses of taste, touch, and especially sight and help the reader picture or perceive the taffy." Questions and tasks help students identify evidence of how language creates imagery to help the reader visualize.

- The materials include questions and tasks that help students identify evidence that shows the relationships between text details and how they are organized to find key ideas. For example, in Unit 3, Week 3, Lesson 2, the materials prompt teachers to remind students "that the conflict is the problem that the main character faces." Teachers also help students "synthesize all that has happened in the play so far. Then have students scan pp.104-105 to highlight details from the dialogue that develop the conflict and move the story forward. Ask: How does the dialogue connect to the conflict?" The questions and tasks help students identify evidence that reveals relationships between text details, such as dialogue, and how the text is organized to show key ideas, such as conflict.

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**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 requiring students to support their claims and justify their thinking through discussing key ideas in evidence from the text. After reading "The Path to Paper Son" by Grant Din and "Louie Share Kim, Paper Son" by Barbara D. Krasner, students respond to the "Check for Understanding" questions, supporting their claims and justifying their thinking. For example, the materials ask several probing questions such as, "What can you conclude about Sam Louie's parents' immigration experience based on information in the selection? What do you think the author's purpose was for writing 'The Path to Paper Son?' What do you think the author's purpose was for writing 'Louie Share Kim, Paper Son?'" The materials require students to support their claims with textual evidence.
- Questions and tasks require students to support their claims and justify their thinking by paraphrasing key ideas in evidence from the text. In Unit 2, Week 3, Lesson 5, the materials require students to paraphrase two texts and compose a response. Materials ask students: "Which texts helped you learn something about survival? Which texts told risky stories of survival?" The materials instruct students to choose two texts and "identify passages in each text that tell you about the dangers people faced and the solutions they found."
- The materials include questions and tasks that require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. For example, in Unit 4, Week 1, Lesson 3, students examine "what a character experiences in a story by noticing his or her dialogue, thoughts, feelings, relationships, interactions, and conflicts with other characters." The materials prompt students to "think about how the character feels at different points in the story, pay attention to dialogue between characters, [and] take note of the character's actions and reactions." Tasks require students to support their claims and justify their thinking by selecting "a few paragraphs...that describe major events in the plot,...retell the events" and "discuss how the events relate to the characters' reasons for behaving as they do."

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**Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)**

- The materials include questions designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, the Reading Routine Companion provides different levels of questions and tasks to engage students in the text. The materials include "Make it Easier" and "Make it Harder" questions and tasks.
- Questions are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in text analysis. For example, in Unit 3, Week 2, the materials provide guided reading instruction prompts at different levels of cognitive complexity. The materials prompt students to identify realistic fiction by asking, "How can you tell this book is fiction?" and "Could something like this story happen in real life?" The materials include questions that analyze plot elements such as, "What events add tension that leads to the climax?" and "How does the story resolve?"
- Tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in text analysis. For example, in Unit 3, Week 2, Lesson 1, the materials provide tasks for students who need intervention support to engage in text analysis. The materials provide teaching guidance such as the following: "IF...students have difficulty discussing plot development. THEN...guide students to review the text paragraph by paragraph, summarizing what happens and how it contributes to the problem or its resolution." If students are on-level or advanced, the materials direct teachers to "have students use the infographic to generate questions about some different ways in which people can reach a goal. Then have [students] choose one to investigate."

## Evidence-Based Tasks and Responses

7.A.2	Teacher Guidance for the Use of Text Evidence	4/4
7.A.2a	<a href="#">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)</a>	2/2
7.A.2b	<a href="#">Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)</a>	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 3, Week 2, the materials include guidance for effectively modeling the process of generating a claim and constructing a text-based opinion essay. The materials provide modeling guidance by directing the teacher to say, "You have started to support your opinion with reasons. Factual evidence is a very strong support. Remember that you skimmed over information to form your opinion statement. Now, you will have a chance to look online for specific bits of evidence that you can include in your essay to support your opinion and reasons. The evidence can be data, such as numbers or statistics. It can be a statement from an expert. It can even be anecdotal evidence, which means stories from personal experience that support the opinion." The materials include a mini-lesson to support teachers' modeling of the process of generating a claim. The materials prompt teachers to say, "You may have already expressed an opinion about one of these topics. You based this opinion on facts—prior knowledge that you have about the topic. For example, one opinion is 'School lunches should be healthier.' You're basing this on your knowledge of what you have eaten for school lunches. Reading a bit about school lunches online could give you factual information about what students in other schools experience. Those facts could come together to strengthen your opinion that lunches need to be overhauled." The materials provide a series of mini-lessons to guide instruction as teachers help students construct an effective text-based response using reasons, facts, details, and graphic features.
- The materials guide teachers in effectively modeling the use of text evidence to construct text-based responses. For example, in Unit 3, Week 2, Lesson 4, the "Close Read" mini-lesson prompts the teacher to explain that, "Readers should maintain meaning and logical order when they retell, paraphrase, or summarize texts. Review the story in your head before you begin to summarize. Tell the story in order. Begin at the beginning and finish at the end." The teacher models how to complete the graphic organizer. The materials provide explicit

guidance for the teacher to model how to summarize while maintaining meaning and logical order. The materials prompt the teacher to explain, "In paragraph 8, the author summarizes details to support the story's conflict by briefly describing what happened in the past when Calvin brought a dog home. She reports the details in a logical order and maintains the meaning. I'm going to highlight those lines as an example of summarizing." The materials include structured prompts and examples demonstrating effective modeling using textual evidence to construct text-based responses. Students highlight details that help them "summarize one event while maintaining logical order" and complete the graphic organizer.

- 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 1, Lesson 3, the Reading Workshop provides explicit instructions for the teacher to model the process of analyzing characters, gathering textual evidence, and using that evidence to create text-based responses. Teachers remind students that "readers can understand what a character experiences in a story by noticing his or her dialogue, thoughts, feelings, relationships, interactions, and conflicts with other characters." Teachers model "how to underline details that relate to the characters in the story," such as, "one thing Mr. Leroy says is, 'I wants you to look over this here writing 'fore I starts carving it.'" The teacher points out that this passage "tells me a lot about Mr. Leroy. He speaks in a dialect, which is a way of talking from a specific time or place." Teachers direct students to work with a partner to "find and underline another detail" about the character and, in the margins, "write the type of detail (thoughts, feelings, dialogue, relationship, interaction, conflict) and what it reveals about the character." Students are then directed to "use the strategy to analyze characters." Teachers instruct students to annotate the text while referring to their notes about analyzing characters. Students "use the evidence from their annotations" to generate an evidence-based claim explaining what is revealed about the character. Students use their textual evidence as support.

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

- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. For example, in Unit 5, the unit introduction provides an "Oral Vocabulary Routine" explaining that "as students work through the unit, they will use these words to discuss systems." The materials provide specific directions for introducing the words. The "Expand and Ask" task provides an opportunity for students to respond "using the newly acquired Academic Vocabulary." The materials prompt teachers to "expand," stating that "a person who disturbs you interrupts what you are doing." The teacher opens up a discussion by asking, "When is it appropriate to disturb someone who is busy?" The materials include a "Turn and Talk" task that provides an opportunity for students to engage in evidence-based discussions using academic vocabulary and syntax. The materials provide explicit instructions for the activity. Students review the vocabulary words and definitions while completing fill-in-the-blank sentences with the correct academic vocabulary word. The sentence stems support student knowledge building of syntax based on students' understanding of sentence structure. The materials prompt students to

read their sentences aloud with a partner, discussing their "reasons for selecting each newly acquired word."

- 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 1, Lesson 5, the materials support teacher modeling on how to use academic language from the text in oral practice. The materials prompt teachers to "offer students oral practice using the unit academic vocabulary words to make connections to other texts, the unit theme, and the Essential Question. Ask: Does Abuelita's advice appeal to you? Why or why not?" The materials prompt students to use academic vocabulary when students discuss "a time when someone gave you advice. Did you follow it? Why or why not?" The materials instruct teachers to "have students share how they connect to a character in the story."
- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. For example, in Unit 4, Week 1, Lesson 1, the materials guide teachers in exploring an infographic. The materials direct teachers to "remind students of the Essential Question for Unit 4: What does it mean to be free?" and point out the "Week 1 Questions: Why should people work together to help others achieve freedom?" The materials direct teachers to focus students' attention on the infographic and "read the text...study the map and images...[and] discuss what it might have been like to travel along the Underground Railroad during the 1800s." The "Turn, Talk, and Share" section provides a structured opportunity for students to engage in discussion. The materials prompt students to "talk with a partner about the Underground Railroad." Students take notes during the discussion.

## Evidence-Based Tasks and Responses

7.B.1	Genre Characteristics and Craft to Compose Multiple Texts	8/8
7.B.1a	<a href="#">Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.</a>	1/1
7.B.1b	<a href="#">Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)</a>	2/2
7.B.1c	<a href="#">Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)</a>	2/2
7.B.1d	<a href="#">Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)</a>	2/2
7.B.1e	<a href="#">Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. (S)</a>	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. Each unit provides a "Mentor Stack" section to serve as models that help students "become acquainted with authentic models in the writing genre for each unit." In Unit 2, the "Mentor Stack" section includes examples of informational articles like "Time for Kids" and "Scholastic: Science World." These texts provide a model of genre characteristics as students start writing their own informational articles.
- The materials include mentor texts that serve as models for students to compose a variety of texts according to grade level. For example, in Unit 5, Week 1, the Writing Workshop provides a "Mentor Stack" of poems. These include "Drum Dream Girls" by Margarita Engle and "Ode to My Shoes" by Francisco X Alarcon. These poems serve as models for students as they start writing their own poetry.
- The materials include mentor texts that serve as models for students to compose a variety of texts according to grade level. The materials provide mentor texts to reinforce the students' understanding of organization and structure in written communication. For example, in Unit 3, Week 1, the materials "introduce and immerse" students in the organizational structure of



opinion essays. Teachers model and practice informing students that "they will be reading and analyzing several opinion essays over the next few days in preparation for writing their own. Today they will focus on identifying the basic elements of opinion. Read aloud an opinion essay. Pause to discuss the writers' opinions and their supporting reasons and examples." The teacher chooses a text to read aloud, providing a "think aloud to model identifying reasons and examples." Students apply this knowledge as they compose "their own opinion essay following the same organizational structure."

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

- The materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Unit 1, in the Writing Workshop, students brainstorm a topic for their personal narrative. The materials provide questions to help students plan their narrative by considering purpose and audience. The materials prompt students to consider the following questions: "What is the purpose of your personal narrative: to inform, entertain, or persuade? Who will read your personal narrative? What questions might readers have? How do you want readers to react?" The materials prompt students to select a topic, purpose, and intended audience before they begin writing. Students then compose their personal narrative. The materials suggest that "keeping their audience in mind allows authors to focus on 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 5, Week 1, students plan their first draft of a poem. The materials prompt students to "think of how you want the poem to affect your audience." The materials provide a checklist for students to brainstorm poetry ideas according to the message they want to convey to the audience. The materials include steps for students to follow as they write ideas for their poems. Students then compose their poems.
- 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 3, Lesson 3, the materials prompt students to use contradiction in their writing. This includes "descriptors and events that defy the reader's expectations and present them with something refreshing." Teachers model and practice this craft skill by discussing how students can use contradiction in their own writing. Students apply this skill by writing "a fictional passage with a contradiction that will encourage readers to think about your message."

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**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. For example, in Unit 1, Week 1, Lesson 4, the Reading Writing Workshop Bridge prompts students to write

informational texts for the reader. The materials provide explicit instruction on selecting a main purpose, deciding on an organizational style, and deciding "what type of details to include." The Student Interactive provides guiding prompts to support the students during the composition process. The materials prompt students to narrow their focus so they have "a clear central idea that is easily understood." Students complete a graphic organizer to decide on a topic and purpose. The materials prompt students to "write a passage about a family member's past or the past of a person you know...Be sure to include a clear, central idea and details related to your purpose." Students compose an informational essay about a person's past.

- The materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Unit 2, Week 1, in the Writing Workshop, students compose an informational article. The materials prompt students to prepare for writing by considering the following questions: "Who do I want to read my article? Is my main purpose to entertain, to persuade, or to inform? How can I write an article that will achieve my purpose?" The materials prompt students to write an informational essay on their chosen topic with appropriate characteristics and craft. The materials include "Writing Support" activities to support students' incorporation of genre-specific characteristics and craft. For example, the materials include a "Think Aloud" section to model "considering task, audience, and purpose." Mentor texts and teacher think-alouds guide students as they compose their introduction and body paragraphs. The materials point out that "a well-structured introduction includes: a general statement about the topic, a more specific statement about what the article will address, and a way to catch the reader's attention." Students also compose body paragraphs with "a topic sentence usually expressing the main point of the paragraph." Students apply these characteristics and craft to their informational essays. In Week 5, students publish and share their informational essays.

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**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 craft. In Unit 3, Week 1, the materials support students in brainstorming an opinion topic. Students complete a graphic organizer identifying a topic related to school, home, a sport, or an activity. Students select their best idea and "clearly state their opinion about the topic." The materials prompt students to plan their essay by considering "topic, purpose, and audience." Students complete a chart stating their opinion, two reasons with examples, and a restatement of their opinion. Students use the information to begin outlining and composing their opinion text. Mini-lessons support students during the writing process. The materials provide an opportunity for students to share their finalized argumentative texts.
- The materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Unit 4, Week 1, Lesson 2, the Reading Workshop provides opportunities for students to compose a variety of argumentative texts by posing questions for the students to answer. For example, students are asked to respond to the following questions: "Identify details from the text that

show it is a piece of historical fiction. Evaluate how the author uses language to create the characters of Elijah and Mr. Leroy. Draw conclusions about what makes Elijah's skills useful to his community. Do you think Mr. Leroy's reaction to Mrs. Holton's payment affects or changes Elijah? Use text evidence to support your argument." These questions allow students to compose short texts using genre-specific characteristics and craft skills.

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**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 1, Week 6, students compose a business letter to request specific information for their argumentative travel guide. The materials provide a model business letter to demonstrate the characteristics of the genre and a template for students to use for their correspondence. The materials prompt students to work with their partner to "generate questions on the topic for the formal inquiry." Students go online to locate the email or postal address for the country they have chosen to write about. Students use the template to "compose a business letter to the director of the tourism bureau."
- The materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. For example, in Unit 2, Week 6, students write a business email to gather information for their survival guide. The materials provide a model business letter to demonstrate the characteristics of the genre and a template for students to compose their correspondence. The materials prompt students to "go online to find the name and email address of a National Park Service ranger." The materials prompt students to "compose a business email to the ranger" and send it.

## Evidence-Based Tasks and Responses

7.B.2	Writing Process	11/11
7.B.2a	<a href="#">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)</a>	5/5
7.B.2b	<a href="#">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)</a>	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, which 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. Students analyze 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 provides an opportunity for students 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, which includes an age-appropriate progression in the conventions of writing. For example, in Unit 2, students write an informational article using the elements of the writing process. In Week 1, students plan their writing by creating a map to help them "generate ideas for an article." In Weeks 2 and 3, students draft their informational article. Students draft an introduction, body paragraphs that "includ[e] specific facts and concrete details," and a conclusion. In Weeks 4 and 5, students revise, edit, and publish their informational articles. The materials direct students to revise their articles by using precise language and domain-specific vocabulary. Students specifically edit for adverbs, simple and compound sentences, and prepositional phrases. The materials inform students that "a writer publishes his or her work after revising and editing it. Some writers choose to publish by printing and handing out copies to readers. Others publish by

posting the writing to a blog or other digital platform." Students finally publish their informational articles.

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**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 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. Students analyze 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 an opportunity for students to publish and share text.
- 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). The materials also provide instruction to support students during the writing process through conferencing and revising. In Unit 2, Week 1, the Writing Workshop guides teachers and students through the elements of the writing process. Mini-lessons provide teacher guidance, suggesting that "building a web diagram can be a helpful technique for generating and organizing ideas for an informational article." Teachers and students create a web diagram together using one of the previously read texts to practice generating ideas. Students create a web to brainstorm ideas. In Week 2, the materials provide explicit instructions for modeling the drafting process, including providing specific facts and concrete details. In Week 3, students begin drafting, and teachers model how to write an introduction and conclusion. The "Teaching Points" section prompts teachers to explain that "an introduction grabs the reader's attention and tells what the article is about. A well-structured introduction includes: a general statement about the topic, a more specific statement about what the article will address, and a way to catch the reader's attention." In Week 4, the materials provide explicit modeling for teachers to guide students as they revise and edit their informational essay. The "Model and Practice" section prompts teachers to "provide two sentences using generic nouns, adjectives, and verbs, and edit them to be specific. Repeat the activity but replace the generic terminology with domain-specific language. Tell students to ask themselves questions when reviewing a sentence for generic language: Could I add domain-specific language from one of my sources? Do I need to explain the meaning of the domain-specific language?" Students also edit their drafts for generic and domain-specific language, revising as needed. In Week 5, teachers inform students that "writers can publish work in a few ways, such as printing and handing out copies to readers, creating a book, magazine, or other print publication, or posting a blog to a website." Students choose a format to publish and share their informational essay.
- The materials include guidance for the teacher to provide explicit (direct) instruction to model the revising element of the writing process. For example, in Unit 3, Week 4, the materials provide revision guidance and opportunities for students in the "Revise by Rearranging Ideas for Clarity" section. The materials support teacher modeling by providing explicit instructions

for think-alouds as well as shared and guided practice. The materials prompt the teacher to explain: that "a major component of writing is revising to have clearer sentences and paragraphs." The teacher chooses a mentor text and models how and why rearranging ideas is important. The teacher models using a mentor text, working "with the students to identify examples of ideas arranged in a clear way." The materials prompt students to revise their drafts by rearranging ideas for clarity.

## Evidence-Based Tasks and Responses

7.B.3	Explicit (Direct) and Systematic Writing Instruction	13/13
7.B.3a	<a href="#">Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)</a>	3/3
7.B.3b	<a href="#">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)</a>	4/4
7.B.3c	<a href="#">Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)</a>	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. For example, the Language Awareness Handbook provides explicit teacher instructions to introduce, teach and model, as well as practice writing complete sentences and correcting sentence fragments. The teacher introduces the lesson by writing the following sentence and fragment on the board: "Tom went to the library" and "Went to the library." The teacher asks the question, "Who went to the library? (Tom)" The materials prompt the teacher to say, "The first sentence tells a complete idea. It says who did something. The second set of words (went to the library) is called a sentence fragment. It does not say a complete idea. It does not say who went to the library. How would you make this fragment a complete sentence? (Add a subject)."
- The materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on vocabulary. For example, in Unit 2, Week 1, Lesson 1, the Reading-Writing Workshop Bridge includes guidance for teachers to provide direct instruction in writing focusing on vocabulary. The "Model and Practice" section provides a modeling script. This script prompts teachers to say, "Suppose in the sentence *The scientist detected the presence of metal*, the word *detected* is unfamiliar. But I know that detective, which has the same base word, means 'someone who discovers answers to mysteries.' In the sentence, *detected* is used as a verb for something the scientist did with an instrument. So I think it means 'discovered.'" This explicit modeling of using the word *detective* to figure out the meaning of the word *detected* focuses on using vocabulary in writing.
- 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

"Language & Conventions" section prompts teachers to focus on "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." Students practice writing a complete simple sentence with subject-verb agreement.

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**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 explicit instructions for teaching students how to compose an introduction using the inverted pyramid structure to build a complete paragraph. The "Teaching Points" section prompts the teacher to explain that "an introduction grabs the reader's attention and tells what the article is about. A well-structured introduction includes: a general statement about the topic, a more specific statement about what the article will address, and a way to catch the reader's attention." The materials support the composition process by providing model text and graphic organizers to support composition writing.
- The materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level according to grade-level TEKS. For example, in Unit 2, Week 1, Lesson 3, the Reading-Writing Workshop Bridge's "Language & Conventions" section provides explicit modeling support for teaching subject-verb agreement. The materials prompt the teacher to "explain that the subject of a sentence is what the sentence is about; the verb tells what the subject is or does. The subject and verb in a sentence must agree in number." The teacher models and reinforces the instruction by displaying the following sentences: "The dog runs. The dog jumps. The dogs run. The dogs jump." Teachers then provide another singular and plural subject and ask students to create sentences using subject-verb agreement."
- 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 2, the "Develop Elements: Draft with Specific Facts and Concrete Details" section provides explicit instructions to support modeling strategies for developing and composing informational texts. The materials prompt the teacher to "explain that concrete details provide specific, rather than general, information. Provide an example of an indefinite detail, such as 'I went out the other day.' Ask: What information can I add to make this detail more specific and useful? The teacher models revising indefinite details to make them more concrete and provide examples."



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**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 1, Week 3, the Reading Workshop Bridge mini-lessons provide explicit instruction and practice composing compound and complex sentences. The first mini-lesson provides a spiral review of independent and dependent clauses. In Lesson 2, students work in pairs to practice forming simple, compound, and complex sentences. Lesson 3 provides explicit instruction in writing increasingly complex sentences. The materials prompt students to revise and edit a simple sentence. The materials "provide another simple sentence to expand into a complex sentence and into a compound sentence." The materials prompt students to "be sure that the complex sentences use commas correctly." In Lesson 4, students revise and edit their drafts, ensuring sentence variety and correct punctuation.
- 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 5, the Reading-Writing Workshop Bridge "Language and Conventions" section provides a spiral review of previously-learned principle parts of irregular verbs. It then moves to the more complex active voice usage. The materials include explicit instruction about active voice by providing the following example: "Scientists collected wild condor eggs. Wild condor eggs were collected by scientists." The materials provide explicit instruction on differences between passive and active voice. The daily lessons provide opportunities for students to engage in writing, revising, and editing sentences for passive and active voice. For example, in Lesson 2, the materials instruct the teacher to "write or display the passive voice sentence 'Logs and sticks are used by beavers to build dams.' Ask for a volunteer to explain how to rewrite the sentence using active voice." In Lesson 4, students rewrite a paragraph so that it is in active voice.
- 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 3, Week 3, the "Develop Structure: Compose with Transition Words, Phrases, and Clauses" section engages students by prompting them to review their opinion essays. Students "use transitions or linking words, phrases, and clauses-to guide readers through [their] opinion essay. These words make [their] writing coherent by creating logical relationships between reasons and facts and details." The materials prompt students to do the following: "Develop or revise a draft of your own opinion essay. Include transitions to make your essay clear and coherent." The materials provide direct and authentic examples of complex sentences for teachers and students to discuss and analyze. These examples allow students to acquire increasingly complex sentence structures to implement in their own writing.

## Evidence-Based Tasks and Responses

7.B.4	Grade-Level Standard English Conventions	20/20
7.B.4a	<a href="#">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)</a>	4/4
7.B.4b	<a href="#">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)</a>	4/4
7.B.4c	<a href="#">Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)</a>	12/12

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

Evidence includes, but is not limited to:

**Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level TEKS. (S)**

- The materials include opportunities for practice and application in and out of context according to the grade-level TEKS. TEKS 5.11.D.i. states that students will "edit drafts, using standard English conventions, including complete simple sentences with subject-verb agreement." For example, in Unit 1, Week 5, the Writing Workshop includes a mini-lesson on subject-verb agreement. The teacher reads several sentences in which the "subject and verb do not agree." The teacher asks probing questions, including: "Does this sentence contain a singular subject or a plural subject? Which type of verb do we use for this type of subject? Do the subject and verb agree?" Students work with a partner to evaluate sentences for subject-verb agreement, making corrections as needed. The materials prompt students to "review their personal narratives and make revisions based on today's mini-lesson." Students are encouraged to "share examples of subject-verb agreement from their own personal narratives" in the "Share-Back" section of the lesson.
- 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 verb tenses according to the grade-level TEKS. For example, In Unit 2, Week 4, in the Reading-Writing Workshop

Bridge, students practice perfect verb tenses out of context by modifying and replacing verbs in sentences. The materials prompt the teacher to "display a variety of sentences using past and future-tense verbs. Have students modify the sentences by replacing the verbs with verbs in perfect tenses. For example, write 'I will return from Mexico.' Show that it can be changed to 'By then, I will have returned from Mexico.' Help students modify the sentences by using the present perfects, the past perfect, and the future perfect tenses." Students practice and apply their knowledge in context as they edit a draft of a paragraph in their interactive book. The materials provide in-context application by having students edit their informational essays for perfect verb tenses in context. The materials remind students to "use perfect verb tenses thoughtfully to show actions completed in the present, past, or future."

- The materials include opportunities for application in the context of the conventions of academic language, including prepositions and prepositional phrases according to the grade-level TEKS. For example, the students apply their knowledge of prepositions and prepositional phrases to edit a paragraph in their draft. In Unit 3, Week 1, Lesson 4, the Reading-Writing Workshop Bridge's "Language & Conventions" section prompts students to "edit this draft by adding prepositional phrases as indicated. Check for subject-verb agreement. As students begin writing their drafts, they will use prepositions and prepositional phrases to show location, time, direction, and other details."
- The materials include opportunities for out of context practice and application of the conventions of academic language, including collective nouns according to the grade-level TEKS. For example, in Unit 4, Week 4, the Writing Workshop focuses on writer's craft, requiring students to edit drafts using standard English conventions such as using collective nouns (TEKS 5.11Diii.). The mini-lesson provides guidance and examples to "ensure that students understand the examples. Then brainstorm additional examples of collective nouns." The materials provide guidance and practice using correct subject-verb agreement with collective nouns. The teacher demonstrates using examples, such as: "The flock of birds/fly/south in the winter. (fly or flies?) The family/eat/dinner together. (eat or eats?) The group of children/run/off in different directions. (run or runs?)" Teachers ask students to "identify the correct form of the verb in each sentence. Then read aloud the full sentence in the stack text to confirm." Teachers direct students to the Student Interactive for additional practice and application of collective nouns and subject-verb agreement.

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**Materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. (S)**

- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS (5.11.D.x). For example, In Unit 2, Week 5, the Writing Workshop mini-lessons provide direct instruction on capitalization rules for abbreviations, acronyms, titles, initials, and organizations. The Student Interactive provides additional practice editing for capitalization. The materials include a mini-lesson providing direct instruction on the use of punctuation marks. The Student Interactive provides additional practice editing paragraphs for correct usage. The materials instruct students to "focus on capitalization as they refine their writing" and use "quotation marks and commas correctly in their informational articles."

- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct punctuation according to the grade-level TEKS (5.11.D.x). For example, in Unit 4, Week 4, the Writing Workshop mini-lesson provides teachers direct instruction on using commas and quotation marks. The Student Interactive provides an "Edit for Punctuation Marks" resource that explicitly explains the guidelines for using commas and quotation marks. Students practice applying the punctuation rules by editing a short passage of dialogue. Students apply their knowledge to their current piece of writing. The materials prompt the teacher to "work with students individually to edit their science fiction story for correct punctuation." The materials prompt students to "explain how punctuation should be used in each sentence, and record their edits."

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**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 Conferring" activities provide opportunities for students to apply their knowledge of writing convention in context by revising one of their drafts and conferring 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 chronological or alphabetical order. This ensures ease of use when implementing grammar practice and application out of context for focused skills acquisition. This quality also ensures that teachers can 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 3, Week 4, the Writing Workshop provides explicit mini-lessons on editing for correct capitalization and punctuating titles (TEKS 5.11.D.ix). The teacher reviews capitalization rules and models applying these rules. The Student Interactive provides an opportunity for students to practice applying capitalization rules out of context. The materials prompt students to edit the draft of their "informational article to use correct capitalization for all abbreviations, initials, acronyms, and organizations."
- 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 5, the Reading-Writing Workshop Bridge provides direct instructional guidance for teaching correlative conjunctions. Teachers prompt students to write their own sentences while correctly using correlative conjunctions. The materials include direct instruction on capitalization rules for "abbreviations, initials, organizations, and acronyms." Students apply

the skill out of context by writing sentences from a list of words and using proper capitalization. The materials provide an opportunity for students to practice their grammar knowledge by editing a draft for "proper capitalization [of] abbreviations, initials, acronyms, and organizations."