

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Texas Education Agency, Open Education Resources	Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1
Subject	Grade Level
English Language Arts and Reading	2

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: 100%
Quality Review Overall Score: 536 / 536

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 4

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	4
Promoting Sexual Risk Avoidance, 6.2	0

Alleged Factual Errors 0

Public Feedback

Flags for Suitability Noncompliance 3

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	3
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 76

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	53 / 53
2. Progress Monitoring	28 / 28
3. Support for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	223 / 223
6. Knowledge Coherence	54 / 54
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	72 / 72

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity and offer guidance to educators on consistent administration of assessments.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to track their growth and progress.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily

opportunities for practice, including isolated exercises, decodable texts, and cumulative review.

- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- 5.D.1 Phonological Awareness: Materials provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice and reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials

systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.
- 5.F.1 Vocabulary Development: Materials support students in determining the meaning of unfamiliar words using illustrations, context, and print or digital resources, with teacher guidance for explicit instruction and activities that encourage resource use for word meanings and pronunciations.
- 5.G.1 Reading Fluency: Materials provide lessons, activities, and tasks for modeling and practicing fluent reading skills with suggested teacher feedback, including word lists, decodable texts, and various practice settings to develop accuracy, fluency, prosody, and comprehension.
- 5.H.1 Handwriting Development: Materials offer explicit instruction on grade-level handwriting skills and provide frequent, authentic practice opportunities to develop these skills in alignment with current learning.
- 6.A.1 Connected Knowledge-Building Units and Lessons: Materials design units to build knowledge in various fields with a structured scope and sequence, focusing on extended topics and integrating grammar, vocabulary, discussion, and writing activities with the knowledge theme.
- 6.A.2 Context and Student Background Knowledge: Materials activate background knowledge by linking to prior grade-level content, connecting across units, and providing relevant context to enhance student engagement with the text.
- 6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Materials include questions and tasks that engage students with big ideas and themes, prompt synthesis of knowledge across texts and units, and require demonstration of understanding through connections across texts, with opportunities to apply learning beyond the classroom.
- 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials provide a year-long scope and sequence for building tier 2 and 3 academic vocabulary within knowledge-building contexts, with differentiated practice opportunities, purposeful tasks, and nonverbal techniques like images and visualization to support vocabulary acquisition.
- 6.B.1 Recursive Inquiry Process: Materials support students in asking questions, generating research plans, gathering information from various sources, and distinguishing between primary and secondary sources through guided activities and tasks.
- 7.1 High-Quality Grade-Level Texts: Materials include grade-level TEKS-required text types and genres, with complex, high-quality core texts and a range of traditional, contemporary, and

- diverse texts that reflect students' backgrounds and experiences.
- 7.2 Interaction with Grade-Level Texts: Materials include grade-level TEKS-required text types and genres, with complex, high-quality core texts and a range of traditional, contemporary, and diverse texts that reflect students' backgrounds and experiences.
 - 7.3 Supporting Access to Grade-Level Text: Materials include teacher guidance and scaffolds to ensure all students access grade-level texts while maintaining rigor and offer opportunities for proficient students to engage in further text analysis.
 - 7.4 Analysis of Text Complexity: Materials include both quantitative and qualitative analyses of core texts, with a rationale for their educational purpose and grade-level placement, ensuring they match the required complexity for student tasks.
 - 7.5 Read-Aloud, Shared Reading, and Independent Reading: Materials include complex, age-appropriate read-aloud texts with scaffolds, a range of independent reading texts, and a plan for students to self-select and read high-quality texts independently with goal setting and accountability.
 - 8.A.1 Use of Text Evidence: Materials include text-dependent questions and tasks that require students to use evidence to demonstrate comprehension, justify thinking, and support claims, evaluating text elements at various cognitive levels.
 - 8.A.2 Teacher Guidance for the Use of Text Evidence: Materials guide teachers in modeling text evidence for claims and responses and in structuring evidence-based discussions with academic vocabulary.
 - 8.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials include mentor texts for modeling various text types, with opportunities for students to compose literary, informational, and correspondence texts, each with genre-specific characteristics and craft.
 - 8.B.2 Writing Process: Materials support the writing process with age-appropriate conventions and provide teacher guidance for modeling and supporting each stage, including conferencing and revising.
 - 8.B.3 Explicit (Direct) and Systematic Writing Instruction: Materials offer guidance for explicit instruction in sentence-level writing, focusing on structure, syntax, and vocabulary, and provide systematic opportunities for students to develop, revise, and edit sentences into compositions.
 - 8.B.4 Grade-Level Standard English Conventions: Materials offer guidance for explicit instruction in sentence-level writing, focusing on structure, syntax, and vocabulary, and provide systematic opportunities for students to develop, revise, and edit sentences into compositions.

Challenges

- No challenges were indicated for this material

Summary

Bluebonnet Learning is a K–5 Reading Language Arts program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension into every lesson. The instructional materials provides specific daily instructional guidance, sequences, and routines, including modeling, small group instruction, and reading and writing applications.

Campus and district instructional leaders should consider the following:

- The program builds on learning from previous grade levels, often referring to skills and topics learned in previous years. The product and lesson plans feature structured activities such as phonics review, small group instruction, independent reading opportunities, reading review, and writing application exercises.
- Teachers are provided with instructional guidance to differentiate instruction for varying levels of emergent bilingual students, extension activities for high-achieving students, and small group interventions. Each unit includes a detailed introduction for teachers, including background knowledge and previous learning from the *Bluebonnet Learning* program.

Intentional Instructional Design

1.1	Course-Level Design	15/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	5/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	2/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence guide outlining the TEKS, ELPS, concepts, and knowledge taught in the course. 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). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators 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 "Pacing Scope and Sequence Guide" included in the product's course-level materials component outlines the TEKS and ELPS that will be covered and spiraled in each unit over the course of the year. For example, "Unit 5, Lesson 5" includes learning about TEKS 2.7D and 2.9D.i, 2.3B, 2.7E, 2.12B, and ELPS 5.G.
- The title section lists the concepts and knowledge. The units provide information about cross-curricular connections, such as a science or social studies topic. The "Program and Implementation Guide" helps the new teacher with the concepts by guiding the teacher to look in the course-level documents for units in chronological order.

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).

- In the course-level materials, "Pacing Scope and Sequence Guide RLA," there is a suggested pacing guide for teachers to use.

- The *Foundational Skills Pacing Guide* provides a pacing schedule tailored to different instructional calendars. The document explicitly states, "Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars." Teachers utilize the suggested pacing to plan their lessons, ensuring coverage of all necessary TEKS and ELPS within the academic year.
- The *RLA Pacing Guide* provides a pacing schedule tailored to different instructional calendars. The document states, "Pacing and Scope & Sequence Guides demonstrate how units can be implemented across an instructional year of approximately 160–170 days, with guidance for how to extend instruction to cover 180- and 210-day school years." The pacing guide includes numbered days that coincide with lessons. Materials include options for a 180-day and a 220-day instructional school year.

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

- The "Program and Implementation Guide" includes an explanation of the rationale of unit order and how concepts connect. The material states, "Units are organized to build upon each other in a logical sequence that enhances student background knowledge and skills over time." The "Program and Implementation Guide" explains the integration of Foundational Skills and RLA, ensuring students develop comprehensive literacy skills from grade to grade.
- Each "Unit Introduction" includes a description of the rationale for when pausing points, unit review, unit assessment, and culminating activities are included; as well as an explanation as to why they are included. The "Program and Implementation Guide" gives an explanation for how concepts to be learned connect throughout the course located in the section called "Grow In Complexity."

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

- The "Program and Implementation Guide" includes detailed guidance on how educators effectively internalize units and lessons by providing protocols and templates designed to help teachers understand and implement the instructional materials efficiently. In program-level resources, teachers have internalization protocols for each knowledge unit and foundational skills unit. The internalization guide offers step-by-step instructions on how to read through and annotate lessons, connect lessons to the culminating tasks or assessments, and anticipate where students may need additional support.
- The materials state that the tools "support teachers in breaking down lessons, connecting activities to learning objectives, and planning instruction to meet the needs of their students." These protocols provide teachers with background knowledge on the content of each unit, a sequence of steps to follow to internalize the unit, an understanding of what students will learn in each lesson, and how they will be assessed.

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

- Materials include observation protocols for administrators and/or coaches to evaluate the implementation of units and lessons. This tool outlines items they can look for before, during, and after classroom visits to ensure fidelity of use in the program.
- The guide provides detailed instructions for administrators and/or coaches on how to support teachers. It includes strategies for observing and providing feedback on lesson implementation, ensuring fidelity to the program. The "Coach's Guide" provides clear steps for coaches to prepare teachers for unit/lesson internalization, implement it during collaborative planning time, and outline the time allocated for each step of the protocol.

Intentional Instructional Design

1.2	Unit-Level Design	4/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain support 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 provide an introduction for each unit that has an overview that includes background content knowledge and academic vocabulary. For example, the "Unit 1 Introduction" provides teachers with the necessary background knowledge for teaching the unit. Within the unit introduction, a section explains the importance of fairy tales and their relevance to what students have studied in previous grades.
- The materials include background content knowledge to effectively teach the concepts in the unit. For example, each unit introduction includes a "What Students Have Already Learned" section. Within the unit introduction, a section explains to teachers the vocabulary words that students will encounter in each lesson within the unit.

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

- Within each unit component, there is a family support letter accompanying each unit, providing parents with information on what the students will be learning.
- Materials include communication with families. For example, in "Unit 3, Lesson 1," the teacher materials explain the "Take-Home Material activity" on page 1.2 with directions for families to support their child's learning and development. Each unit contains an "English and Spanish Family Support Letter." The letter explains how families can support their child. For example, Unit 1's letter describes what their student will learn and provides conversation starters.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The materials contain a complete lesson plan that outlines the daily aim and focus, comprehension questions related to the daily focus, and TEKS. The materials include questions and tasks in the comprehension section and application task. Materials include image cards, activity pages, flip books, posters, and a graphic organizer template. Instructional assessments are included through Activity Page 8.1. Additionally, the materials feature a section titled "Advanced Preparation" for teachers who need to prepare items in advance. Materials include instructional assessments, a "Program and Implementation Guide" (located in the "QTI Assessment Guidance" section), and a "Description of Items" (such as Multiple Choice or Short Response).
- The materials include daily language objectives. "Unit 1, Lesson 1" includes the language objective stating, "Students will explain the meaning of the word displeases and identify its antonyms."
- Materials include content objectives. The "Unit 1, Lesson 1" content objectives include: "Students will review what they know about fairy tales and other types of fiction."
- The lesson-at-a-glance component of each lesson plan outlines the organization and flow of the lesson. It also suggests a break for students, if applicable. This structure guides teachers on when to introduce the read-aloud, conduct the read-aloud, and how to provide

opportunities for students to apply what they've learned. "Unit 2, Lesson 1" offers a detailed outline of each component of the structured reading block. The full lesson begins with a section where students can activate prior knowledge during core connections before moving on to the read-aloud. Before each component, the content describes the TEKS that will be covered in that component. Support language and challenges are offered in the lesson's sidebar.

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

- The "Foundational Skills" lesson plan includes a detailed overview of each unit with suggested timing for each component. For example, the "Read-Aloud" section allows 30 minutes to cover listening to the story, discussing impressions, and answering comprehension questions during and after the read-aloud. The lesson-at-a-glance component provides an overview of each element that will be covered in that specific lesson on that day, as well as the minutes that should be allotted to each segment throughout that day. For example, in "Unit 2, Lesson 1," each lesson is broken down into components. Each component has a suggested number of minutes, which guides teachers on how much time should be spent. This is given to assist the teacher in pacing and staying on task with the lesson. For example, the core connections component of the lesson suggests that the teacher devote a recommended 10 minutes to that component.
- In the Introduction component of the teacher guides, the materials clarify the total number of lessons that will be included in the unit. It also provides pacing suggestions if a pause is required for intervention. To assist teachers in planning their instructional day, it also suggests chunking lessons in smaller parts and spreading them throughout the instructional day. Each lesson lasts 60 minutes.
- The lesson overview includes a detailed synopsis of the lessons with suggested timing for each component. For example, "Lesson 6" suggests "15 minutes for Foundational Skills, 10 minutes for writing, 10 minutes for language (spelling), five minutes for reading, 10 minutes for partner reading, and five minutes for a formative assessment exit pass."

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

- Before each lesson, in the lesson-at-a-glance, there is a checklist grouped by the components that will be covered in the reading block for that day. Each component includes a section outlining the student and teacher materials required for that day's session. It also specifies where teachers can find the necessary materials. For example, it tells teachers where to get materials such as digital-projection resources and teacher resources. Materials also include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, including the "Flip-Book, Activity Book, and Digital Components."
- The lesson plan for "Unit 2, Lesson 6" includes a comprehensive list of all necessary materials for both teachers and students. For example, teacher materials include a vowel code and consonant code flip book, a spelling card for "y" words, green markers, a spelling tree, spelling leaves, tape, and a "y" spelling tug-of-war illustration.

- This lesson includes advanced preparation teacher materials for the read-aloud and application and universal access materials needed for students. The "Advanced Preparation" section of each lesson tells teachers about materials they will need to prepare before instruction. It also specifies what part of the reading block the preparation will be needed for.

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

- Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment) in the Program and Implementation Guide. The lesson plan includes guidance for extended practice. The materials include guidance on presenting persuasive speeches, "encouraging students to use eye contact, speak loudly and slowly, and maintain appropriate posture." In "Unit 9," in the unit assessment-culminating activities, the materials guide extended practice and enrich students' experience. Under the culminating activities, the materials offer multiple activities for students to extend their learning.
- The lesson includes additional activities for a "Pausing Point," where students can review, reinforce, or extend the material taught thus far. The material states, "These activities are designed to be flexible, allowing students to complete them at their own pace and independently." In "Unit 9 Pausing Point," the materials offer an opportunity to extend students' learning of the materials taught so far. The materials guide the teacher and explain what has been taught up to this point in the unit and include multiple activities to extend practice for students.

Progress Monitoring

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

The materials include a variety of instructional assessments at the unit- and lesson-level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- The "Program and Implementation Guide" includes an assessment component that explains all of the formats of assessments that the teacher will have available to administer to students. The assessments include daily formative, mid-unit, unit, BOY, MOY, and EOY diagnostic assessments, as well as spelling and writing assessments. In addition, the materials support students in tracking their own data using progress-monitoring tools. At the lesson level, materials include a variety of instructional assessments. For example, "Unit 3, Lesson 1" includes a formative assessment of a "Greek Myth Journal," where students will record key information.
- 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. "Unit 1, Lesson 1," includes an end-of-unit assessment. The unit assessment consists of three different tasks for students to complete. Part 1 focuses on language, while Parts 2 and 3 focus on comprehension of the essential content of fairy tales and tall tales.

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

- The assessments include daily formative assessments, mid-unit assessments, unit assessments, BOY, MOY, and EOY diagnostic assessments, as well as spelling and writing assessments. A chart accompanies and details the type of assessment, its purpose, any additional information on the assessment, and how to use the data. For example, the mid-unit assessments "assess student mastery of literacy skills, knowledge, and vocabulary covered in the first half of the unit."
- The "Program and Implementation Guide" offers a description and definition for each type of assessment offered and explains all of the formats of assessments that the teacher will have available to administer to students. For example, the definition of daily formative assessments "align to each lesson and allow students to demonstrate learning success on that day's instruction."

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

- The materials include clear guidance for teachers to efficiently administer assessments, such as reminders or tips that suggest the time allotted to complete the evaluation or formative assessment, and tools such as anecdotal note taking forms or checklists. In "Unit 3, Lesson 25, Cursive Writing Assessment," the materials specify the primary focus of the assessment and include teacher language that teachers can use when giving directions. They also guide the teacher on where to locate the instructional materials to administer the assessment.
- The materials include guidance for teachers to ensure consistent and accurate administration of instructional assessments. For example, the "QTI Assessment Guidance" provides administrative guidance, including time allotted, how they are assessed, description of items, and item scoring. In "Unit 4 Unit Assessment," the materials guide the teacher in dividing the assessment into multiple parts. The materials include clear directions for each part of the assessment and provide teacher language for administering it. Additionally, there is a note to the teacher on how to accommodate the assessment for students if needed.

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

- The scope and sequence materials include key points about the types of assessments and the TEKS of each lesson. In "Unit 1, Lesson 1, Summative Assessment," students are asked to change an element of a story and explain how the change impacts the story. Under the teacher's instructions, the TEKS that correspond to the student assignment and the student learning are specified based on the lesson goals covered in Lesson 1.
- The materials include detailed TEKS-based lesson plans that outline how the materials can be used to teach specific concepts and skills, address specific students' expectations, and provide guidance on how to assess student learning. In "Unit 1, Lesson 2, Formative

Assessment," students are given a character analysis "Exit Pass" to complete. The exercise aligns with TEKS 2.8B, requiring students to analyze a character's actions that led the emperor to believe he had new clothing.

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

- The materials provide instructional assessments, including a standard-aligned check for understanding with varying levels of complexity, by giving students who are ready a challenge. The "Unit 1 Assessment" uses both formal and informal assessments to gauge students' comprehension, and each component includes the TEKS assessed in that component. Students will have to listen and circle thumbs up/down, as well as answer open-ended questions asked by the teacher based on the text.
- The spelling assessments include TEKS and ELPS with directions for teachers to record scores on the "Spelling Assessment Scoring Analysis" to help determine and understand which phonemes and words students missed.
- Instructional assessments include standards-aligned items at varying levels of complexity. In "Unit 2, Lesson 1," there are comprehension questions provided at the end of the lesson to check for understanding and comprehension. These questions encompass varying levels, including literal, inferential, and evaluative.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- Materials include instructional assessments and scoring information to guide teachers in interpreting and responding to student performance. The student-tracking materials support students in tracking their own data using progress-monitoring tools and are used to track how individual students are progressing over time. The material states, "Students can set individualized goals for growth and monitor their progress across various assessment forms." In Unit 5, in the "Additional Support" section, the materials offer a progress-monitoring opportunity for students. The material explains how to interpret the activity results and outlines steps to take with students who score less than 8 out of 10.
- The RLA unit materials provide teachers with Essential Questions and Prompts which provide an opportunity to gather student data and monitor students' understanding. In "Unit 5, Lesson 26," the unit assessment materials guide teachers in scoring and analyzing the students' reading comprehension assessment. It also guides teachers with the steps to take after scoring the assessment.

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

- The materials provide examples of how teachers can adapt their instruction based on trends in student performance. This includes modifying group activities, providing additional support or enrichment activities, and using targeted interventions for students who need extra help.
- "Unit 7, Culminating Activities," includes a section titled "Remediation" that offers teachers opportunities to support students struggling with specific weaknesses. These opportunities include targeting reviews, revisiting lessons, and rereading and discussing read-alouds.

Additionally, the section includes enrichment activities such as a gallery walk, research tasks, and writing prompts.

- The "Program and Implementation Guide" includes sections that provide detailed instructions on how teachers can use assessment data to inform their instruction. For example, it explains how to analyze student performance trends and adjust lesson plans accordingly to address areas where students may be struggling or excelling.
- Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. For example, the "Unit 1, Lesson 1, Observation: Dictation Journal" provides teachers with guidance on how to use students' journals to analyze the types of errors they made.

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

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- The "Program and Implementation Guide" includes specific tools and templates designed for students to track their progress. For instance, it provides personal progress charts and reflection sheets where students can record their achievements, set goals, and reflect on their learning journey.
- In program-level resources, the "Program and Implementation Guide" provides material that students can use to track progress. There are smart goal-planning documents and reading reflection forms for students to use. The program-level resources include additional helpful materials, such as a reading log for students. This form allows students to track their independent reading and set goals.
- The material also offers strategies for self-assessment, allowing students to evaluate their understanding and mastery of different topics. This includes checklists and rubrics that students can use to assess their own work against defined criteria.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	2/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	3/3

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

- Materials include teacher guidance for differentiated instruction based on performance-level descriptors such as Beginning, Intermediate, Advanced, and Advanced High, as well as activities and paired lessons for students who have not yet reached proficiency on grade-level content and skills. The guide includes specific sections dedicated to differentiated instruction. It provides detailed strategies for modifying lessons to meet the needs of students struggling with grade-level content. Example strategies include adjusting the pace of instruction, using visual aids, and providing additional practice opportunities.
- In the "Program and Implementation Guide," the materials provide an overview for the teacher on supporting all learners and outlines the locations where instructional support can be found within the units. Additionally, the guide offers strategies within lessons to help teachers support students with disabilities, emergent bilingual students, and gifted/talented students. For example, In "Unit 4, Pausing Point," there is a note for the teacher that offers guidance on how to review, reinforce, or extend the materials. This note restates the objectives that students have reached so far and suggests multiple activities that can be used to differentiate instruction for students. Examples of the Pause Point's activities for students include presenting a persuasive speech, key vocabulary brainstorming, creating a class book, and a mapping and writing activity.
- In the materials, scaffolded lessons accompany resources such as graphic organizers, sentence starters, and visual aids that support student learning and help achieve the lesson objectives.

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

- The lessons include the regular practice of front-loading vocabulary words before reading, with an explicit approach by providing structured opportunities for students to talk with partners and groups about the text using academic language and vocabulary. For example, in the "Teacher Guide, Unit 1, Lesson 1, Core Vocabulary and Vocabulary Chart," the materials guide the teacher to pre-teach idioms students encounter in the text.
- The "Program and Implementation Guide" includes emergent bilingual support for beginning, intermediate, and advanced learners. This provides opportunities for students to dictate or write facts using vocabulary that is familiar to them.
- Lesson materials include support for vocabulary comprehension throughout the units. For example, in "Unit 3, Lesson 1, Universal Access," teachers can display and review vocabulary words. This activity helps teachers reinforce word meanings.
- Materials also include pre-teaching or embedded support for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). In "Unit 4, Lesson 1, Read-Aloud," the materials offer guidance with embedded support for unfamiliar words. Next to each image, there are texts highlighted in orange that guide teachers in methods of instruction and how to explain unfamiliar references and words encountered when discussing the images.

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

- The "Culminating Activities" section includes teacher guidance on ways to enrich, extend, or differentiate instruction for students who have demonstrated proficiency in grade-level skills. The "Unit 4 Culminating Activities" section guides teachers on how to extend and provide enrichment for students. It offers clear directions and lists possible materials that teachers may need to differentiate instruction. For example, at the "Pausing Point" for "Unit 1," teachers spend one day reviewing, reinforcing, or extending the material taught thus far.
- Materials include teacher guidance for differentiated instruction for enrichment, as well as comprehensive instructions for teachers on how to differentiate instruction to cater to the needs of advanced students. For example, the suggestions include strategies such as offering more challenging texts, providing opportunities for independent projects, and encouraging higher-order thinking skills. In "Unit 4," the "Pausing Point" is embedded for teachers to review, reinforce, or extend learning for students. Teachers receive guidance on several activity options that students can complete to extend their learning. This guidance includes background knowledge of the activity's material as well as directions for students to further their understanding of the topic.

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	3/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers along with recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. The lessons include a section for comprehension questions, allowing teachers to guide students through the material and check for understanding.
- The materials include an instructional routine with clear headings and labels to support the teacher in differentiating between the various groupings throughout a lesson. Program-level resource materials provide teachers with an overview of how the materials in each unit are laid out. The lesson provides specific instructions on how to prepare materials in advance, such as creating charts for basic code spellings, using the vowel code flip-book, and making magic "e" cards.

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

- The "Program and Implementation Guide" includes instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies. Examples include the use of entry/exit tickets, questioning techniques, think-pair-share, and other interactive methods to actively engage students. In "Unit 5, Lesson 6, Check for Understanding," the materials include a variety of engaging instructional delivery strategies. In this lesson, teachers receive directions on how to use the turn-and-talk strategy. This approach enables students to describe the life cycle of a chicken.

- The materials provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks that allow active participation, exploration, and experimentation. In "Unit 5, Lesson 1," the materials offer engaging instructional strategies, and teachers receive guidance on how to use the think-pair-share strategy. This strategy enables students to discuss the different meanings of "stage" with a partner. Each student gets two opportunities to interact, with two questions provided.
- The materials highlight the utility and relevance of the concepts learned and provide guided instructions for the teacher to demonstrate that relevance through authentic, meaningful activities. "Unit 10, Lesson 2" emphasizes the use of visual aids, such as displaying a map of the Persian Empire and character charts, to help students visualize the story and understand the geographical and historical context.

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 instructions for teachers to adapt the lesson to the needs of their students and the classroom dynamics." The materials provide guided instructions for teachers to instruct the routines necessary to achieve effective implementation of different types of practice and design a learning environment that helps students focus on the content to be learned. In "Unit 9, Lesson 7," the lesson-at-a-glance chart breaks down each component and offers guidance to teachers on student grouping, including whole group and independent work.
- In "Unit 9, Lesson 7," the lesson-at-a-glance chart breaks down each component and offers guidance to teachers on student grouping. For example, in "Lesson 7" lesson-at-a-glance, there are opportunities for whole group and independent grouping. In "Unit 9, Lesson 4," the materials offer a variety of options for students to apply what they have learned. In the application component of the lesson plans, students are instructed to write two sentences independently and then share their answers with a partner.
- The guide outlines different grouping structures for various activities, including whole group, small group, and individual tasks. The guide states, "This flexibility allows for independent practice activities allow students to apply what they have learned on their own."

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support Emergent Bilingual students (EBs) 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 English language acquisition. For example, the "Program and Implementation Guide" emphasizes ways in which the teacher can build academic vocabulary as the unit progresses through strategies like anchor charts, cognate charts, image collages with labels, vocabulary walls, and semantic gradients. In "Unit 5," the materials include an orange sidebar within the lessons to support teachers in delivering instruction to EBs at beginning, intermediate, and advanced/advanced high levels. The sidebar offers strategies to guide teachers in helping students understand the content being delivered.
- The units emphasize ways in which the teacher can build academic vocabulary as the unit progresses. In "Unit 5, Lesson 3," the Word Work section gives students multiple opportunities to learn and use the word "adapt." They can hear the word, say the word, learn its multiple meanings, and make connections to real life.

- Lessons include multi-level support for students, such as sentence stems, paragraph frames, graphic organizers, word banks, etc. "Unit 6, Lesson 6" includes multi-level support for students, such as sentence stems and paragraph frames.

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

- In program-level resources, the "Program and Implementation Guide" equips teachers with the layout and design detailing how the materials support EBs. It includes a chart that outlines best practices and strategies for implementing the program. "Unit 7, Lesson 1" encourages collaboration through pair and group work, allowing EBs to learn from their peers and practice their language skills in a supportive environment. This includes activities like turn-and-talk and collaborative discussions.
- The "Pacing and Sequence Guide" in course-level resources provides information about locating and organizing the ELPS in each unit/lesson for the teacher.
- The guide provides a clear explanation of different bilingual program models, including transitional bilingual early exit, transitional bilingual late exit, dual language one-way, and dual language two-way.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The materials provide teachers with guidance to support students in learning cognates. Additionally, it includes strategies for using cognates, criteria for selecting cognates, and activities that support EBs. Lessons include tips for supporting EBs. In "Unit 6, Lesson 1," the orange sidebar for EBs offers writing support. This guides teachers on strategies to assist beginning, intermediate, and advanced/advanced high students with vocabulary.
- The materials include strategies for building background knowledge by providing contextual information and using visual aids such as maps, charts, and images. The material states, "These tools help students connect new information to their existing knowledge base." It also explains how the lessons provide teachers with specific questions to ask during reading to promote comprehension and critical thinking. Another passage adds, "These questions help students engage deeply with the text and understand its meaning and nuances."

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 do not include interactive practices for students to contrast and compare the structures of the English language with another language, such as Spanish.
- The materials do not include interactive, multimodal, or digital links for students to create and present written and oral texts in English and other languages.

- The materials do not include video-based and audio-based activities for students to practice their metalinguistic skills and develop oral proficiency in two languages.
- The materials do not contain linguistically accommodated instructional strategies and student practices for EBs to develop biliteracy proficiency in English and another language.

Phonics Rule Compliance

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

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

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

- The lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year, aligned with the ELAR TEKS. The "Foundational Skills" component of "Unit 3, Lesson 1" includes activities that explicitly teach sound-symbol correspondences, progressively build on students' knowledge, and integrate various instructional methods to reinforce learning. For example, the teacher models writing, students and teacher complete guided practice on Foundational Skills "Unit 3, Lesson 1, Activity Page," then students complete independent practice.
- In the "Program and Implementation Guide" under the section titled "Foundational Literacy" and the "Science of Teaching Reading," the material explains a sequence of foundational skills intentionally designed to build upon one another. This section explains how students start at the most basic level of phonemic and phonics awareness and, over the units, how the learning grows in complexity.

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

- The phonics lessons provide teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. Lessons follow the gradual release-of-responsibility format. In the "Foundational Skills Teacher Guide, Unit 3,

Lesson 1," the materials provide scripted teacher language for explaining phonics and opportunities for students. This allows teachers to clearly and specifically teach phonics skills through concise explanations.

- The materials include daily opportunities to explicitly teach and provide practice in phonics. "Unit 3, Activity Book" provides students with explicit and intentional daily phonics opportunities. For example, "Unit 3, Lesson 1, Foundational Skills" materials provide teachers with a systematic plan of instruction. In the lesson Introduction, a review is provided of the previous learning in "Unit 2" to prepare teachers and students for the learning that will take place in "Unit 3."
- The materials provide specific guidance on how much time to spend on each lesson component within the daily practice of phonics. For example, a grade 2, "Unit 1, Lesson 1" lesson plan contains a sequenced list of the lesson components and the recommended length for each one: Review, 10 minutes; Practice with Dictation, five minutes; Reading whole group, 10 minutes; and Wrap Up small group, five minutes.

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

- The materials include the practice of phonics skills in isolation, such as in individual words and word lists. In the "Unit 2, Lesson 2, Foundational Skills" component, the lesson guide provides specific activities focused on practicing phonics skills in isolation. For example, students are engaged in activities like Pop-Out Chaining, where they add the magic "e" to form new words. In "Foundational Skills, Unit 3, Lesson," the materials provide the opportunity for students to practice phonics skills in isolation. The lesson materials provide students the opportunity to practice spelling the long /o/ spelling patterns.
- The materials include phrases and sentences used to practice reading and writing high-frequency words and words that follow taught sound-spelling patterns. In "Unit 3, Lesson 8," "The Swimming Sisters," students have the opportunity to read a text with long /o/ spelling patterns.
- The materials include decodable texts used to practice taught phonics, reading, and writing skills in context. "Foundational Skills, Unit 9, Lesson 10" includes reading the decodable text "The Milk," which incorporates the phonics skills being taught. Students practice reading words with the 'o_e' and 'u_e' patterns within the context of the story. Lessons and activities include instructions for guided and independent practice, so teachers demonstrate and then monitor students' progress and performance.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide opportunities to review previously taught skills by connecting previously taught phonics skills to new ones. The materials in "Unit 4, Lesson 1" provide opportunities to review previously taught skills on syllable division patterns before moving on to a new pattern. For example, the materials require students to recall previously taught material from the prior unit and practice syllable division.
- The materials offer various opportunities to review previously taught skills through traditional workbooks and online practices. In "Unit 2, Lesson 2," students have the opportunity to review

syllable patterns learned in previous lessons and then practice on the board to identify the division pattern. The "Unit 9, Lesson 10, Foundational Skills" component includes an activity where students alphabetize words to the second letter. This skill reinforces previously taught foundational skills related to alphabetizing and dictionary use.

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. Within the "Foundational Skills" lesson, students engage in activities that require them to spell one-syllable and multisyllabic words with various sound-spelling patterns, such as diphthongs and r-controlled vowels. This practice reinforces previously taught phonics skills and provides opportunities for cumulative review.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The daily phonics lessons include explicit teacher modeling before students practice the phonics skill on their own. The resources include direct and explicit instruction with step-by-step guides for teachers to implement independent reading. The "Unit 3, Lesson 3 Foundational Skills" component specifies the guidance for the teacher to model introducing the spelling pattern /ae/. The teacher gives direct and explicit direction when they instruct students, model, explain, and then practice. The materials in "Unit 3, Lesson 2" include explicit phrasing for teachers to deliver clear lesson objectives, as well as explicit instruction to introduce /AE/.
- The materials include modeling the elements of explicit instruction daily, including identifying the skills to be learned and communicating clear objectives; providing clear, precise directions and instructions using academic language; and connecting new learning to previous learning. The unit lessons are composed of two distinct parts, and they are divided into smaller chunks with the teacher's explicit directions in italicized print.
- The lessons include specific terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. Unit 5, Lesson 5's Foundational Skills includes direct instruction on the schwa sound (/ə/) and its spellings 'a' and 'e.' Teachers are instructed to introduce the schwa sound explicitly, write the symbol for schwa on the board, and explain its pronunciation and variability. The "Tricky Spelling" component of "Unit 3, Lesson 4" provides teachers with specific phrasing and phrases to deliver explicit instruction.

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

- Each daily phonics lesson includes specific terms, phrasing, and statements that teachers can use during core instruction to guide students' practice and application of new phonics

skills. In "Unit 3," the materials provide teachers with specific phrases of teacher language to deliver explicit and systematic instruction to students. This language guides teachers as they deliver phonics skill instruction. For example, the materials state, "Remind students that "Unit 2" and "Unit 3" focus on vowel sounds. Today, they will review the basic code for the /o/ sound. Write 'o' on the board and ask students what sound they would make if they saw this spelling. (/o/ as in hop)."

- The materials include formatted (bolded, italicized, underlined) text to distinguish between scripting for teachers and potential student responses during daily phonics instruction. The lessons contain support notes in the margin to explicitly assist the teacher with feedback to the students about the lesson. In the "Unit 3, Lesson 4, Close Read" component, the materials include a chart that helps teachers with potential student responses to text-dependent questions.
- Every lesson provides suggestions for specific feedback. The "Program Resources" in the "Program and Implementation Guide" instructs teachers on how to model tasks and gradually release responsibility to the students, ensuring that students receive the necessary support while practicing new skills. The lessons contain check-for-understanding questions that are completed with think-pair-share so that teachers have the opportunity to provide corrective or affirming feedback.

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

- The lessons include daily options for small-group or partner work, such as discussion questions, partner reading, and word sorts that build students' understanding of explicitly taught phonics skills. "Foundational Skills Unit 2, Lesson 2" provides comprehensive opportunities for students to practice through collaborative learning. For example, students partner-read "The Milk" to learn the moral of the story. The lessons contain check-for-understanding questions that are completed with think-pair-share so that teachers have the opportunity to provide corrective or affirming feedback.
- The lesson plans specify which page in the student workbook, or which activity in the digital student materials, can be used for independent practice each day. "Foundational Skills, Unit 2, Lesson 2" contains structured activity pages that offer independent practice to reinforce phonics skills. For example, Activity Page 2.2 assesses each student's ability to identify the separated digraphs 'o_e' and 'u_e' in two-syllable words. The lessons contain exit passes that prove the learning from the lesson is grasped both collaboratively and independently.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include intentional practice, and a review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. Practice activities are included in the activity book for both in-class practice and take-home practice. The materials for Unit 3, Lesson 4, titled "More Help Reading and Writing Sentences," include intentional practice and review of decoding and encoding through the activity of sentence strips. For example, students will be given separate sentences. The students must then read their sentence aloud and rewrite it on a separate piece of paper.
- The materials include a dictation routine that prompts teachers to begin with "flashback words" that use patterns previously studied before dictating words based on the new pattern. In "Foundational Skills, Unit 4, Lesson 20," the teacher conducts a spelling assessment, reviewing previously learned words with VCe syllables and digraphs.
- The materials include regular review lessons that do not explicitly teach new skills but provide ample review of previously taught skills and practice opportunities. The table of contents for "Unit 3" summarizes all the opportunities the materials provide, including regular review lessons (e.g., weekly, biweekly, per unit) that include purposeful practice and review of taught and previously learned phonics skills. In this unit, there are review opportunities in lessons 4, 7, 9, 13, 16, 18, 21, and 24.
- The lessons use consistent routines to introduce and review phonics skills that include different modalities. For example, the materials in "Unit 4, Lesson 1, Foundational Skills" utilize the "Vowel Code Flip-Book and Spelling Cards" to visually reinforce the phonics concepts.

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

- The practice opportunities in the materials include only phonics skills that have been explicitly taught. The "Program and Implementation Guide" explicitly states that the program includes: "explicit, systematic phonics instruction in which students are taught target skills needed to independently decode and encode words."
- Students apply the focus skill for the lesson or skills from previous lessons when using the materials during independent practice. In "Unit 3, Lesson 2," the materials provide practice opportunities for explicitly taught phonics. For example, after the explicit instruction on 'ph'/ae/, the students practice using Activity 2.1 by completing the word sort.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts only include taught phonics skills and irregular high-frequency words. The materials incorporate decodable texts that provide cumulative practice of phonics skills explicitly taught in earlier lessons. For example, the lesson introduces spelling alternatives for /f/ > 'ph' and includes activities that reinforce these skills through reading and decoding practice. "Unit 2" provides students with a decodable reader titled "Bedtime Tales." The decodable texts only include taught phonics skills and irregular high-frequency words.
- The materials give specific guidance on which decodable texts should be used for cumulative practice after lessons. The materials in the "Unit 2 Introduction" provide explicit recommendations on which decodable texts to utilize for cumulative practice after lessons.
- The decodable texts incorporate cumulative practice by increasing in complexity. They only include taught phonics skills. The student readers help students practice decoding and comprehension using text explicitly connected to the phonics scope and sequence. The text states: "Practice opportunities include only phonics skills that have been explicitly taught."

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

- The materials include decodable word lists and texts that align with the scope and sequence. For example, "Foundational Skills, Unit 2, Lesson 10" activities might include reading phrases and sentences that incorporate the explicitly taught sound-spelling pattern.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. In "Unit 3, Lesson 7," the students review the /oe/ and /oa/ spelling patterns, and they practice decoding words that include that sound-spelling pattern in isolation from words written in the chart.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text. The materials include structured opportunities for students to practice phonics skills both in isolation and connected text. For example, the "Program and Implementation Guide" mentions that foundational skills lessons include segments that introduce, model, guide practice, and provide opportunities for practice through decodable text. In "Unit 4, Lesson 3," students can read a connected text titled "Brooklyn" that corresponds to the previous phonics lesson.

- After explicit instruction on a sound-spelling pattern, students practice encoding words that include that sound-spelling pattern in isolation and connected text. Students participate in a "Word Reading in Isolation Assessment," reading various syllable types and applying phonics rules taught throughout the unit.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials demonstrate the use of various assessment tools, including formative and summative assessments. These tools track student progress over time, providing detailed information on student growth and helping teachers adjust instruction. In the "Program and Implementation Guide," the materials explain the types of assessments offered instructional materials.
- The materials include formative assessments in a variety of formats to measure student learning and determine the next steps for instruction. Unit assessments occur at the end of each unit, assessing student learning of the unit content. They include teacher guidance for consistent and accurate administration, helping teachers evaluate student learning, and informing small-group instruction.
- The materials include summative assessments in a variety of formats. This includes frequent spelling assessments, student performance assessments, check for understanding (formative assessments), and unit assessments. They also explain the purpose of each assessment and how to use it throughout the unit.

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

- The materials include guidance to help the teacher efficiently administer the assessment. The "Assessment Guide" provides detailed guidance to help teachers efficiently administer the assessments, including scripts to ensure consistent and standardized administration across

examiners. For instance, the diagnostic assessment and other formal assessment tools include specific instructions such as "Read the sounds of the letters, not the names."

- The assessment directions specify when to move to the next task and when to discontinue the assessment. "Unit 2, Lesson 5" provides clear, explicit, step-by-step instructions for teachers to administer the spelling assessment, beginning with students removing "Activity Page 5.1: Spelling Assessment" and including reminders for students such as "Remind students of the importance of correcting their work and learning from any mistakes."

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

- The materials include progress-monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. They also mention progress-monitoring tools designed to systematically measure students' acquisition of grade-level phonics skills. These tools track student progress over time, providing detailed information on student growth and helping teachers adjust instruction.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. In the "Unit 4 Introduction," titled "Formative Assessments and Additional Support," teachers use embedded systematic observations of students' everyday activities by using formative assessments throughout the unit. For example, the materials inform the teacher by stating, "Formative assessments are marked for monitoring individual student performance and progress in key skills."
- The progress-monitoring tools reflect multiple, accurate methods for assessing students. Evidence-based assessments that align with the TEKS help the teacher ensure that students make adequate progress throughout the year. Unit-based assignments include rubrics indicating progress-monitoring results, which teachers use to guide instructional decisions and provide additional support where needed.

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

- The materials include recommendations for formally assessing students at least three times in a school year: beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). Materials also embed assessment opportunities throughout the lessons to ensure students make adequate progress with the instruction provided. In the "Program and Implementation Guide," materials guide teachers in BOY, MOY, and EOY assessments. The guide explains the "Assessment-Instructional Cycle," which includes progress-monitoring tools systematically used throughout the school year to measure students' acquisition of grade-level phonics skills.
- The assessments provide guidance on which students need progress monitoring based on formal assessment data. In "Unit 2," materials provide teachers with multiple opportunities to administer formative assessments throughout the unit to check students' progress.

- The materials include progress-monitoring assessments to assess students, if needed, on a weekly or biweekly basis. The progress-monitoring section includes weekly progress-monitoring tools for students the teacher recognizes as having difficulty with the unit's phonics lessons.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include data-management tools (digital and/or hard copy) to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. The "Program and Implementation Guide" provides evidence of data-management tools for tracking individual student progress to make appropriate instructional decisions and accelerate instruction.
- The information gathered from the assessment tools helps teachers when planning differentiated instruction. The guide encourages the use of reading logs for tracking students' independent reading progress and goals. Teachers check these logs regularly and adjust goals as needed based on student performance. In "Unit 5, Lesson 14," the materials provide guidance to teachers for using information gathered from the formative assessment/activity pages when planning differentiated instruction and planning small groups.
- The materials include assessment tools that yield data teachers can easily analyze and interpret. The "Unit 5" materials provide teachers with a list of records that can be kept to track students' individual progress. These records allow teachers to monitor and make instructional decisions based on data collected.

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

- The materials include data-management tools (digital and/or hard copy) to enable teachers to document whole-class data regarding progress on taught phonological awareness and phonics skills. The assessment reports support teachers in tracking whole-class progress and identifying areas that need additional focus. For example, the reports categorize students by skill mastery, and suggest instructional groupings including reteaching and extension. In "Unit 5," the materials provide a decoding tracking sheet for the whole class, as well as a scoring and analysis tracker to guide teachers on next steps.
- The materials provide guidance and tools to support teachers in responding to whole-class data to inform instruction. In "Unit 5, Activity 5.1," the materials provide guidance with spelling analysis tools to support teachers in responding to classroom data.

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

- The materials include specific suggestions for how often to progress-monitor different groups of students or individuals, depending on the results of their diagnostic assessment. The guide mentions materials, including guidance for teachers to respond to student performance on an assessment, and including guidance on how to modify instruction to meet the instructional goal.
- The materials guide teachers to monitor progress at a frequency appropriate for students' age and skill development. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. For example, the guide provides suggestions for how often to progress-monitor different groups of students or individuals.
- The progress-monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. In the "Program and Implementation Guide," the materials provide teachers with ways they can encourage students' progress.

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

- The teacher guidance documents in the materials explain how the data from a progress-monitoring assessment can be used to plan small-group instruction to address gaps in learning or provide enrichment. The "Pacing Guide" and the "Scope and Sequence Guide" offer guidance for accelerated learning. For example, it states: "Throughout the units, teachers will have the opportunity to use "Pausing Point" days to extend or accelerate learning as needed."
- The teacher guides include tables that specify which activities in the program to assign students when they have difficulty on progress-monitoring assessments or have already demonstrated mastery of a concept or skill. This includes a list of suggested activities to assign students and a set of lessons to teach when students score below or above a set

threshold on a progress-monitoring assessment. The materials state: "The last few stories in each Reader contain extra stories for the "Pausing Point," which can be used for assessment or extra reading practice depending on students' needs." The organization of "Pausing Point" activities correlates to the unit objectives they address. In "Unit 5," the materials provide teachers with a "Pausing Point" activity to provide instruction to meet students' needs and accelerate learning as necessary.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include step-by-step lesson plans that guide teachers through oral language activities. These plans should include scripted instructions or prompts to ensure explicit instruction. The plans outline systematically sequenced and explicitly designed "K–3 Foundational Skills" lessons to build foundational literacy skills. For example, they include various instructional strategies such as explanation, modeling, guided practice, opportunities to practice new learning, and immediate corrective feedback. In "Foundational Skills, Unit 1, Lesson 1", the teacher models how to produce rhyming words. This modeling involves the teacher explicitly demonstrating the process of identifying and generating rhyming words, ensuring that students understand the concept through clear examples and explanations.
- The materials include oral language and oracy practice through a variety of methods. Unit 1's Introduction provides guidance on oral language in the foundational oral language section. The materials state that students will have multiple opportunities to follow, restate, and give oral instructions. They also give routine instructional guidance within this section. Unit 3, Lesson 22, provides students with the opportunity to share information and ideas that focus on nouns and verbs. The students will develop oral language skills by sharing what they know.

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

- The materials include scripted lesson plans that give students opportunities to engage in communication for different purposes and audiences. In Unit 3, Lesson 2," the materials allow students to engage in academic and social communication through the word-sort activity.
- The materials include opportunities for students to engage. For example, in "Unit 3, Digital Component 21.3," the materials provide opportunities for students to engage in social communication. Students will, for instance, select an event in which all students in the class have recently participated.
- The materials include opportunities for students to engage in academic communication. In "Unit 5, Foundational Skills," there are activities where students turn-and-talk about the reading. For example, this turn-and-talk happens in Lessons 7, 14, and 23.

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 a discussion guide for each read-aloud that includes frameworks for structured academic and social conversations. The guide contains discussion questions, conversation starters, and guidelines for effective discussions. In "Unit 1, Lesson 14," the materials provide a structure to guide teachers in framing academic and social conversation. The materials provide questions for academic discussion and a wrap-up section/observation for social discussion.
- The materials include authentic opportunities for students to share information and ideas with their peers. For instance, students discuss what they have learned about ancient Greek myths, which requires them to articulate their thoughts and listen to others. Students are instructed to partner read a section of the Reader and discuss light and color. This activity encourages them to listen actively to their partners, share their understanding, and build on each other's ideas.
- The materials promote active listening during lessons and opportunities to build student oracy by responding to text and asking questions with peers during direct instruction. In "Unit 1, Lesson 2, Digital Component 2.1," the materials provide opportunities for students to share information and ideas with their peers. For example, students will think-pair-share about what they remember from the characters and events in "Kate Visits Doba."

Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S)	24/24

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

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence that shows a progression of letter-sound relationships sequenced from simple to more complex. For example, beginning grade 2 units include a review of basic code spellings for short vowels. Once students have mastered these simpler concepts, more complex skills like spelling alternatives exist. The materials include a student spelling performance assessment. The target words include the vowel sound/spellings taught in the unit. These are taught explicitly and systematically within the unit to prepare students for the assessment.
- The materials introduce letters that look similar and separate similar-looking letters in the instructional sequence to avoid confusion. In "Unit 1, Appendix B," the materials provide a scope and sequence to help teachers understand the materials covered.
- The material provides specific language the teacher can use in each lesson to teach letter names and sounds explicitly. In "Unit 1, Appendix C," the materials explain how students will learn to decode words by chunking syllables.

Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2) (T)

- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. In "Unit 2, Lesson 5, Review Tricky Spelling 'oo,'" the teachers provide explicit instruction on the phoneme. Students practice with these words, and the teacher has the opportunity to circulate the room and provide feedback. In "Unit 2, Lesson 8," the materials guide teachers in explaining phonemes to students and connecting them to words. The "Teacher Chaining" activity offers an explanation and application component.
- The teacher guides include a section with information on common decoding mistakes and suggestions on how to teach proactively. During a word recognition activity, students provide an oral response that indicates whether the mistake was a careless error, or if the student needs additional instruction in specific letter-sound correspondences.

Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR.2.A & 2.A.3)

(S)

- The materials include a variety of activities such as Elkonin boxes, rhyming activities, and sorting activities for the application of letter-sound correspondence to decode one-syllable and multisyllable words in isolation. "Foundational Skills Unit 2, Lesson 2" includes visuals used for students to segment words into individual sounds and letters, allowing them to apply their understanding of letter-sound correspondence to decode one-syllable and multisyllable words in isolation. The "Student Readers" provide students with decodable text explicitly connected to the phonics scope and sequence. For example, Student Readers include bolded words that help students recognize familiar word patterns they have learned.
- The materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multisyllable words in decodable connected text. In "Unit 2, Student Reader," the material provides the opportunity for students to practice and apply the phonics they've learned. In "Unit 2, Lesson 8," students practice decoding words in isolation using the spelling pattern taught through the use of teacher chaining activity.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

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

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

- The materials phonological awareness lessons are systematic and aligned to the TEKS. For example, the pacing guide shows a review of producing a series of rhyming words and moves to more complex skills, including "2.2.A.ii," where students distinguish between long and short vowel sounds in one-syllable and multisyllabic words. The "Program and Implementation Guide" provides a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. In the "Program and Implementation Guide," a chart is included to help guide teachers in what phonological skills are included in the grade 2 units by level of complexity.

- The materials phonological awareness lessons start with simple phonological awareness (i.e., rhyming, syllable, onset-rime) awareness activities and gradually transition to more complex activities. The "Program and Implementation Guide" shows an example of a systematic sequence for phonological awareness activities. It starts with students producing a series of rhyming words. The guide outlines that these lessons begin with simple phonological awareness activities, such as identifying rhyming words and recognizing syllables. As the lessons progress, students are introduced to more complex tasks such as blending and segmenting multisyllabic words and eventually manipulating syllables within multisyllabic words. The lessons begin with identifying syllables and then progress to later lessons in which students are blending and segmenting multisyllabic words. The lessons require students to manipulate syllables within multisyllabic words to allow students to practice decoding words. Explicit teacher instructions are included in the lessons to ensure students practice with producing rhyming words with beginning sounds, ending sounds, blends, and digraphs by using the alphabet posted in the room. In "Unit 1, Lesson 3," the materials include a warm-up section. The lesson focuses on rhyming words. The students begin by identifying the first sound and the ending sound of the word sing. Then, students are directed to find rhyming words.

Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR

2.A & 2.A.2) (T)

- The lessons include specific and precise terms, phrasing, and statements for teachers to use during instruction. The teacher guide instructs teachers in a scripted fashion on how students avoid misconceptions with phonological awareness lessons. For example, in "Foundational Skills Unit 4, Lesson 12," there are scripted teacher notes on decoding, spelling, and using words with prefixes. In "Foundational Skills Unit 2, Lesson 7, Basic Code Review" and "Spelling Alternatives," the materials provide specific and precise terms for teachers to use during instruction. The teachers provide explicit instructions for students to "REVIEW /OU/ › OU AND OW."
- The lessons include examples of explanatory feedback for students based on common errors or misconceptions. "Foundational Skills Unit 1, Lesson 5" provides guidance for teachers on how to give feedback to students during this activity. For example, if a student struggles to produce a rhyming word, the teacher might prompt them with a rhyming word that matches the pattern being practiced. "Foundational Skills Unit 1, Lesson 5" also anticipates common errors, such as students confusing similar-sounding words that do not actually rhyme and provides strategies for correcting these misconceptions. This includes reinforcing the sounds at the end of words and practicing with multiple examples to build the student's confidence and understanding. The teacher guide includes direct instructions on how students can prevent common errors as it pertains to phonological awareness lessons. In the teacher guide, there are explicit directions in the advanced preparation area for teachers to read prior to teaching students. In "Unit 2, Lesson 10, Spelling Analysis," the materials provide examples of explanatory feedback for students based on a possible error. For example, it states: "If students made errors on the word hopping by failing to double the final consonant, then you may need to review the short vowel followed by a consonant rule with these students. After

students see the pattern of only one letter to make the short sound, then guide them through doubling the last consonant to keep the vowel sound and adding the suffix -ing."

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness skills. In "Foundational Skills, Unit 5, Lesson 13", students engage in echo reading, where the teacher reads a sentence or passage aloud, and students repeat it. The text states: "This helps build memory through repetition and reinforces phonological awareness as students focus on the sounds and structures of words." In "Unit 2," the materials provide an activity book with a variety of resources and activity pages for students to practice taught skills.
- The materials suggest or provide resources, including games, rhymes, stories, manipulatives, and online interactive activities to practice and reinforce student's phonological awareness skills. The units are designed to have end-of-unit assessments with resources, activities, and instructions for teachers to review previous pausing point data to make adjustments to the student's needs. In "Unit 2, Lesson 1," the materials provide resources in the form of a game to practice "magic e." After the lesson, students will practice "Activity Page 1.1."
- The materials, activities, and resources provide opportunities to reinforce phonological awareness skills through cumulative review. The units are designed to have pausing points with resources, activities, and instructions for teachers to review, reinforce, and extend the previous material. "Foundational Skills, Unit 5" includes cumulative review activities for phonological awareness skills later in the unit. For example, the "Pausing Point" section provides additional activities to teach and practice the skills covered throughout the unit.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	13/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	3/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

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

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

- The materials teach blending spoken phonemes to form one-syllable words before teaching segmenting spoken one-syllable words into individual phonemes. For example, in "Foundational Skills, Unit 1, Lesson 3," the primary focus for students is to segment, blend, and spell one-syllable words with short vowel sounds. Additionally, in "Foundational Skills, Unit 1," the early lessons focus on substituting initial and final sounds using the word chain: "sod - rod - rock - lock - lot - dot." A later lesson adds, deletes, and substitutes medial sounds using the word chain: "trap - trip - rip - rope - soap - sap - slap - slop - slope."
- The materials teach blending and segmenting phonemes before moving on to manipulating phonemes. Phonemic awareness lessons focus on initial and final sounds before medial sounds. The materials follow a structured progression from simpler to more complex phonemic awareness tasks. For example, "Foundational Skills, Unit 2, Lesson 3" focuses on segmenting spoken words into individual phonemes, then "Lesson 6" progresses to blending

and manipulating, and "Lesson 10" continues with phoneme manipulation practice. In "Unit 2, Lesson 10," the students begin the unit working on blending, and in "Unit 3, Lesson 3," the students then move on to segmenting and manipulating phonemes in words. In "Unit 3, Lesson 3," the students manipulate beginning phonemes, and in "Unit 3, Lesson 7," the students begin to manipulate medial sounds.

- The materials include lessons on manipulating phonemes within base words, starting with adding, then deleting, and finally substituting phonemes. Phoneme manipulation lessons start with manipulating initial and final sounds before manipulating medial sounds. The lessons that are centered on phoneme manipulation progress from base words to adding, deleting, and substituting phonemes. In "Foundational Skills, Unit 3, Lesson 3," the teacher chaining section guides the teacher through manipulating the phonemes in the words that have the /ae/ sound. The lessons progress with phoneme manipulation with adding, deleting, and substituting phonemes. In "Foundational Skills Unit 3, Lesson 21," the teacher instructions include steps for the students to segment words with prefixes.

Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

- The lesson plans include specific and precise terms, phrasing, and statements for teachers to use during instruction. The lesson plans include specific phrasing and statements for teachers to use during instruction. For example, the "Unit 4" materials prompt teachers to say: "Tell students that, as in Unit 3, Unit 4 focuses on vowel sounds. They will learn many new vowel sounds and spellings. Tell students they will begin by reviewing the spelling er for /er/. Remind students the letter r is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds, to create unique vowel sounds like /er/."
- The lessons that teach and practice newly taught skills or strategies employ the gradual release of responsibility model. In "Unit 4, Lesson 2," the materials provide teachers with a model for teachers to deliver explicit instruction to students using the gradual release model (I do, we do, you do). "Foundational Skills, Unit 1," includes a script that guides the teacher to model how to manipulate phonemes to form a new word using Elkonin boxes and counters, provides guided practice (teacher and students) on manipulating phonemes using individual Elkonin boxes and counters, and finally, the students manipulate phonemes independently as the teacher presents the directions for creating word chains orally.
- The lessons include examples of explanatory feedback for students based on common errors or misconceptions. The "Program Level Resources Program and Implementation Guide" includes sections that emphasize the importance of direct instruction and explanatory feedback. The text states: "Providing immediate and specific feedback to students during phonemic awareness activities helps them understand their errors and misconceptions, reinforcing the correct concepts and improving their phonemic skills." In each unit in the progress monitoring section, there are explicit instructions for the teacher to address sound/spelling errors, along with common error questions and misconception questions to address the root of the problem with the student. The instructions in Foundational Skills Unit 6 include activities where teachers guide students to add or substitute phonemes while the

teacher listens carefully to students' attempts and provides explanatory feedback to help them understand any mistakes.

Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

- The materials include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. The "Program and Implementation Guide" includes explicit guidance for connecting phonemic awareness skills to the alphabetic principle. For example, the sections discussing phonemic awareness activities provide clear instruction on how these activities transition students from oral language skills to understanding the relationship between sounds and letters. The lessons in "Foundational Skills, Unit 5" include a scaffold for connecting phonemic awareness with the alphabetic principle in "Lesson 17." In "Unit 4, Lesson 9," The materials provide explicit guidance for connecting phonemic awareness to support decoding and encoding of text. The students begin learning the phoneme (sound of ow) and move into decoding one- and two-syllable words containing ow and later on writing words with "ow."
- The materials integrate kinesthetic scaffold resources for connecting phonemic awareness with the alphabetic principle. Encoding exercises involve spelling words by segmenting the sounds they hear and writing the corresponding letters. For example, the spelling lists in each lesson of "Foundational Skills, Unit 5" continue to be made up of words with letter-sound correspondences that students have already been introduced to in reading. In "Unit 2, Lesson 2, Read Two Syllable Words," the materials integrate kinesthetic scaffolds by having students use finger-pointing to help decode words.
- The materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction to connect phonemic awareness skills to the alphabetic principle. The instructions in "Foundational Skills Unit 5, Lesson 17" include explicit instructions for the teacher to decode the sounds while clapping the syllables in the word. The lessons in "Foundational Skills Unit 5" include explicit scripted instructions for the teacher to utilize after each decoding and spelling lesson with a spelling tree.

Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. In "Unit 4," the materials provide teachers with a variety of fluency activity supplements such as a poem, an informational text, a "Readers Theater," a realistic fiction selection, and a science or social studies selection. These materials align with and reinforce phonemic awareness skills taught within the units.
- The materials include activities to help students develop, practice, and reinforce their understanding of phonemic awareness skills. The materials in "Foundational Skills, Unit 5"

include additional resources in the appendices to assist teachers with students who have not mastered the ability to chunk words into syllables for decoding. In "Unit 2, Lesson 11," the materials provide a variety of activities, such as word sorting. For example, "the students pick a card, read the word, and place the card in the container labeled with the correct r-controlled vowel sound."

- The materials suggest or provide resources, including manipulatives and online interactive activities to practice and reinforce students' phonemic awareness skills. Encoding exercises involve spelling words by segmenting the sounds they hear and writing the corresponding letters. For example, the spelling lists in each unit continue to be made up of words with letter-sound correspondences that students have already been introduced to in reading.
- The activities and resources within the materials provide opportunities to reinforce phonemic awareness skills through cumulative review. "Foundational Skills, Unit 2" provides specific examples, including a variety of activities for students to develop and practice through cumulative review. For example, in "Lesson 5," students segment and blend phonemes, and later in Lesson 9, students practice blending sounds to form words, reinforcing their ability to connect sounds with letters. Final cumulative review activities incorporate games and interactive exercises to reinforce phonemic awareness skills. For example, the "Pausing Points" section "more help with sound/spellings" reinforces skills previously learned.

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1)(T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. The materials in "Foundational Skills, Unit 1" include lessons and activities that systematically teach phonics skills and concepts by gradually increasing the complexity of the skills throughout the year. The teacher guide includes an outline of each unit's development and the addition of more complex skills from the beginning to the end of the unit. The materials provide a systematic sequence of skills. For example, in grade 2, the students engage in grade-level TEKS, such as in "Unit 1, Lesson 13," students decode and read words with double consonant sound-spellings. In grade 3, the student learns how to decode and read VCCV syllable division with accent shifts in "Unit 1, Lesson 12."
- The lesson objectives are aligned to the grade-level TEKS sound-spelling patterns. "Foundational Skills, Unit 2, Lesson 10," lesson objectives are aligned with the grade-level TEKS sound-spelling patterns. For example, "Lesson 10" aligns with TEKS 2.2.B.i and 2.2.C.i by systematically introducing and reinforcing the sound-spelling patterns for short and long vowels.

- The materials include a vertical alignment that outlines the progression of "Sound-Spelling Patterns" skills, as well as concepts, including lesson objectives. The progression is presented week by week throughout the school year, providing an overview of the skills and concepts in accordance with the ELAR TEKS. The materials include a pacing scope and sequence in the program overview that describes the grade level TEKS, which specifies the sound-spelling patterns and the week during which teachers teach the skills. The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, the "Program and Implementation Guide" includes a detailed scope and sequence for phonics and spelling instruction across the year, ensuring a systematic introduction of sound-spelling patterns outlined in the grade 2 TEKS.

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

- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. These routines are consistent for each grade level and are aligned with the ELAR TEKS. The "Program and Implementation Guide" includes detailed instructions for teachers to follow during phonics lessons. These instructions cover how to introduce new sound-spelling patterns, connect them to previously learned concepts, and provide practice through structured routines. In "Unit 4, Lesson 1," in the "Language-Spelling" alternatives section, the materials provide specific terms for teachers to use, such as: "Tell students that the spelling words this week include spelling alternatives. When one sound can be spelled more than one way, we say that sound has spelling alternatives. Say the sound /aw/ as in paw. Ask students if they can think of two ways to spell the sound /aw/. If students are unable to remember the spellings for /aw/, have them use the Individual Code Chart to find the answer."
- The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. Specific and precise terms, phrasing, and statements are included in the units for teachers to utilize during core instruction. "Foundational Skills, Unit 1, Lesson 1" includes a lesson script that directs the teacher to say: "Invite students to close their eyes and repeat the word. Isolate the beginning sound of the word if needed and repeat; say /p/ /ie/". In "Unit 4, Lesson 1," the materials include specific words and language for teachers to use during instruction. For example, the materials provide teachers with important points to emphasize about grade-level sound-spelling patterns, such as: "Tell students that, as in "Unit 3," "Unit 4" focuses on vowel sounds. They will learn many new vowel sounds and spellings. Tell students they will begin by reviewing the spelling er for /er/. Remind students the letter r is a spelling for a consonant sound, but the sound /r/ can mingle with certain vowel sounds to create unique vowel sounds like /er/."
- The materials provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. "Foundational Skills, Unit 5, Lesson 13" provides detailed steps and materials for the teacher to deliver direct and explicit instruction on the sound-spelling patterns, helping students understand and apply these patterns in their reading and writing activities.

- The materials include traditional and digital multimodalities to help teachers provide explicit instruction on ELAR sound-spelling patterns following a scope and sequence program by grade level. The program includes interactive steps to keep students engaged while learning sound-spelling patterns. For example, multisensory gestures and activities, such as blending sounds and using arm motions to represent sounds, are incorporated to support phonemic awareness and phonics instruction.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

- The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. The materials in "Foundational Skills, Unit 6, Lesson 1 include guidance for student practice by including a Consonant Code Flip Book, Individual Code Chart, Digital Components, and Activity Pages." The "Foundational Skills, Unit 2, Lesson 15" instructs the teacher to guide students through a review of words containing the oo spelling pattern. Students read words aloud, identify the oo sound, and discuss the long and short oo sounds. In "Unit 5, Lesson 2," the materials provide students the opportunity to practice spelling patterns in dictated sentences based on the spelling patterns learned in the lesson using activity pages 2.1 and 2.2.
- The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. "Foundational Skills, Unit 6" emphasizes cumulative review through games, direct instruction, and practice pages that reinforce previously learned sound-spelling patterns. For example, in "Lesson 5," students spell multisyllabic words with multiple sound-spelling patterns they learned in "Lessons 1 and 3."
- The materials include various multimodal activities and resources for guided and independent cumulative review during the school year. The materials in the "Student Activity Book" provide a student activity book with various activities for students to practice and develop learned spelling patterns.

Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials provide a variety of activities and resources to decode and encode words in isolation. The materials in "Foundational Skills, Unit 3, Lesson 21" provide a variety of activities and resources to decode and encode words in isolation. For example, in this lesson, the teacher explains how to decode words with prefixes by segmenting and blending sounds, and then students practice reading words with the prefix un- in isolation, writing them, and using them in sentences to understand their meanings. In "Unit 5, Lesson 6, Introduce Spelling Words," the materials provide students the opportunity to encode words in their dictation journal. For example, the materials state: "Tell students that they will write an entire sentence

that you dictate. Students may use their Dictation Journal. " This activity allows the students to encode words using spelling patterns that they've learned.

- The materials provide a variety of activities and resources to decode and encode words in decodable connected text. The units provide different activities to support students in encoding words, including "Sound-Spelling Patterns" in the decodable connected text that builds on previous instruction. Students are encouraged to utilize their dictation journal that contains notes for each practiced skill. The materials in "Foundational Skills, Unit 3, Lesson 3" provide a variety of activities and resources to decode and encode words in decodable connected text. For example, students read the story, *And Then There Were Two*, from the provided "Reader." This story includes numerous instances of the /ae/ sound spelled as a, ai, and ay. In the "Unit 5 Decodable Reader," *Sir Gus* allows students to practice decoding words using spelling patterns they learned when reading connected text.
- The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. For example, in "Foundational Skills, Unit 2, Lesson 2, Review Basic Code Spellings," the materials prompt teachers to ask students to remember a previous lesson about vowels, and then they work on a "Vowel Code Flip Book."

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	2/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	4/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1)(S)	12/12

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern being taught. The units include a systematic approach for introducing and practicing regular and high-frequency words. The "Foundational Skills" daily lesson units are structured to include the following in a structured way: phonics, high-frequency words, decoding and encoding, and morphology, all grounded in decodable readers. The "Program and Implementation Guide" provides detailed information on the systematic sequence for introducing regular and irregular high-frequency words. For example, the guide organizes the introduction of regular and irregular high-frequency words in smaller batches that follow a common phonic or spelling pattern. For instance, words such as "here," "where," and "there" are introduced together after teaching the "-ere" word pattern in phonics.
- The materials organize the introduction of regular and irregular high-frequency words in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. The lessons include an organizational pattern of introducing regular and irregular high-frequency words in small batches that follow a common phonic pattern that targets explicit instruction. "Lessons 1 - 6"

in "Unit 2" include three to four "tricky words" that are integrated into the phonics, decoding, and encoding lessons. Irregular high-frequency words are introduced with explicit instruction highlighting the irregular parts of the words. For example, the teacher draws attention to the parts of the word that do not follow the "rules." In "Unit 2, Tricky Words," the materials provide a systematic sequence for introducing and practicing high-frequency words that align with the spelling pattern being taught. For example, the materials explain spelling patterns that coincide with tricky words in grade 1 and the learning that will happen in grade 2.

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

- The materials provide teachers with important points to emphasize when introducing regular and irregular words to students, including decoding the decodable parts of words and memorizing the irregular parts of words. Activities in the "Program and Implementation Guide" include decoding exercises where students break down words into their phonetic components and encoding tasks where they construct words from given sounds. Specific guidance is provided on how to handle irregular words by focusing on their "tricky parts." In "Unit 2, Lesson 1, Tricky words," the materials provide guidance for teachers to teach "tricky parts" and "decodable parts" of high-frequency words.
- The materials include an overview for teachers at the unit or lesson level, providing background knowledge of decoding and encoding regular and irregular high-frequency words. "Foundational Skills, Unit 3, Introduction" includes overviews for teachers to provide background knowledge of decoding and encoding regular and irregular high-frequency words. In "Unit 4, Lesson 3, Preview the Tricky Words," the materials provide guidance for teachers to provide direct instruction to decode the word people.
- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. The materials provide teachers with important points to emphasize when introducing regular and irregular words to students, including decoding the decodable parts of words and memorizing the irregular parts of words. For example, the text states: "By drawing attention to the regular and irregular parts of the word, students learn that Tricky Words are only partial exceptions to the normal rules of reading and writing." In "Foundational Skills, Unit 1, Lesson 3, Primary Focus Code Flip Book Review," the teacher reminds students of consonant sounds written in red, the teacher distributes red markers, and the teacher gives the exact page number for the "Individual Code Chart."

Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. The "Program and Implementation Guide" emphasizes the daily practice of high-frequency words. Activities include reading the words aloud, spelling them, and writing them in sentences. The materials

provide word lists and practice pages specifically designed to reinforce these words. In "Unit 2, Lesson 4," the materials provide an activity for students to practice tricky words. For example: "After introducing the new Tricky Words, play a Tricky Word game using the word wall." A suggestion is to play a game called: "I Spy the Word. Give clues for a specific word and have students guess the word." In "Unit 2, Lesson 5, Check for Understanding," the materials ask students to turn and talk using tricky words in an oral sentence.

- The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement so that students independently practice spiraled skills that have been previously mastered. For example, in "Unit 2, Lesson 5," when developing skills to decode regular high-frequency words, the teacher asks students to notice the change to the first sound, directs students to use references to identify similar words they know, and invites students to use known blend sounds.
- Through cumulative review, resources are provided for students to encode regular high-frequency words. Each unit is designed with an introduced skill and then an opportunity to review the skill with a culminating performance assessment. The "Program and Implementation Guide" includes information about cumulative review activities where students can practice and reinforce both regular and irregular high-frequency words they have previously learned. For example, in this lesson, the students read and review previously taught "Tricky Words."

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)

- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. The materials in "Foundational Skills, Unit 6, Lesson 6" include a "Spelling Words" section that provides lists of words for students to practice in isolation. For example, the list includes words like "action," "addition," "attention," "caption," "change," and more. These words are presented on index cards for students to read and sort alphabetically.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. Materials in "Foundational Skills, Unit 6, Lesson 36" include a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation. For example, this lesson provides fluency passages where students underline words and then read the passages with a partner, integrating the high-frequency words into their reading practice. In "Unit 2, Lesson 6, More Help With Tricky Words," the materials provide activity pages TR6.2 and TR 6.3 that allow students to practice reading sentences that include tricky words. "Unit 2, Activity Page 28" asks students to practice reading difficult words in isolation and encoding them on an activity page.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	2/2
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	8/8
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)	16/16

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

Evidence includes, but is not limited to:

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

- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. For example, students spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word. In "Unit 1," the material's lesson objectives progress from less to more complex skills. For example, "Unit 1, Lesson 1" begins with students decoding words with one syllable and moving to decoding words with 2 syllables with short vowels.
- The lesson objectives progress from less to more complex skills. The lesson objectives progress from less to more complex skills. For example, "Foundational Skills, Unit 3" introduces students to two-syllable words, starting with relatively simple closed syllable

patterns and then progressing to more complex two-syllable words with only one consonant between the vowels. In Unit 1, the lesson objectives for syllable divisions and patterns align with grade-level TEKS. For example, in "Lesson 13," the students will decode multisyllabic words with closed syllables. This aligns with TEKS 2.2.B.iii.

- The sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. "Foundational Skills, Unit 1" includes a systematic sequence of grade 2 TEKS with a one-syllable review at the beginning of the unit in "Lessons 1-5." "Lesson 6" includes creating compound one-syllable words, and other subsequent lessons include decoding multisyllabic words with closed syllables, open syllables, and VCe syllables. The consonant code flip book progresses in the same sequence in which the lessons are organized. The code flipbooks are for consonants and vowels that are reviewed during instruction and for classroom display. The example words for each sound progress in difficulty based on the place in the unit.

Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

- The materials provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles. The lessons in "Foundational Skills, Unit 1" include guidance for the teacher to provide explicit instruction for applying knowledge of syllable division principles to encode multisyllabic words. For example, each lesson has a portion of the lesson for the teacher called the advance preparation. This section has detailed directions on what the teacher is to prepare, say, write, or do during the lesson so that the students can understand the concepts. "Foundational Skills, Unit 4" materials provide teachers with points to emphasize decoding and encoding words by applying knowledge of syllable division principles. For example, the text states, "Remind students that words can be broken into parts called syllables. Have students turn to a partner and share a multisyllabic word and how its syllables are divided". In "Unit 5, Lesson 2," the materials provide teachers with guidance with important points to emphasize about decoding words by applying knowledge of syllable division/type principles. For example, the materials state: "Remind students to use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell these words. Point to cover. Say, 'In cover, I see two vowel sounds on either side of one consonant.' Underline the vowel sounds. Say, 'When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this cover.'"
- The materials include specific and precise terms, phrasing, and statements that teachers should use during core instruction. The units and resources include guidance for the teacher to provide explicit instruction for applying knowledge of syllable division principles to decode multisyllabic words. For example, "Appendix C" gives the teacher detailed information on how to decode and chunk multisyllabic words with examples and instructions on what to say to students. "Foundational Skills, Unit 4, Lesson 9" materials include specific phrasing and statements for teacher use during core instruction. For example, "Let's look at some words with 'ow' and decide which sound it makes. I'll write the word 'snow' on the board. When I say

'snow,' I hear the /oe/ sound at the end. Now, I'll write 'cow'. When I say 'cow,' I hear the /ou/ sound at the end." In "Unit 1, Lesson 13," the materials provide guidance for teachers to provide explicit instruction by providing specific phrases for teachers to use during instruction. For example, the materials state: "Tell students today they will read two-syllable words (i.e., words with two vowel sounds). Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together. Model this for students by pointing to the word basket on the chart you prepared in advance. Ask students to sound /ou/ the word by first blending the sounds in the first syllable (/b/ /a/ /s/: bas), then blending the sounds in the second syllable (/k/ /e/ /t/: ket), and then putting the two syllables together (basket). Tell students that the syllables in the basket are both closed syllables. Closed syllables end with consonants, in this case, s and t. Students can use the consonants to know where one syllable ends and another begins."

Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. The materials in "Foundational Skills, Unit 6, Activity Book" include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, this specific activity provides a comprehensive review of decoding and encoding skills, requiring students to read, underline, and use multisyllabic words in context. "Foundational Skills, Unit 1, Activity Book, Activity 7.1" includes activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. The activity book contains activity pages that accompany the lessons from the teacher guide for "Unit 1". "Activity 7.1" is a single-word reading assessment for individual students that includes a variance of decoding and encoding skills.
- The materials include a variety of resources to develop, practice, and reinforce skills to decode and encode multisyllabic words. The materials include a variety of resources to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in the "Activity Book," students compare sounds of bolded letters in words and check if they stand for the same sound, which aids in decoding by recognizing sound patterns in multisyllabic words. In "Unit 5, Lesson 25," the materials provide a resource for students to practice decoding words using prior knowledge of syllable division patterns if needed. Using "Activity Page 25.2," the student decodes words in a chart referring to the knowledge they remember about syllable division pattern VCCCV.
- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. The resources include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types to encode one-syllable words. "Foundational Skills, Unit 1, Appendix C" provides guidance for teachers to show students how to encode various syllable types in one-syllable words.

Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in isolation. For example, the instructions on "Activity Page 13.3" involve students practicing the identification and syllabication of multisyllabic words, reinforcing the decoding skills in isolation. The activities build on students' understanding of simple syllable division patterns taught in earlier grades. In "Unit 1, Lesson 13," the materials provide an activity for students to practice decoding multisyllabic words in "Two-Syllable Baseball."
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in connected text. For example, students read passages and identify multisyllabic words within the context. They underline the multisyllabic words and then divide them into syllables. In the "Reading Language Arts Unit 1, Lesson 5," students read a story about Paul Bunyan, decoding -er and -est words with suffixes by segmenting and blending the sounds and using the syllable chunking method. The materials in "Unit 1, Introduce the Story," provides an activity for students to identify one- and two-syllable words using "Activity Page 13.2." Students will decode words and sort in columns using the reader: *The Chicken Nugget*.
- The materials provide a variety of activities and resources for students to practice decoding skills that were previously taught, as well as those recently introduced. "Foundational Skills, Unit 2, Lesson 1" includes a variety of resources to practice encoding one-syllable or multisyllabic words to practice previously taught as well as those recently introduced. Students use digital basic code spelling charts for decoding practice.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1)(T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	6/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence document that identifies grade-level morphemes. The "Pacing and Scope and Sequence Guide" provides a detailed scope and sequence that identifies grade-level morphemes that outlines how to introduce and practice spelling words with prefixes such as un-, re-, and dis-, along with inflectional endings like -s, -es, -ed, -ing, -er, and -est. The "Pacing Scope and Sequence Guide" includes the TEKS 2.2.B.vi in the scope and sequence in "Unit 1, Lessons 11 -14," and "Lessons 16-20." In the program implementation guide, the material provides information on how the course materials grow in complexity.
- The materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. The suffixes -ing and -ed are reviewed in unit one in "Lessons 11-14" of the teacher guide. The materials organize the introduction of grade-

level morphemes in smaller batches of words that follow a common phonic or spelling pattern.

Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- The materials include professional resources (e.g., one-pagers, videos, sections in a handbook or guide, etc.) to enhance teachers' knowledge of morphological study and its importance for students in grade 2. In "Unit 1, Lesson 19, Review Past Tense Marker –ed," the materials provide guidance for teachers by providing specific phrases and words for the teacher to provide direct instruction. For example, the materials state: "Tell students when something happened in the past, we add a two-letter suffix to the verb. Explain that the letters 'ed' are added to the end of a verb. The –ed suffix is called the "past tense marker" or the "past tense ending." Direct students' attention to the chart you prepared in advance or the digital version." The "Foundational Skills, Unit 2, Appendix B" materials provide word lists so that teachers can use different techniques with different morphemes as they are introduced systematically. "Appendix B" has a list of root words and affixes with additional techniques for the teacher to utilize.
- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. The materials include resources in the "Teacher Guide Unit Introduction" to enhance teachers' knowledge of morphological study and its importance for students. For example, the "Foundational Skills, Unit Introduction" states: "Tell students that prefixes are word parts added to the beginning of a base word to change the meaning. Review what they have learned in previous units about adding un–, dis–, and re– to words. Remind them that each of these prefixes is one syllable". The "Foundational Skills, Unit 6 Teacher Guide" includes teacher tips or explanations of the morphological objective of the lesson. For example, each "Foundational Skill" in "Unit 6" provides a "5 min decode, spell, and use words" with prefixes section.

Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include practice activities in paper or digital workbooks to build on the taught morphological skill and spiral previously learned morphological skills. For example, the primary focus of "Foundational Skills, Unit 2, Lesson 1" has students decoding words with inflectional endings, including –ed, and later in the lesson, students use -ed in their writing. In "Unit 1, Lesson 20, Activity Page 20.1," materials include a spelling assessment for students to encode words with suffixes read by the teacher.
- Students use an instructional routine/technique for morphological analysis, such as word trees, matrices, or grids. The materials provide word lists so that students can use the technique with different morphemes as they are introduced systematically. Students engage in various activities to build understanding. The "Foundational Skills, Unit 2, Activity Book" materials include practice activities to build on the taught morphological skill and spiral

previously learned morphological skills. For example, "Unit 2" has five different "Activity Pages" for students to practice various suffixes through cumulative review.

- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught and spiral previously learned morphological skills. The units include a variety of resources for students to reinforce grade-level morphological skills in a cumulative review. The "Unit 4 Pausing Point" guide provides the teacher with a variety of resources for students. Each unit is designed to introduce the morphological skills first, and then a subsequent lesson will have a spiraled review of the previously taught skill. In "Unit 1, Lesson 22, End of Unit Assessment," the materials provide an assessment to reinforce, practice, and review.

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

- The materials include instructional routines, such as dictation, which emphasize encoding and decoding. For example, in "Foundational Skills, Unit 5, Lessons 17-19, students practice the words in isolation when participating in the Decode, Spell, and Use Words with Prefixes" section. "Unit 1, Activity Book, Activity Page 1.4" materials provide resources for students to decode words in isolation from a list.
- The materials include a student practice book (paper and/or digital) with word lists focused on the targeted morpheme(s) for the lesson. Students read the word lists and complete an exercise to focus on meaning. The "Foundational Skills, Unit 5, Lesson 15" materials include student "Activity Pages" with word lists focused on the targeted morpheme(s) for the lesson. Students read the word lists and complete an exercise to focus on meaning. For example, students will identify the meaning of and use words with affix /sh/ + /ə/ + /n/ > 'tion' and will complete fill-in-the-blank sentences with words featuring -tion. At the end of each unit, there are teacher resources to provide the teacher with a variety of activities to assist students.
- The lesson plans and/or text annotations prompt the teacher and students to discuss morphemes as they read authentic text. In "Unit 4, Lesson 14," the material provides opportunities for students to encode words with the prefix re-. The activity states: "For practice, have small groups use their own paper to practice creating and identifying the meaning of words with the prefix re-. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed."

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include visual aids such as pictures, diagrams, or graphs that depict the meaning of words. The "Advance Preparation" portion of the "Foundational Skills, Unit 1, Teacher Guide" includes a universal access guide of pictures to bring to the class, serving as a visual aid to activate students' prior knowledge. The read-aloud in "Knowledge Unit 2, Lesson 1" includes several images that provide context for the words and concepts being introduced. For instance, there are images of the rugged Greek landscape, a fishing boat and harbor, and various geographical locations such as Mount Olympus. These visual aids help students understand and visualize the concepts being discussed, such as the terrain of Greece and the significance of its geographical features. In "Unit 2, Lesson 7," the materials include a photograph showing Hiero and Dion talking. This picture, along with the meaning and text, is included to help students understand the meaning of conversing.
- The materials include texts specifically chosen to expose students to new vocabulary in context. In each unit, students are introduced to complex text in which each chapter includes many new content-specific vocabulary words. For example, in "Knowledge Unit 2, Lesson 9, Core Vocabulary: Words" like *channel*, *defeating*, *deserted*, *fate*, and *prefer* are introduced with definitions and examples.
- The materials include Instructional guidance that assists students in using context clues within sentences or passages to decipher the meaning of unfamiliar words. For example, "Knowledge Unit 2, Lesson 9" includes a section on multiple-meaning words, specifically focusing on the word *channel*. The activity involves showing a poster that illustrates the different meanings of *channel*. In "Unit 2, Lesson 3," the materials include texts specifically

chosen to expose students to new vocabulary in context. For example, in grade 2, the materials provide explanations of the word *diversion* as it is used in text. An example from the text is: "Zeus raised a hand for silence, smiled, and announced, 'Today is a special day. Today we invite you to join us here on Mount Olympus, a new mythical god, the youngest of us all. Please welcome Dionysus, the mythical god of grapes and diversion.' *Diversion* means to distract the mind to something else."

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

- The materials include teachers' guidance on how to provide an overview of each type of resource (print and digital) and an explanation of the purpose and benefits of using picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. In "Unit 6, Lesson 15," the materials include guidance for how to teach students about online dictionaries and glossaries. It provides a script for teachers to use to model how to use digital platforms.
- The materials include guidance on how to teach students about print dictionaries and glossaries. For example, the instructional materials recommend creating glossaries and vocabulary lists to assist students in understanding and retaining new words. In "Unit 6, Introduce The Reader," the materials include teachers' guidance on how to provide an overview of the glossary and an explanation of the purpose and benefits of using one.
- The materials include guidance on how to teach students about online resources, such as eBooks and online dictionaries. For example, the "Foundational Skills, Unit 1, Lesson 3" materials provide scripted guidance on how to use online resources effectively and an explanation of the features and functionalities of digital resources.

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

- The materials include activities and tasks for students to determine the meaning of words. The "Knowledge, Unit 4, Teacher Guide" includes a digital version of a model persuasive speech that teachers display so that students can understand the structure and language used in persuasive texts. This digital resource is integrated into the lesson to assist students in learning new vocabulary and its usage in context. In Unit 5, Lesson 1, the materials provide students with the opportunity to use a dictionary to check the correct spelling of the words.
- The materials include activities and tasks for students to determine the pronunciation of words. Throughout the units, glossary sections and vocabulary lists encourage students to utilize aiding in understanding and pronouncing new words. For example, activity pages often include tasks where students look up and write down definitions and pronunciations of new words. Before each story in "Knowledge, Unit 1," there are core vocabulary word work activities for students to complete with teacher guidance included in the teacher guide.

Foundational Skills

5.G.1	Reading Fluency (1–3)	16/16
5.G.1a	Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context with suggestions for teacher feedback. (7)	6/6
5.G.1b	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (8)	3/3
5.G.1c	Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (8)	3/3
5.G.1d	Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.	4/4

The materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context with suggestions for teacher feedback. Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). Materials include texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

Evidence includes, but is not limited to:

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

- The materials include structured outlines for educators to follow, including objectives, activities, and assessment strategies tailored to develop fluent reading skills. The materials include activities and tasks that model fluent reading skills in context with suggestions for teacher feedback. In the introduction of "Foundational Skills, Unit 1," teachers are given explicit instructions on how to use the fluency supplement to assist students with fluency. In "Unit 5, Fluency Supplement, the materials provide multiple genres to provide students with ample practice. For example, it states: "A separate component, the Fluency Supplement, is available in the program's online materials. This component has been designed to complement the unit. In it, you will find a poem, an informational piece titled 'Did You Know?', a Reader's Theater, a realistic fiction selection, and a science or social studies selection. See directions in the Fluency Supplement for further guidance."
- The materials include varied texts targeting different levels of fluency, complexity, and genres to provide students with ample practice. The "Program and Implementation Guide" includes varied texts targeting different levels of fluency, complexity, and genres to provide students with ample practice. As students practice with the Readers, they not only build fluency but also have opportunities to discuss the text to build comprehension.
- The materials include demonstrations and examples of fluent reading by teachers or audio recordings to showcase proper intonation, pacing, and expression. For example,

"Foundational Skills, Unit 6, Lesson 7" involves the teacher modeling fluent reading by introducing the read-aloud "America in 1812, Part II." This provides students with an example of fluent reading, including appropriate pacing, expression, and intonation.

- The materials include exercises such as repeated readings, choral readings, partner readings, and timed readings aimed at improving reading speed, accuracy, and expression. The tasks allow students to practice fluent reading independently with subsequent teacher feedback, which could include praise, corrective guidance, or specific suggestions for improvement. For example, the tasks in "Foundational Skills, Unit 4, Lesson 3" allow students to practice fluent reading independently with teacher feedback, which could include praise, corrective guidance, or specific suggestions for improvement. The Teacher Resources include exercises, such as partner readings in "Unit 5, Lesson 3, Introduce the Chapter, 'The Thief,'" students will read with a partner.

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

- The materials include curated lists of words categorized by phonics patterns or specific language features that students practice decoding and reading with fluency. These lists progress in complexity as students advance in their reading skills. In "Unit 6, Lesson 1," the materials include lists of words categorized by phonics patterns "f," "ff," and "ph." Students decode/read the list of words. In "Unit 6, Lesson 3," the materials provide sentences and phrases for students to decode and read based on learned phonics patterns.
- The materials include short, structured phrases or sentences composed of words that adhere to the phonetic rules and patterns being taught. The reader in each unit utilizes spelling, grammar, phonetics, tricky words, and vocabulary to assist students with decoding words, phrases, and sentences.
- The materials include longer passages composed of words that follow the phonetic principles being taught at a particular level. These texts gradually increase in complexity and length, providing students with opportunities to practice reading fluency and comprehension within a controlled context. In grades K–3, the "Student Readers" provide decodable texts that are explicitly connected to the phonics scope and sequence. These texts allow students to practice the code and word patterns they have learned, supporting the development of reading fluency through repeated practice with familiar phonics patterns. The "Student Reader" contains a carefully planned progression of decodable texts. As the students move through the program, they learn new spellings, and the "code load" in the decodable Readers increases gradually.
- The materials include examples or demonstrations within the material to showcase proper decoding strategies, pronunciation, and fluency. Modeling includes teachers, audio recordings, or multimedia resources demonstrating effective reading techniques.

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)

- Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently). For example, in "Foundational Skills, Unit 6, Activity Page 1.1," students practice the /f/ sound spelled as 'ph' by reading words, filling in blanks in sentences with these words, and identifying the spelling in each word. This activity helps students enhance their fluency with specific spelling patterns through repeated practice.
- Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., in groups). In "Unit 6, Lesson 6, Reread 'Trouble With The British,'" students reread an assigned text with a partner. In "Foundational Skills, Unit 3, Lesson 25," students read independently and then break into small groups to act out "Wiggle Cards."
- Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., in guided activities). For example, in "Foundational Skills, Unit 6, Lesson 22," students work in small groups to complete activities that enhance their understanding and application of multisyllabic words featuring specific phonetic patterns. The teacher facilitates these groups, providing targeted support and feedback to improve reading fluency. The materials include practice activities and tasks to develop word reading fluency in a variety of settings. In the third assessment in "Foundational Skills, Unit 2, Fluency Assessment," the teacher is provided with explicit instructions for the teacher to work one-on-one with students.

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

- The materials include exercises and tasks specifically designed to enhance fluency, including timed readings, choral readings, reader's theater, and echo reading. An extensive listing of additional activities to teach and practice the "Foundational Skills, Unit 2" skills can be found in the "Pausing Point" section included at the end of each lesson. For example, in "Foundational Skills, Unit 2, Lesson 3," students complete an initial reading, then a repeated reading with a focus on specific details, and finally, students answer questions about the story, helping them to engage with the text more deeply and improve their comprehension through repeated exposure.
- The materials include texts with varied punctuation, dialogue, and formatting to encourage proper intonation, expression, and pacing while reading to support the development of prosody. The materials in "Foundational Skills, Unit 2, Reader" include texts with varied punctuation, dialogue, and formatting to encourage proper prosody and pacing while reading. Each unit contains a reader with multiple selections with varied punctuation, dialogue, and formatting. In "Unit 1, Lesson 12, Introduce the Story," materials include the text "The Snack Mix" with varied punctuation and dialogue to encourage proper intonation, expression, and pacing while reading. For example, it states: "Tell students today they will be rereading the story 'The Snack Mix.' Let them know that rereading a story is a time to work on fluency. A fluent reader reads with expression and observes all punctuation marks. Briefly review the punctuation you discussed yesterday (question mark, exclamation point, and period)."

- The materials include embedded comprehension questions, prompts, or activities related to the text to enhance understanding, critical thinking, and retention of information, fostering both comprehension and fluency skills in reading. For example, "Foundational Skills, Unit 2, Lesson 3" includes comprehension questions and activities related to the text to enhance understanding, critical thinking, and retention of information.
- The materials include opportunities for repeated reading of the same or similar text to enhance accuracy, fluency, and comprehension. In "Unit 1, Lesson 19," the materials include opportunities for repeated reading of the same or similar text to enhance accuracy and fluency. For example, the materials state that the students should reread a text to increase their fluency and read with expression.

Foundational Skills

5.H.1	Handwriting	5/5
5.H.1a	Materials include explicit (direct) instruction on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (7)	2/2
5.H.1b	Materials include frequent opportunities, resources, activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (8)	3/3

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

Evidence includes, but is not limited to:

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

- The materials include explicit and systematic instruction on the teaching of handwriting that includes teacher modeling and practice opportunities with affirming and corrective feedback. The teacher is given a broad explanation of how the early grades focus on foundational literacy skills, including phonics, spelling, writing, and grammar. For example, the "Program and Implementation Guide" outlines systematic and explicit instruction of handwriting in the foundational skills lessons for grades K-3. Teachers are provided with scripted lessons that include clear demonstrations of letter formation and handwriting techniques. In "Unit 1, Lesson 11," the materials include explicit and systematic instruction on the teaching of cursive handwriting. The students begin with the letters a, c, d, g, o, and q.
- The materials include the integration of handwriting instruction with ongoing classroom learning to connect handwriting practice with other subject areas or topics being covered. The materials include explicit instruction on the teaching of handwriting skills connected to current student learning, when possible. The materials include the integration of handwriting instruction with ongoing classroom learning to connect handwriting practice with other subject areas or topics. Cursive writing is included with the other foundational skills in each unit. The materials in "Unit 5, Lesson 3" include the integration of handwriting instruction with ongoing classroom learning. For example, students practice handwriting as part of their daily literacy routine, which includes writing exercises that are connected to the texts they are reading and the spelling patterns. For example, in "Lesson 3," teachers model writing the "High-Flying Kite String Letter G," and students trace and copy the letter on the corresponding "Activity Page."

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 developmentally appropriate activity pages with guidelines and examples for students to trace or imitate letters, words, and sentences, focusing on proper letter formation and spacing. The materials include resources for students to authentically practice and develop handwriting skills appropriate for the grade 2 level. "Activity 11.1" requires students to practice the counter-clockwise letters in the student activity book. In "Unit 1, Activity Book," the materials include activity pages with guidelines and examples for students to trace cursive letters.
- The materials include consistent and frequent practice sessions embedded into daily routines or lessons, providing ample opportunities for students to authentically develop and reinforce handwriting skills. For example, the "Program and Implementation Guide" states: "The unit lessons integrate handwriting instruction with daily writing activities. For example, in foundational skills lessons, students practice writing letters, words, and sentences that are connected to their phonics and reading instruction." In "Unit 5," the materials provide ample opportunities to authentically develop and practice cursive handwriting skills.
- The materials include the incorporation of tactile, kinesthetic, and visual activities to engage multiple senses in learning handwriting. The materials include the incorporation of tactile, kinesthetic, and visual activities to engage multiple senses in learning handwriting. In the "Foundational Skills, Unit 2, Teachers Guide," the teachers compare certain strokes in cursive to kite strings and allow students to identify the strokes that simulate kite strings in the air and on the projected screen with the digital component. For example, students use sandpaper letters or trace letters in sand or rice to get a tactile feel for the shapes of the letters or participate in large motor activities, such as air writing or using large markers on a whiteboard.

Knowledge Coherence

6.A.1	Connected Knowledge-Building Units and Lessons	12/12
6.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
6.A.1b	Materials provide a scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.	2/2
6.A.1c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.	1/1
6.A.1d	Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
6.A.1e	Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	4/4

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

Evidence includes, but is not limited to:

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

- The materials are designed around units, themes, and inquiry-based projects that integrate different content areas, such as science and history. The units are designed for students to spend extended time on connected knowledge-building topics and texts. The RLA K-5 grade 2 units include the following themes: fairy tales, Ancient Greece Government, Ancient Greek Stories, The War of 1812, Cycles of Nature, Insects, The U.S. Civil War, The Human Body, Land of Opportunity, and Fighting for a Cause. For example, the "Program and Implementation Guide" emphasizes the integration of various content areas within the Reading Language Arts program. It highlights that units are designed to build knowledge coherence with a focus on literature, history, science, and the arts.
- The materials combine diverse content knowledge in history, math, science, literature, and the arts with systematic, research-based foundational skills instruction. In the "Program and Implementation Guide," the materials combine diverse content knowledge in history, math, science, literature, and the arts with systematic, research-based foundational skills instruction. The guide states: "These Knowledge units build knowledge coherence with a focus on literature, history, science, and the arts."
- The materials systematically build topics throughout and over the years so that each year, students broaden and deepen their knowledge of the world. Students gain background,

conceptual, and academic knowledge through lessons that incorporate culture, history, and literature. The program and implementation guide states: "Throughout the instructional program and within each lesson, students are continually building background, conceptual, and academic knowledge integrated within culture, history, and literature-rich content." In "Unit 2, Introduction," the materials show what lessons include, such as background, what students already know, instructional materials, additional resources, topic information, vocabulary needed, objectives, and writing practice.

- Within each unit, the materials provide multiple genres of resources connected to the unit theme so that students can research, build, and deepen their knowledge base in the fields of science, history, literature, and the arts. For example, looking through a variety of units, they include a poem, an informational piece, a fiction selection, and a science or social studies selection. This variety helps students engage with the material in different ways and reinforces their learning across different content areas.

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

- The materials intentionally design units through a multi-year learning sequence to make connections and build knowledge of topics, year by year. The materials provide a scope and sequence to demonstrate the approach to knowledge-building across grade 2. The "Pacing" and "Scope and Sequence Guide" materials provide a scope and sequence to demonstrate knowledge-building within grade levels. For example, "Unit 2" covers "Ancient Greeks: Life, Tradition, and Government," followed by "Unit 3 'Stories of the Ancient Greeks,'" systematically building students' understanding of literature topics within the grade. In "Unit 1, Introduction, What Students Have Already Learned," the materials design units through a multi-year learning sequence to make connections and build knowledge of topics, year by year. For example, in the section "What students have learned already," the materials explain how students will learn about "Tall Tales and Fairy Tales" in grade K and grade 1 before reading them in grade 2.
- The materials systematically build topics throughout and over the years so that each year, students broaden and deepen their knowledge of the world. The materials are aligned to the TEKS; the TEKS are approved, created, and designed in a systematic way by TEA. At the end of each unit, there are TEKS alignment correlation teacher's guides. In the "Program and Implementation Guide," the materials systematically build topics throughout and over the years to deepen their knowledge of the world. For example, the material provides teacher guidance on how the materials are organized and sequenced. It states: "To support academically and culturally competent literacy, the [materials] continually engages students with rich content knowledge. The RLA units across grades K–5 allow students to make authentic, real-life, and academically relevant connections to the TEKS standards. Throughout the instructional program and within each lesson, students are continually building background, conceptual, and academic knowledge integrated within culture-, history-, and literature-rich content."

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

- The materials provide texts that deepen students' knowledge incrementally on a given topic, spending several weeks (3 to 8 weeks) on that topic. In "Unit 2, Introduction," the materials provide texts that deepen students' knowledge over 17 days (approximately three weeks). In this unit, students build knowledge over three weeks around Ancient Greeks: Life, Tradition, and Government. Students also read about Greeks in Unit 3. Units are designed for students to spend extended time on connected knowledge-building topics and texts. For example, units are designed to cover specific periods with suggested instructional days allocated for each unit, allowing for extended time on connected knowledge-building topics.
- The materials provide texts to support building and leveraging knowledge across content areas. For example, the "Program and Implementation Guide" suggests students spend approximately 16-20 instructional days on each unit, depending on the specific pacing needs of the class. The detailed breakdown for each unit helps teachers plan and allocate time effectively to cover the topics thoroughly. In "Unit 5," the materials provide texts to support building and leveraging knowledge across content areas. In "Unit 5," the genres included are informational, poetry, and photos with text (image cards).
- The materials provide a rich array of informational text. At least 50% of the texts are informational and connected to social studies and science TEKS. Seven of the ten RLA grade 2 thematic units are informational texts about science and/or social studies.

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

- The lessons connect to the concept or theme of the anchor text, allowing it to serve as the foundation of the unit. These texts are rich in content and serve as reference points for related discussions and activities. The lessons connect to the concept or theme to build connected student background knowledge over time. For example, "Knowledge, Unit 1" introduces the students to fairy tales, and as they progress through the unit, students hear more fairy tales and tall tales, each reinforcing the elements of fiction and the lessons taught by these genres. The lessons connect to the concept or theme of the anchor text, allowing it to serve as the foundation of the unit. For example, in Unit 2, the students begin to learn about Greeks and read texts such as "The Ancient Greeks" and "Athens and the Olive Tree." They then move on to "Unit 3" to continue learning about Greeks with anchor texts such as "Mount Olympus" and "Hercules." These texts contain valuable content that can be used as a reference during discussions and activities.
- The text sets are appropriately scaffolded with a gradual progression of complexity and depth to support student comprehension and engagement with background knowledge. The materials include guidance on how each text connects to the broader themes or concepts being learned. For example, each lesson in the unit either provides a "Core Connections" section or "What Have We Already Learned," helping students review and build upon topics. The texts are appropriately scaffolded with a gradual progression of complexity and depth to support student comprehension and engagement with background knowledge. The "K-3

Foundational Skills" lessons are systematically sequenced so that the material progresses gradually from less complex to more complex.

- The materials include guidance on how each text connects to the broader themes or concepts being learned. The lessons follow a planned sequence from simpler to more complex letter-sound correspondences and spelling patterns, as opposed to teaching phonics rules and patterns incidentally as they arise in the text. In the Program and Implementation Guide, the materials guide the teachers on how each text/lesson connects to the broader themes or concepts being learned. A "Core Connections" section is at the beginning of each unit.

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

- The vocabulary words listed in the materials are tailored to the topic and aligned to the TEKS in the content, including relevant terms associated with the subject matter. Students are given multiple opportunities to use newly acquired vocabulary in speaking and writing tasks. For example, students are given multiple opportunities to use newly acquired vocabulary in speaking and writing tasks. For example, in "Knowledge, Unit 2, Ancient Greeks" thematic unit, a word list contains all of the core vocabulary words in "Ancient Greeks: Life, Tradition, and Government" in the forms in which they appear in the Read-Alouds or in some instances, in the "Introducing the Read-Aloud" section at the beginning of the lesson.
- The discussion and writing activities are directly related to the topic. The tasks could involve opinion pieces, analytical essays, summaries, or creative writing assignments that encourage students to engage deeply with the content. For example, students write a description of a scene from "Beauty and the Beast," focusing on how the setting and character actions illustrate the story's theme. In "Knowledge Unit 2," students practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. Students also work independently to write a short opinion on whether they would prefer to live in Athens or Sparta. In "Unit 2, Core Content Objectives and Writing," the unit outlines the type of writing students will compose. For example, it states: "Students will also work independently to write a short opinion on whether they would prefer to live in Athens or Sparta." "Unit 2" is based on "Ancient Greeks: Life, Tradition, and Government." In "Unit 2, Lesson 7," students write an opinion paragraph explaining why they would rather live in the city-state of "Sparta or Athens using Activity Pages."

Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials use consistent language across the grade levels for supporting knowledge building and it is aligned with the TEKS. A grade 2 lesson on the theme is focused on identifying the lesson or important message. In grade 3, the same definition is used to discuss themes in a text about hope and creativity.
- The units begin with a chart or list of connected topics and skills that were taught in previous grades (i.e., vertical alignment), which will support students' understanding of the new unit. In "Foundational Skills, Unit 1, Lessons 1-5," there is a back-to-school basic code review from grade 1 skills. The units begin with a list of connected topics and skills that were taught in previous grades. For example, "Unit 4" states: "This unit will build the foundation for learning about westward expansion, the U.S. Civil War, and immigration later in grade 2, as well as for learning about other periods of American history in future grades." In "Unit 4, What Students Have Already Learned," the materials provide a list of previous learning the students have had. For example, "Colonial and Native Americans (grade K), America: Our Great Country (grade K), American Independence (grade 1), and Heading West: Exploring the Frontier (grade 1)."
- Each grade level teaches text structures, such as cause-and-effect or sequential order, in similar ways but with grade-appropriate texts. Grade 2 and grade 3 lessons explain how text structure contributes to the author's purpose and is grounded in close reading and analysis of the text features.

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

- The materials provide questions, statements, or activities that activate students' background knowledge before reading each text or at the beginning of each lesson. The questions or activities specifically make connections to topics covered in earlier units within that grade level. For example, in "Knowledge, Unit 2, Lesson 1," the "Core Connections" section helps activate students' background knowledge. It involves reading a short fairy tale familiar to students and then reviewing the story with questions.
- The lessons provide teachers with options for supplying background knowledge by making connections to lessons or texts in earlier units. The teacher guide provides each lesson with an advanced preparation section with a universal access guide for teachers to ensure all students have a similar schema for learning.
- The unit overview explicitly states how the present unit connects to previously taught units of study and what it will connect to in future units. In "Unit 3, Why Stories of the Ancient Greeks Are Important," the materials guide how this unit connects to the previous "Unit 2." For example, it states: "This unit builds on the Stories of the Ancient Greeks unit and will introduce students to several well-known Greek myths and many well-known mythical characters."

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

- The materials provide videos and illustrations to support student's development of the background knowledge needed to engage with a text. The materials include illustrations, such as posters, image cards, and flip book images that build background knowledge before reading the main selection of the lesson. For example, in "Knowledge Unit 6, Image 1A-1," students see a collage of different insects. Then, they recognize and discuss the insects they see, which helps them activate prior knowledge and engage with the topic. In "Unit 7," the materials provide photographs to support student's development of the background knowledge needed to engage with a text. For example, in "Unit 7, Lesson 12," the material provides image cards that go with the reading of the text.
- Each lesson/unit starts with background information about the main topic for the teacher's benefit. The teacher guide provides each lesson with an Advanced Preparation section with a "Universal Access Guide" for teachers to ensure all teachers have a similar schema for teaching the lessons. Each unit has a section explaining the importance of the unit, what students previously learned, and how it connects.
- The materials include illustrations, maps, diagrams, etc., that build background knowledge before reading the main selection of the lesson/unit. Each unit has image cards as a supplement to the thematic topics that students are reading about to further their learning.
- The materials provide opportunities for students to reflect on their learning by writing a response. For example, students write about what they've learned about gravity from the reading. The activity involves completing "Knowledge, Unit 6," where they write down three things they learned, two interesting facts, and one question they still have.

- The materials include illustrations, maps, or diagrams that build background knowledge before reading the main selection of the lesson/unit.

Knowledge Coherence

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

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 and 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.

- The materials include questions and tasks that integrate knowledge and ideas around recurring topics and themes within a single text and from multiple texts. "Foundational Skills, Unit 1" focuses on government. The unit begins with the text "What is Government," which provides an overview of the government in the US. Later in the unit, students listen to a read-aloud about Sonia Sotomayor, a Supreme Court Justice, and her role in the government and engage in discourse about the government.
- The questions and tasks are arranged so ideas develop from one lesson to another to encourage student discourse on repeated big ideas, topics, and themes. In the teacher guide's introduction, the objectives for each unit are stated and are also connected to previous thematic units. For example, in "Knowledge, Unit 5, Cycles of Nature: Clouds to Raindrops," one clear example of a topic that develops from one lesson to another is the concept of life cycles. This topic is explored through multiple lessons, each focusing on a different organism.
- The materials give a variety of ways to respond to questions about big ideas, topics, and themes: listening, speaking, reading, writing, and thinking. A variety of activities are included that connect the topics with charts, organizational maps, questions, essays, writing portfolios, and projects in the teacher guide and activity books. For example, in "Knowledge Unit 5, Lesson 6," students present information about the tree life cycle and explain why trees are important to humans, following agreed-upon rules for discussion. Later, students describe the life cycle of a chicken based on the text read during the lesson.

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

- The questions and tasks throughout the unit and across units integrate grade-level reading, writing, speaking, listening, and/or language TEKS to synthesize subject matter concepts, such as science and social studies. For example, both "Knowledge, Units 2 and 3" demonstrate a coherent integration of TEKS across various activities, such as students reading texts and writing responses that require them to think critically about the material, make predictions, and summarize their understanding.
- The materials include tasks that explicitly ask students to connect ideas, compare and contrast information, or apply concepts from one text/unit to another. "Knowledge, Unit 11" builds on class discussions to support students in making cross-curricular connections to the strands of Recurring Themes and Concepts, Scientific and Engineering Practices, and Matter and Its Properties.

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

- The materials provide projects to conclude each unit. The projects require students to synthesize and extend upon the knowledge learned through the unit's core texts. For example, students draw their favorite insect, including six legs, and label the three body parts: head, thorax, and abdomen. This activity reinforces their understanding of the anatomy of insects, which they have learned throughout the unit. "Knowledge, Unit 11" has research and writing project that is planned and executed in chunks throughout the entire unit.
- The materials include projects that encourage students to make connections between the unit topic and content standards (i.e., science and social studies standards) through culminating tasks, such as research projects, debates, or discussions. For example, throughout "Knowledge, Unit 6," students maintain an "Insects Journal" where they write about their past experiences with insects, draw and describe insects, and explain why certain animals are or are not insects. This ongoing task helps students continuously integrate new knowledge and reflect on their learning. "Knowledge, Unit 11" has a research project that connects all the learning throughout the unit.

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

- The materials provide inquiry-based or open-ended school-to-home assignments that allow students to deepen new understanding. For example, students take home "Knowledge, Unit 8, Activity Book, Coronado Reports to the King" to complete. Additionally, they share their spelling words on an activity page with a family member at home. This promotes family engagement and reinforces learning at home.
- The materials provide projects or culminating tasks that require or prompt students to extend the topic beyond the classroom (i.e., to the school community, to their neighborhood, to the world). For example, in "Knowledge, Unit 8," students engage in cooperative learning

interactions and share information, which fosters the application of their knowledge in social contexts and helps them apply what they've learned in class to their own lives and the world around them. The writing research project in "Knowledge, Unit 11" requires the students to provide primary and secondary resources to substantiate their claims.

- The materials provide an extended library of books that allow students to continue learning and exploring the unit topic beyond the classroom. In "Knowledge, Unit 2," the teachers will curate a list of locally approved resources that have been vetted by the school district and librarian. Students may also use library books and textbooks that are carefully vetted by the school district and teacher.

Knowledge Coherence

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

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

Evidence includes, but is not limited to:

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

- The materials include a year-long plan for building tier 2 and tier 3 academic vocabulary, as well as a variety of ways to apply words within appropriate grade-level contexts. In the introduction of each unit, there is a list of both academic and contextual vocabulary words that are repeated throughout the entire unit. The "Program and Implementation Guide" provides a comprehensive framework for building both tier 2 and tier 3 academic vocabulary, ensuring students can apply these words within appropriate grade-level contexts. For example, tier 2 vocabulary instruction is integrated into lessons to build students' understanding of word parts, meaning, and academic and social language.
- The materials include a variety of opportunities for the application of vocabulary acquisition. For example, in "Foundational Skills, Unit 1, Lesson 11," students use Word Cards to learn Tricky Words. Additionally, in "Foundational Skills, Unit 2, Lesson 16," students take the "Word Recognition Assessment."
- The materials align vocabulary with grade-level academic content to ensure contextual relevance and provide explicit teaching techniques to guide teachers. Each unit includes a note to the teacher in the Advanced Teacher Preparation area with a variety of research-based strategies for students to connect to the academic and contextual vocabulary. The "Program and Implementation Guide" emphasizes vocabulary development across all grade levels, incorporating vocabulary instruction into "Foundational Skills" and integrated lessons. For

example, the materials include a variety of content-specific vocabulary words within the context of the knowledge units, which span literature, history, science, and the arts.

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 scaffolds and supports for teachers to differentiate vocabulary development for below-, on- and above-level learners. For example, in "Knowledge, Unit 3, Lesson 1," students utilize vocabulary words with definitions and usage in sentences. The lesson includes differentiated activities and supports, such as a making choices activity for word work and a character chart, which helps in remembering and understanding the vocabulary and character traits.
- The materials include opportunities for students to practice vocabulary development in context by scaffolding simpler tasks and gradually moving to more complex ones. Thus, allowing a deeper understanding of key academic vocabulary. Each lesson in the unit begins with definitions of the core vocabulary and, by the end of the unit, requires the students to apply the vocabulary in sentences and in their writing.
- The materials include authentic tasks that could involve hands-on and active learning experiences, which can increase student engagement and internalization of vocabulary. In "Knowledge, Unit 5, Lesson 1," a chart for students to differentiate between tier 1, tier 2, and tier 3 vocabulary and multiple meanings of words is used to scaffold the known and unknown vocabulary words. In "Foundational Skills, Unit 1, Lesson 11, Advance Preparation," the teacher is guided to prepare Tricky Words on index cards and display the "Consonant Code Flip Book" for students to view. Spelling cards are available for students to use.

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

- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, in "Knowledge, Unit 4, Lesson 8," students use newly learned vocabulary in writing assignments and class discussions, helping to solidify their understanding and ability to use the words that make vocabulary learning engaging and relevant by connecting it to the historical context of the unit. In "Knowledge, Unit 5," students can create flashcards, write sentences using the words, work in pairs with the words, and use graphic organizers to make sense of the vocabulary.
- The materials gradually increase the rigor/complexity of vocabulary, allowing for students to build existing knowledge and deepen understanding. The vocabulary in "Knowledge, Unit 5, Lesson 1" includes less complex vocabulary than the vocabulary in "Unit 5, Lesson 9." For example, a "Lesson 1" word is *axis*, and a "Lesson 9" word is *condensation*.
- The materials provide a variety of ways in which students engage in academic vocabulary. For example, students create their vocabulary list or glossary based on their specific needs, create personalized flashcards, or word mapping, or use new vocabulary in their writing assignments. For example, in Knowledge "Unit 4, Lessons 1, 4, and 8," students use vocabulary words in context by discussing historical events, writing summaries, and role-

playing. This variety of activities ensures that students engage with vocabulary in multiple ways.

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

- The materials provide explicit nonverbal teaching techniques and effective use of visual design to enhance tier 2 and tier 3 vocabulary acquisition. For example, in "Knowledge, Unit 5, Lesson 7," students use graphic organizers to help them compartmentalize and visualize knowledge, making it easier for them to understand and retain new vocabulary.
- The materials include visual design (print or digital) that is not distracting and supports engaging thoughtfully with the subject. The digital components are not overstimulating with too many bright or multi-colors.
- The materials provide images and visualization that clearly communicate information, and students regularly examine illustrations to determine how to create meaning or clarify parts of a text. For example, in "Knowledge, Unit 5, Lesson 9," students examine illustrations of the water cycle and match each stage with the correct vocabulary term. Then, they create illustrations and label each part of the cycle with the appropriate term. The "Flip Book" contains sequentially ordered images that accompany the teacher guide for each unit.

Knowledge Coherence

6.B.1	Recursive Inquiry Process	7/7
6.B.1a	Materials support instruction for students to ask and generate questions for inquiry. (S)	2/2
6.B.1b	Materials support instruction for students to generate and follow a research plan. (S)	2/2
6.B.1c	2-3 <ul style="list-style-type: none"> • Materials require students to gather relevant information from a variety of sources. (S) • Materials provide guidance for students on differentiating between primary and secondary sources. (S) • Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S) 	3/3

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

Evidence includes, but is not limited to:

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

- The materials include information and resources encouraging students to ask open-ended, clarifying, probing, and reflective questions to engage in inquiry processes. In "Knowledge, Unit 6, Lessons 1 and 2," students write down any questions they have about insects in their "Insects Journal" after hearing a "Read-Aloud." This journal activity helps students reflect on what they have learned, ask questions, and engage in further inquiry-based learning. In "Knowledge, Unit 11, Lesson 1," a formative assessment question encourages students to name a topic from the read-aloud that they would like to know more about.
- The materials strategically integrate probing, clarifying, and other types of questions aligned with the context and lesson objectives, allowing students to understand and explore ideas. In "Knowledge, Unit 11, Lesson 1," the application section of the teacher guide includes questions and activities for the teacher to facilitate the inquiry process with students.
- The materials provide teacher resources to help students develop and refine low and high-level questioning skills for fiction and non-fiction texts while connecting new content with prior knowledge. For example, "Knowledge, Unit 6, Lesson 3" provides teachers with step-by-step directions to create a journal entry, which includes writing down questions they have about insects.

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

- The materials offer age-appropriate activities and resources for students to create and demonstrate proficiency in elaborating research plans with adult guidance. In "Knowledge Unit 11, Lesson 2," a suggested turn and talk from the teacher guide asks students what they have written or drawn with each other.
- The materials contain age-appropriate research instruments to aid teachers and students in generating and following a research plan. For example, in "Knowledge, Unit 5, Lesson 7," teachers guide students through activity pages. These pages start with a research outline of lab notes, including predictions and observations, and end with a guided writing research summary. In "Knowledge, Unit 11, Lesson 4," a graphic organizer that corresponds to student "Activity 4.1" is included to assist students in the research plan process.

Materials require students to gather relevant information from a variety of sources. (S)

Materials provide guidance for students on differentiating between primary and secondary sources. (S)

Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)

- The materials provide the necessary resources for students to gather and review information from various sources. For example, in "Knowledge, Unit 7, Lesson 7," students gather relevant information from various books, articles, and approved digital resources to compile their research findings.
- The materials provide guidance and inquiry activities for students to practice and master lesson objectives across grade levels. Additionally, students apply research skills to distinguish primary from secondary sources. For example, "Knowledge, Unit 7, Lesson 7" provides clear guidance and resources for teachers to explain the primary sources used (original documents, photographs, and artifacts from the Civil War era) and the secondary sources (books, articles, and documentaries) that analyze and interpret primary sources. In "Knowledge, Unit 11, Lesson 9," the teacher is given specific instructions on playing the telephone game with the students to differentiate between primary and secondary sources.
- The materials provide explicit guidance for teachers on how to gather relevant sources for students, as well as how to support them as they gather relevant information. In "Knowledge, Unit 11, Lesson 5," a think-gather-share activity is included for students in the teacher guide so that the students can determine the resources for finding the answers to their questions.

Text Quality and Complexity

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

The materials reflect the inclusion of text types and genres required by the grade-level TEKS. Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity. 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 provide a variety of texts in TEKS-aligned genres for each grade level. The "Program and Implementation Guide" states that the instructional materials explicitly address the multigenre strand of TEKS through an array of texts, including literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. The materials include units, lessons, and stories in the following genres: folk tales, fairy tales, fables, poems, drama, informational texts, and persuasive texts. The inclusion of text types serves as anchors for various strands such as response, comprehension, author's purpose, and inquiry and research strands while fostering the application of the TEKS strands of listening, speaking, writing, reading, and thinking.
- The materials provide print and digital resources for various texts and genres. Each unit includes a teacher guide, flip book, student activity book, and digital components. The program resources materials state that there is a digital component with fluency texts as well as printed texts for the student readers.

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

- The core texts and the series of texts connected to them in materials include a text complexity analysis provided by the publisher. This analysis is research-based and can include quantitative measures. The "Program and Implementation Guide" states, "The Reading Language Arts texts are written at a text complexity level two grades higher than that of the students so that they have the experience of comprehending complex texts orally before doing it independently in subsequent years."
- The read-aloud and shared reading texts used as core texts are at or above the complexity of the grade level. The "Program and Implementation Guide" states, "Students engage with the content of the Readers daily, with a new focus on extracting meaning from texts and using the text to aid in speaking, listening, and writing. Each "Student Reader" represents complex grade-level texts for equitable engagement of all learners and allows teachers to provide instructional scaffolding based on students' needs." In program resources, the materials state that texts are "written at a text complexity level two grades higher than that of the students so that they have the experience of comprehending complex texts orally, before doing it independently in subsequent years."

Texts are well-crafted and are of publishable quality.

- The materials include grade-level texts that are previously published literary or informational texts, or the texts created specifically for the program are of publishable quality. The texts are aligned with the TEKS, and they include essential questions and prompts to help students reflect on their learning. The "Program and Implementation Guide" states the materials use diverse text types and interactive "Read-Alouds" to increase engagement, encourage curiosity and critical thinking, inspire writing through text-based responses, and build an appreciation for reading by developing background knowledge and fluency. In the program resources, guidance is given on the different texts that are included. It states the licensed texts are included in the materials.
- The language of grade-level informational texts in the materials reflects the rich vocabulary and language appropriate to the discipline it represents. For example, "Unit 6" is thematically centered on insects and includes vocabulary such as bioluminescence, thorax, and entomologist.
- The grade-level literacy texts in the materials provide rich characterizations (v. one-dimensional characters). For example, "Unit 10, Lessons 2 and 3" details the story of Esther and how she became the queen and a guardian of her people. "Unit 1, Lesson 5" includes the story "Paul Bunyan," which shows friendship, loyalty, and exaggeration.

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

- The grade-level texts in the materials promote students' comprehension across multiple content areas. "Units 5, Cycles of Nature," "Unit 6, Insects: All Around," and "Unit 8, The Human Body" provide scientific knowledge through traditional texts.
- The materials include traditional texts such as folktales, fables, and fairy tales, as mentioned in the TEKS. In "Unit 1," students will read fairy tales and tall tales.
- The materials include contemporary texts. In "Unit 2, Lesson 4," there is a read-aloud included, "Olympic Games."
- The materials include diverse texts that represent regional, economic, social, and ethnic differences through subject matter and/or characters. The thematic units include science, history, social studies, literature, and the arts. "Units 2, 3, and 10" focus on "Ancient Greeks" and "Fighting for a Cause" integrate cultural studies with traditional texts.

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

- The materials include grade-level texts appropriate for different racial, cultural, ethnic, ability, and gender groups. For example, "Unit 9" presents a variety of texts highlighting immigrants from different cultures and backgrounds. The RLA "Units 2 and 8" include thematic units on the Ancient Greeks and the human body.
- The grade-level materials include authentic informational and literary texts that connect real-world concepts to students' personal and cultural experiences. "RLA Units 1, 6, and 11" include themes from a variety of different interests of students, from fairy tales to insects to the story of flight and aviation. "Unit 9" offers interactive activities such as drafting letters describing life as a new immigrant in the United States and brainstorming sessions about concepts like citizenship and traditional customs. The text states, "These activities are designed to captivate students' interest and encourage them to connect with the material on a personal level, thereby enhancing their engagement with the content." Activities in "Unit 9" prompt students to share traditional recipes, dinners, or customs from their own families.

Text Quality and Complexity

7.2	Interaction with Grade-Level Text	8/8
7.2a	Materials include opportunities in each lesson for students to interact with grade-level text. (S)	1/1
7.2b	Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)	5/5
7.2c	Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)	1/1
7.2d	Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)	1/1

The materials include opportunities in each lesson for students to interact with grade-level text. Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing).

Evidence includes, but is not limited to:

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

- The materials include questions for both student-read and teacher-read texts that activate background knowledge and encourage students to interact with the text and build knowledge of the topic. In "Unit 4, Lesson 5" students sequence events from the War of 1812 using time order words (first, next, then, last). This activity requires students to recall and organize information they learned from the text.
- The materials' read-aloud and shared reading texts include oral and written text-based comprehension questions. For example, each unit provides comprehension questions to check for understanding. In this example, "Lesson 5" provides evaluative, inferential, and literal questions. Questions are included after each read-aloud in each unit. For example, in "Unit 1, Lesson 1," there are comprehension questions after "The Fisherman and His Wife."
- The student texts in materials include questions that require students to apply their understanding of the text through listening, speaking, and writing or drawing. Each unit has a portion of the lesson entitled application that requires the student to apply their understanding in several ways. For example, in "Unit 1, Lesson 2," the students act out events from "The Emperor's New Clothes".

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 read-aloud and shared reading texts include a discussion guide that contains open-ended questions or discussion prompts that encourage students to think critically about the text, analyze its content, form opinions, and justify their responses with text evidence. After each read-aloud, there are literal, inferential, and evaluative discussion questions that pertain to the selection. In "Unit 2, Lesson 3," the students have the opportunity to think critically and respond to comprehension questions about the read text. There's a variety of question types, such as literal, inferential, and evaluative.
- Student texts in materials integrate listening, speaking, and writing activities by allowing students to transfer their thoughts from oral discussions to written justifications and vice versa. In "Unit 6, Lesson 1," students describe insects and their habitats, providing a platform for them to orally justify their observations and understanding of the topic. This pattern, where students discuss, share, and justify their understanding orally, proves consistent across multiple lessons in the materials. The "Unit 9" student "Activity Book" has several activities that allow the students to write sentences about immigration after reading texts about immigration.
- The teacher guide in the grade 2 materials includes resources for teachers to facilitate effective discussions and provide guidance on probing questions; it also includes strategies to encourage deeper thinking and analysis, such as strategy cards for each unit to engage students in discussion and critical thinking. The read-aloud texts include a discussion guide that contains open-ended questions/prompts. For example, in the "Core Connections" section, the materials state: "Prompt discussion with the following questions: Where were the thirteen original colonies located? (They were located along the eastern coast of North America.) What was the Boston Tea Party?"

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

- Independent reading texts in materials contain scaffolds to promote discussion among partners and small groups, such as graphic organizers, vocabulary lists, or concept maps to aid students in organizing their thoughts. The teacher guide in the grade 2 materials contains varied activities such as discussions, graphic organizers, writing exercises, and interactive read-alouds to promote comprehension, critical thinking, and engagement with the text. For example, the students engage in "Turn and Talk" activities to discuss the main ideas and details of the read-aloud. The "Flip Book" in "Unit 8 1A-7" has comparative pictures of the muscular, skeletal, respiratory, nervous, and circulatory systems. In the "Unit 4 Introduction," the materials provide teacher guidance on what vocabulary words should be taught in each lesson. For example, the "Core Vocabulary For the War Of 181"2 section outlines vocabulary that comes in "Lessons 1-8."

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 teacher guide has tips for shared reading lessons that include modeling and guiding students to engage in comprehension strategies such as visualizing, questioning, making inferences, summarizing, or synthesizing information. In "Unit 7, Lesson 8," the teacher introduces the reading by asking students to think about what they remember about analyzing illustrations in a story. They review key concepts such as setting, characters, and mood.
- The materials include interaction opportunities for students to engage in book talks with peers, focused on reading skills such as making and confirming predictions or using text features to activate and build background knowledge. For example, in "Unit 8, Lesson 6", after reading "Organs," students use text features to make a prediction about the progression of cells, tissues, and organs. "They use specific details from the text to support their answers. The Think-Pair-Share activities included in all units encourage students' active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. "Unit 1, Lesson 1" has an example of this in the evaluative question.
- The student edition includes opportunities for students to stop and jot (annotate through drawing and writing) as they read, asking questions and sharing wonderings. In "Unit 6, Lesson 8," the materials provide a section titled "Making Predictions." Students make predictions based on the title "Friend or Foe?" In "Unit 6, Lesson 1," the materials ask students to generate questions in their journals. For example, it states: "On the first page, write down any questions you have about insects after hearing today's Read-Aloud."

Text Quality and Complexity

7.3	Supporting Access to Grade-Level Text	3/3
7.3a	Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)	2/2
7.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts. (S)	1/1

The materials include teacher guidance and support to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.

Evidence includes, but is not limited to:

Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)

- The materials include teacher guidance for activating prior knowledge so students start making connections to the text and knowing when and how to scaffold students' access to the grade-level texts. In "Unit 2, Lessons 1, 2, and 3," before the read-aloud sessions, teachers provide essential background information or terms that help students recall what they have already learned and make predictions about the text.
- The materials include teacher support to ensure all students can access grade-level texts. The "Unit 2" Introduction provides teachers with linguistic accommodations, visual and contextual support, and differentiated sentence frames.
- The materials cover each grade level's objectives, integrating text complexity that allows students to apply scaffolding strategies to ensure that students develop foundational knowledge to master literacy skills such as phonological awareness, vocabulary, syntax, semantics, and pragmatics. In "Unit 3, Lesson 6," a syntactic awareness activity with adjectives is included in the lesson. In "Unit 6, Lesson 8," the materials provide scaffolds using sentence frames. For example, it states: "Provide students sentence frames using an expanded set of learned phrases."
- The materials provide different levels of questioning and opportunities for partner sharing, direct teachers back to the portion of the text where students are struggling, or provide strategies for chunking the text into sections, etc. The materials in "Unit 1, Lesson 5" suggest that teachers ask students to turn and talk after asking comprehension questions so that every student has a chance to discuss the text. In "Unit 6, Introduction," the materials provide questions for teachers to prompt discussion on insects. For example, it states: "Use the following questions to prompt a discussion about the insects in the collage. Do you recognize any of the insects pictured in this image? Do any of these insects live in the area in which you live? What do you know about the insects in the picture?"

- The embedded scaffolds help to ensure that all students have access to the same level of rigor. For example, in "Unit 1, Lesson 5, Syntactic Awareness Activity," the teacher teaches regular and irregular plurals with scaffolds in the margin for Beginning, Intermediate, and Advanced Bilingual students.

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

- The materials include print and digital resources and guidance for planning and delivering enrichment instruction to support and challenge students' literacy development. The "Program and Implementation Guide" mentions that digital components, such as charts, timelines, lists, and other resources, are available as PDF documents that teachers can download to print or project during lessons. Each unit provides remediation and enrichment opportunities through culminating activities and pausing points, which encourage student choice and allow for deeper exploration of topics. For example, "Unit 5, Culminating Activities," includes student choice activities such as "Life Story" and "Class Book," where they apply what they have learned in the unit. In "Unit 9, Lesson 1," the materials provide a challenge for students. The challenge activity directs teachers to: "Ask students what the motto *e pluribus unum* might have in common with a puzzle."
- The materials provide opportunities for students who demonstrate proficiency with a text to engage in additional analysis of grade-level texts, such as optionally paired passages and writing prompts in which students use evidence from the text to support a position or options for illustrating the text. In "Unit 3, Lesson 4," in a small group, students will write about and illustrate one event from "Arachne the Weaver" to create a class summary. In "Unit 10, Lesson 7," students compare "The Abolitionists Movement" with "The Civil Rights Movement."
- The materials include explicit guidance at the lesson and unit levels that provides different instructional strategies and resources that target diverse students' needs to promote listening, speaking, reading, and writing. In "Unit 7, Lesson 1," the materials provide students with the opportunity to engage in a challenging activity to change history. For example, it states: "Change History: Have students determine alternative effects to the causes listed in Activity 1.2".

Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials include videos of experts or whitepapers discussing the quantitative and qualitative measures used to analyze and evaluate the text complexity of selected texts. The "Program and Implementation" guide emphasizes the use of complex texts to build background knowledge and support comprehension skill development. It explains that texts are chosen for their complexity and educational value, aiming to expose students to a wide range of vocabulary and content knowledge. For example, regarding the texts, it states: "Student Readers are selected for their ability to provide complex grade-level content that builds background knowledge and supports vocabulary acquisition."
- The materials provide charts with information about text complexity and how it applies to anchor texts used for interactive read-alouds, shared reading, and/or independent reading. In the "Program and Implementation Guide," the materials provide guidance to teachers on text complexity and content. For example, it states: "Finally, content has been chosen based on the complexity and imagery of the written language to ensure an appropriate grade-level match for students." The "Program and Implementation Guide" also states that, "instructional Reading Language Arts units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program." In the introduction of every lesson in each unit, there are charts for teachers to utilize for each portion of the lesson's complexity and grouping support. Each lesson also includes specific support recommendations for "Universal Access, EB students, Support, and Challenge" for all learners.
- The unit overviews include the rationale for the read-aloud and shared reading core text, along with the quantitative and qualitative analysis. For example, the teacher guide for each unit provides information on the rationale of the unit and the texts included. The introduction sections for the units outline why the topics are important and provide background information that explains the educational purpose of each text. "Unit 9, Land of Opportunity"

contains eleven daily lessons, each of which is composed of two distinct parts so that the lesson may be divided into smaller chunks.

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

- The materials provide charts with information about the quantitative and qualitative features of the core texts. The "Program and Implementation Guide" confirms that the core texts are chosen based on their level of complexity suitable for the grade and their educational purpose, including their quantitative analysis and relationship to student tasks. For example, the strategically structured Read-Aloud texts, such as "The Hungry Troll" and "Our National Anthem," ensure students listen to and engage with interactive texts that build knowledge around content.
- The materials include information about the level of text complexity needed for each student task. For example, the "Program and Implementation Guide" explains the strategic use of "Read-Aloud Texts," interactively designed to build knowledge around content and enhance listening comprehension. In "Unit 1," the students read "The Fisherman and His Wife" and answered questions. The materials provide guidance to teachers to instruct students on the meaning of fairy tales and their origin.

Text Quality and Complexity

7.5	Read-Aloud, Shared Reading, and Independent Reading	10/10
7.5a	Texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.	6/6
7.5b	Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)	1/1
7.5c	Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	3/3

The texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. Texts designated for independent reading have a range of complexity levels for students to practice reading independently. Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals.

Evidence includes, but is not limited to:

Texts designated for read-aloud and shared reading are at or above grade level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.

- The materials for read-aloud and shared reading texts include a variety of structures from multiple genres. The "Program and Implementation Guide" explicitly addresses the multigenre strand of TEKS through an array of texts, including literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. The variety supports the application of the TEKS strands of listening, speaking, writing, reading, and thinking, allowing students to engage with different text types for multiple purposes. For example, in "Unit 1," the students read fairy tales and tall tales.
- The texts designated for read-aloud and shared reading are at or above grade-level complexity and include suggestions for instruction that support all learners' literacy development. Each grade 2 lesson includes specific support recommendations for Universal Access, Emergent Bilingual students, Support, and Challenge for all learners. The sidebars support teachers in differentiation for their students based on their individual needs throughout the lessons.
- The materials include texts that are relatable and engaging for the age group. The materials include texts that are relatable and engaging for the grade 2 age group. "Unit 1, Lessons 2 and 3" are selections from *Beauty and the Beast*. "Unit 1, 'Fairy Tales and Tall Tales,'" includes well-known children's literature such as folktales, fables, and fairy tales designed to capture the interest of grade 2 students through their engaging and relatable content. The materials also emphasize interactive and critical thinking activities, supported by vivid images and engaging content.

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

- The materials include texts designated for independent reading with varying quantitative measures. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during "Unit 1, Lessons 6–10" of this unit so they can be placed in the appropriate level of materials that meet their individual instructional needs. The "Program and Implementation Guide" gives guidance on the type of texts that are included in the instructional materials. For example, it states: "The Reading Language Arts texts are written at a text complexity level two grades higher than that of the students so that they have the experience of comprehending complex texts orally, before doing it independently in subsequent years."
- The materials include texts designated for independent reading that have varying qualitative features. Students are taught the basic code and advanced code to decode texts to cultivate independent reading in grade 2. The "Program and Implementation Guide" state, "instructional Reading Language Arts units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program."
- The materials include texts designated for independent reading with varying complexity to support readers at, above, and below grade level. The foundational skills units are highly structured and sequenced; however, teachers are encouraged to customize, personalize, and adapt the instruction based on the needs of the students. The "Program and Implementation Guide" states: "Student Readers in the program represent grade-level text with embedded supports to help students recognize patterns taught." The Guide also states: "Student Readers represent grade-level text with embedded supports to help students recognize patterns taught."
- The "Program and Implementation Guide" notes that "Each Student Reader represents complex grade-level texts for equitable engagement of all learners and allows teachers to provide instructional scaffolding based on students' needs."

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 supports that increase focus and engagement during independent reading for sustained periods of time. The "Program and Implementation Guide" highlights the Activity Books, designed to allow students to practice and apply newly instructed skills, which helps sustain their focus during independent reading by providing structured activities related to the content. "Unit 6, Lesson 27" includes an assessment that evaluates the level of independent reading students obtain. In the "Independent Reading Guide," the materials include supports that increase focus and engagement during independent reading for sustained periods of time. For example: "Step Three: Equip Students to Engage, Interact, Make Good Choices, and Be Accountable" gives teachers guidance on how to engage students in independent reading time.
- The materials include accountability for reading goals, such as independent reading logs, independent reading strategy or skill logs, or independent reading summaries and analyses.

The materials include accountability for reading goals, such as Student Progress Tracking. For example, students can set individualized goals for growth and monitor their progress across various assessment forms using progress monitoring tools. In "Unit 2, Culminating Activity 1," students read a poem titled "Battle at Thermopylae" and write a summary of each verse. In the "Independent Reading Guide," the materials include accountability for reading goals, such as independent reading logs, independent reading strategy or skill logs, or independent reading summaries and analysis. For example, it states: "Step Four: Provide Regular Opportunities for Conferencing and Interaction with Students." This provides accountability for setting goals and reviewing/completing reading logs.

Evidence-Based Tasks and Responses

8.A.1	Use of Text Evidence	18/18
8.A.1a	Materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)	4/4
8.A.1b	Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)	10/10
8.A.1c	Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)	2/2
8.A.1d	Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)	2/2

The materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text.

Evidence includes, but is not limited to:

Materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)

- The materials include tasks that require students to support their claims using evidence from the text. For example, in "Lesson 6," students analyze the characters from Greek myths and describe their actions. Specifically, the task involves making inferences about how Daedalus plans to escape the tower and what lessons can be learned from Icarus' actions. Students then support their responses with evidence from the text.
- Materials include text-dependent questions requiring students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, in "Unit 3," students answer evaluative and literal questions that require them to refer directly to the text to answer questions.
- Materials include text-dependent questions requiring students to use evidence from the text to demonstrate comprehension and support claims. For example, in "Unit 3," students write 2-3 sentences about how each character feels about Mount Olympus. Then, teachers encourage students to use evidence from the text to support their ideas.
- The materials ask students to use information directly from texts to justify their responses to questions. The literal questions in the comprehension check questions in unit 1 and lesson 1 ask students to use information from the text to justify their responses.

- The materials include tasks that require students to support their claims using evidence from the text. In "Unit 2, Lesson 1," the teacher guidance asks students to use evidence from the text to support the answer to the question, "Do you think there is a lesson to be learned from this story? If so, what is it?"
- 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. The materials ask students to use information directly from texts to justify their responses to questions. For example, when grade 2 students in "Grade 2 Foundational Skills Unit 1, Lesson 21" in "Purpose For Reading" students make a prediction before they read, the teacher tells them to "Read carefully to see if their prediction was correct." This causes the student to search for evidence of their prediction. Then, they do Activity 21.1 Story Comprehension Questions to justify their evidence.
- 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. The materials ask students to use information directly from texts to justify their responses to questions. For example, when grade 2 students in "Grade 2 Foundational Skills Unit 1, Lesson 18" in "Purpose For Reading," the teacher asks students to "Read The Milk together as a class and individual students read aloud. The teacher is told to "Tell students to read the story carefully to find out what the cat will do with the milk." An example of literal questions that kids need to search for is, "What did Beth leave on the deck?" An example of an inferential question is, "Why did the cat bandit kick the cup?" Then, the students search for evidence in the text.

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

- Questions require students to use text evidence when evaluating the language of high-quality texts. For example, in "Lesson 1" of the "War of 1812" unit, the students answer comprehension questions about the read-aloud. These questions prompt students to refer back to the text to explain how the war between France and Great Britain affected the new United States and to describe the United States in the years shortly after the Revolutionary War.
- Questions require students to use text evidence when evaluating the details of high-quality texts. For example, in "Lesson 6," students sequence the events from the Battle of Baltimore using time-order words such as "first," "next," "then," and "last." This exercise requires students to refer to the text to identify and correctly order specific details from the "Read-Aloud."
- The questions require students to use text evidence when evaluating the craft of high-quality texts. In "Unit 1, Lesson 2" comprehension questions, students are asked how they know the text is a fairy tale.
- The questions require students to use text evidence when evaluating the structure of high-quality texts. In "Unit 1, Lesson 3," students are asked to discuss in a Turn and Talk, "What characteristics of a fairy tale are in this story?"

- Questions and tasks require students to use text evidence when evaluating the structure of high-quality texts. For example, in the "Program and Implementation Guide" in "Program Structure and Resources" the sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades, and they can rely on prior knowledge. For example, "Grade 2 Foundational Skills Unit 2 Lesson 9 Warm-Up" teacher reviews prior skills of quotation marks before adding a new type of quotation skill.
- Questions and tasks require students to use text evidence when evaluating the craft of high-quality texts. The questions and tasks require students to use text evidence when evaluating the author's craft.
- For example, in grade 2, students discuss how the author's use of a specific map helps them understand concepts presented in the text. The questions include "Why does the author add this map to the text? How does the map help you understand the written text?" Another example is the author has skill in writing the text (craft) in the nonfiction "Another War Already?" in "Grade 2 Unit 4(not Foundational Skills) Lesson 4."
- Questions and tasks require students to use text evidence when evaluating the structure of high-quality texts. For example, in the "Program and Implementation Guide" and "Program Structure and Resources," the sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and can rely on prior knowledge. For example, in the "Grade 2 Foundational Skills Unit 2 Lesson 11 Review" section, the teacher reviews prior skills of /er/before adding /ar/. Then they do Vowel Flip Book to practice the skill of /ar/.

Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)

- The materials include questions and tasks designed to require students to support their claims in a variety of ways. For example, a task in "Lesson 4" asks students to identify and explain items that protect, such as: "using bug spray to keep mosquitoes away" and "wearing a helmet when you ride your bike," prompting them to support their claims with reasons why these items are protective.
- The materials provide tasks that ask students to discuss key ideas derived from the evidence they have found. For example, in "Lesson 9: The Water Cycle," students observe the stages of the water cycle and summarize their observations in writing, discussing the key ideas derived from their observations.
- The materials contain questions and tasks that require the students to support their claims and justify their thinking by comparing sources. In unit 1 and lesson 8, students create a Venn diagram comparing and contrasting John Henry and Casey Jones.
- The materials contain questions and tasks that require the students to support their claims and justify their thinking through paraphrasing and summarizing what they have read. In "Unit 2, Lesson 8," students summarize the main events and explain the significance of the Battle of Marathon.
- Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as discussing key ideas in evidence from the text. For example, in

"Grade 2 Unit 4 Teacher's guide (not Foundational Skills) Lesson 5 Application" students sequence events by placing them in order in which they happened. Students use first, next, then, last.

- Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as discussing key ideas in evidence from the text. For example, in "Grade 2 Unit 4 Teacher's Guide (not Foundational Skills) Lesson 6 Application Activity 6.1" students sequence events by placing them in order in which they happened. Students use first, next, then, last.

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 teacher guide emphasizes the importance of scaffolding instruction to move students from basic comprehension to more complex analytical and evaluative thinking. For example, "Lesson 3," provides literal, inferential and evaluative questions about life cycles of insects.
- The materials provide tasks at different levels of cognitive complexity to help students develop their language skills. For example, in "Unit 6," students complete activity pages, journal entries, think-pair-share, class discussion, and write an informational narrative.
- The materials provide questions and tasks at different levels of cognitive complexity to help students develop their reading skills. In "Unit 1," each lesson has comprehension questions with literal, evaluative, and inferential questions to ensure students fully comprehend the reading at different levels of complexity.
- The materials provide questions and tasks at different levels of cognitive complexity to help students develop their reading and writing skills. In "Unit 1, Lesson 1," students change one element of "The Fisherman and His Wife" and describe how it changes the original text.
- Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in "Grade 2 Unit 4 Teacher's Guide (not Foundational Skills) Lesson 7," students view image cards and then answer questions at different complexity levels, such as inferential, literal, and evaluative. An example of inferential is: "Why did the British want to gain control of the Mississippi River?"
- Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in the "Grade 2 Unit 4 Teacher's Guide (not Foundational Skills) Lesson 7, Application," students summarize the events of the Battle of New Orleans.

Evidence-Based Tasks and Responses

8.A.2	Teacher Guidance for the Use of Text Evidence	4/4
8.A.2a	Materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (m)	2/2
8.A.2b	Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (m)	2/2

The materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax.

Evidence includes, but is not limited to:

Materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)

- The materials provide explicit, modeled instruction on how to identify relevant text evidence, analyze its significance, and incorporate it effectively into claims and responses. In "Unit 7, Lesson 6," students are guided to make and confirm predictions using text features, characteristics of genre, and structures. For example, teachers encourage students to incorporate adjectives and descriptive language from the Read-Aloud to provide a detailed account. They also provide sentence starters and examples to help students frame their responses.
- The materials include structured prompts and examples that demonstrate effective writing styles using textual evidence. Teachers instruct students to use text evidence to support appropriate responses, which is a key component of generating evidence-based claims. For example, in "Unit 7, Lesson 10," students write a "Civil War journal" entry where they identify "Clara Barton" and describe her accomplishments, using text evidence to support their writing. In "Unit 2," students work independently to write a short opinion on whether they would prefer to live in Athens or Sparta.
- The materials include guided practice activities in which students can work through examples with the support of the teacher. In "Unit 2, Lesson 2," students use a graphic organizer to identify elements of the ancient Greek civilization. In "Unit 8, Lesson 8," students respond to what will be included in a well-balanced diet. In "Unit 10, Lesson 3, Responding to the Text," the materials state: "Explain to students that today they are going to practice using text evidence when responding to a prompt." The students will use an evidence web.

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 suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. In "Unit 4, Lesson 1, Core Connections," the materials provide the prompt and guidance "Using a U.S. map, the timeline you prepared, and Image Cards 1–3, ask students what they know about the Revolutionary War. Prompt discussion with the following questions: Where were the thirteen original colonies located? What was the Boston Tea Party?"
- The materials include teacher guidance to support students through structured discussions that guide students in organizing their thoughts and responses. In "Unit 2, Lesson 5," students discuss city-states with specific prompted questions after viewing the image "1A-4: Mountains and Valley." "Unit 8, Lesson 8" provides activities like planning a well-balanced diet, where students work in small groups to discuss and decide on meal plans. They then present their plans to the class, supporting their choices with text evidence. This activity promotes structured discussions and helps students organize their responses logically.
- The materials include guidance for explicit modeling by the teacher on how to use academic vocabulary and appropriate syntax in discussions. In Unit 2, Lesson 5, the discussion questions have specific prompts in italics and parentheses to guide the teachers with student answers. "Unit 8, Lesson 7 Nutrients" and "Unit 8, Lesson 6, The Excretory System" contain vocabulary instructional activities that explicitly teach and model the use of new vocabulary words. For instance, students learn words like *absorb* and *maintain*, and the teacher models their correct usage in context.

Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	6/6
8.B.1a	Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.	1/1
8.B.1b	Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1c	Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1d	[3rd grade only] Materials include opportunities for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft.	N/A
8.B.1e	Materials include opportunities for students to compose correspondence with genre-specific characteristics and craft. (S)	1/1

The materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. Materials include opportunities for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose 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 provide mentor text to reinforce the understanding of organization and structure in written communication. In "Unit 9, Lesson 9," students draft a letter describing life as a new immigrant in the United States. In addition, the material states, "This recursive writing process emphasizes organizing ideas with structure and developing drafts into focused pieces of writing by adding specific and relevant details."
- The mentor texts included in the materials are clearly identified, as well as their intended purpose, audience, and craft. Teachers and students receive guidance as to how the organization of the texts can serve as a model for their own writing. Therefore, students can use them as models for their writing. In "Unit 3, Lesson 2," the mentor text is "Prometheus and Pandora," and there are instructions for the teacher to remind students that myths are fictional stories that try to explain events or things in nature, teach moral lessons, and entertain listeners. In "Unit 4," students read various texts that center around the War of 1812 to present arguments either for or against going to war with Great Britain in 1812. "Unit 9" contains activities where students draft letters, write a personal narrative, and compose informational texts and correspondence, such as thank you notes, while providing clear models and instructions for students to follow.

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

- The materials include a variety of activities that support students' understanding of the author's craft and genre characteristics in literary texts using mentor texts. Analyzing the author's craft and purpose is part of "Unit 1, Lesson 1: The Fisherman and His Wife." This lesson includes activities such as discussing the author's purpose for writing the text, analyzing how the text structure contributes to the author's purpose, and identifying the use of descriptive, literal, and figurative language. The Unit 1 materials include a variety of activities that support students' understanding of the author's craft and genre characteristics in literary texts using mentor texts. Students will read fairy tales and tall tales and then engage in a variety of writing activities. In the intro, it states, "Students will work independently to rewrite a fairy tale by changing one element of "The Fisherman and His Wife" and write a description of a scene from "Beauty and the Beast."
- The materials include different opportunities for students to write literary texts with different purposes and audiences. In "Unit 1, Lesson 1," students change one element of "The Fisherman and His Wife" and describe how it changes the original text. In "Unit 1, Lesson 1," students read the text "The Fisherman and His Wife" and will change one element of the story and describe how it changes the story." In "Unit 2, Lesson 5," students compose and record information about Greek civilization using a graphic organizer.
- The materials contain resources to guide students in writing, such as rubrics, anchor charts, and checklists, considering the characteristics and craft of different grade-level genres. "Unit 4, Lesson 4" includes a persuasive speech rubric.

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

- The materials include different opportunities for students to write informational texts based on the grade level TEKS expectations. The materials in "Unit 3, Lesson 2" provide structured activities where students compose texts, retell stories, and record information where students record key information about a character's perspective from the Greek myth "Prometheus and Pandora" in their journal. In "Unit 5, Lesson 5," students will read about the life cycles of trees and then explain why trees are important to humans. For example, it states, "Students will record information about the tree life cycle and explain why trees are important to humans." In "Unit 5, Lesson 6," students read about the life cycle of a chicken, and then they use key ideas they learned from the text to write and illustrate the life of a chicken. For example, it states, "In collaboration with peers, students will write and illustrate key information about the life cycle of a chicken." In "Unit 6," students write an informational narrative in the style of the read-aloud.
- The materials provide scaffolds, such as anchor charts, graphics organizers, or rubrics, to guide students in developing strong informational texts. In "Unit 3, Lesson 2, Activity Pages 2.1 and 2.2," students write journal entries about myths like "Prometheus and Pandora," where they sequence events and write character descriptions, supported by prompts and guiding

questions. In "Unit 6, Activity Page 5.1," students can utilize the graphic organizer to assist with planning their informational narrative.

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

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

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

- The materials provide opportunities for students to develop written or digital communication in the form of a letter or email. In "Unit 9, Lesson 8: A Melting Pot," students plan a letter describing life as a new immigrant in the United States. They pretend to be an immigrant living in the United States and write letters back home, detailing what life is like in their new country.
- The materials provide opportunities for students to write letters to real people to request information or ask questions. In "Unit 9, Lesson 10," students write a letter to James Madison. Although it is a fictional scenario, it involves composing a letter that could be adapted to real-world contexts. In the culminating activities in "Unit 10," students write a friendly letter to Cesar Chavez and Dolores Huerta, asking them questions about their work for the rights of migrant workers or telling them why they think their work was important.

Evidence-Based Tasks and Responses

8.B.2	Writing Process	11/11
8.B.2a	Materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)	5/5
8.B.2b	Materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)	6/6

The materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. Materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising.

Evidence includes, but is not limited to:

Materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)

- The materials clearly define, explain, and illustrate the writing process for students to compose text. In "Unit 2, Lesson 12, Edit Fictional Narrative," the materials state: "Tell students that revising and editing is the next step in the writing process. Tell students they are going to revise and edit the fictional narratives they wrote on "Activity Page 11.1," "Have students revise their writing to include prepositions."
- The materials include authentic topics, visual support, and graphics to guide students' coherent use of the writing process to compose text. The "Unit 5, Introduction" states: "Students practice collecting and synthesizing information using tools like charts and graphic organizers." Students partner with one another to provide revision suggestions in "Unit 10, Lesson 12, Check for Understanding."
- The materials provide a range of resources such as mentor texts and webs to aid in organizing oral ideas, freewriting, and mapping or outlining to facilitate writing. In "Foundational Skills, Unit 3, Lesson 22", students use a planning template and the Five W's graphic to plan a personal narrative as a class. In "Unit 3, Lesson 24, Editing," a Personal Narrative, students edit using a checklist and work in pairs to edit and revise their own as well as their peers.
- The materials provide specific activities and resources for different grade levels, targeting the appropriate grade level's use of the writing process per the TEKS guidelines. In "Unit 2, Lesson 12," students revise previous writing in the "Activity Book." In "Unit 5, Lesson 4," students sequence the life cycle of a flowering plant using images and then write a summary. This activity supports drafting by encouraging students to use temporal words and structure their writing logically, progressing in their use of age-appropriate writing conventions. In "Unit 10,

Lesson 12," the materials state: "After students complete their peer reviews, have them write the revised poem on Activity Page 12.1".

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 provide direct and explicit guidance for teachers to model planning for writing. In "Unit 2, Lesson 10," the teacher models how to plan a fictional narrative. In "Unit 2, Lesson 12, Edit a Fictional Narrative," the teacher provides explicit instruction on how to edit their draft. In activities like the "Civil War Journal" and writing prompts in "Unit 7, Lesson 2," students plan their writing by organizing their thoughts and information before drafting. In "Unit 7, Lesson 2," teachers instruct students to write entries in their "Civil War Journal" based on what they have learned from the Read Alouds and the information shared in class. This involves drafting their writing by organizing their thoughts and using the information gathered during the lessons to create their entries.
- The materials include mentor texts for teachers' use during writing lessons or materials that tell teachers how to create a mentor text to use during the lesson. In "Unit 1," "The Fisherman and His Wife," "The Emperor's New Clothes," and "Beauty and the Beast" are a few of the mentor texts that students use during writing lessons.
- The materials provide clear and systematic lessons on the writing process using the "Gradual Release of Responsibility Model." In "Unit 1, Lesson 1, Lesson at a Glance," explicit instructions are included in the materials to teach a lesson on rewriting the read-aloud, and then an independent activity is included to release the responsibility to the students. In "Foundational Skills Unit 3, Lesson 23," the teacher models and points to the Writing Process graphic and shows them the first step to making a plan. Then, the teacher models picking an event that actually happened and jots the ideas on the board. After picking a student's idea, the teacher asks the student when, where, who, why, and how it happened as an example to the class.
- The materials include guidance for the teacher to support students during the writing process through conferencing and revising. In "Foundational Skills Unit 3, Lesson 24," the teacher models how to use the editing checklist.
- The materials include resources to help teachers and students talk and ask questions about a specific text or story, enabling students to improve their coherent writing skills and proper use of conventions. In "Foundational Skills Unit 3, Lesson 24," the teacher models that a good partner makes suggestions, not demands, and does not hurt their feelings when giving feedback and reminds students to edit errors in capitalization, ending punctuation marks, and spelling.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The teacher materials include comprehensive support, including lesson plans that use direct, explicit instruction, models and/or exemplars, and protocols to support student sentence-level writing. "Unit 3, Lesson 21," the teacher explains that a sentence in a personal narrative needs the word "I." In "Unit 3, Lesson 24," the teacher guides students to have the correct use of pronouns, subjective, objective, and possessive.
- The materials provide teachers with opportunities to focus on sentence structure. In "Unit 2, Lesson 2," students work with creating complete sentences and editing and revising sentences in their own fictional narrative. The materials in "Unit 6, Lesson 8" include checklists for editing that emphasize punctuation at the end of each sentence, capital letters at the beginning of sentences, and correct use of pronouns, which all contribute to understanding sentence structure.
- The materials provide teachers with opportunities to focus on syntax. "Unit 6, Lesson 8" focuses on teaching prepositions and how they create more detailed and interesting sentences. In this lesson, students learn to use prepositional phrases to describe location and time, enhancing their syntactic skills. "Unit 8, Lesson 7" includes a syntactic activity with adverbs.
- The materials provide teachers with opportunities to focus on vocabulary at the sentence level. The materials in "Unit 6, Lesson 6" guide students to use context within and beyond a sentence to determine the meaning of unfamiliar words, helping students understand how vocabulary functions within the structure of a sentence.

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, direct, and explicit instruction starting at the sentence level in units at the beginning of the year according to grade-level TEKS. Then, the units begin to include longer compositions. In "Unit 3, Lesson 7," students use a graphic organizer to plan their own myths. In "Unit 3, Lesson 8," students begin a graphic organizer to write a myth, build on their writing, and compose a draft. Throughout "Unit 4," students use the writing process to plan, draft, and edit their informational narrative. The materials in "Unit 8, Lessons 1 and 7" offer structured support for students at different proficiency levels. Beginning students dictate their journal entries to an adult, intermediate students can collaborate with a peer, and advanced students work independently with a list of sentence starters to assist the writing process.
- The materials provide direct and explicit instruction on writing paragraphs and multi-paragraph compositions. "Foundational Skills, Unit 3, Lesson 21, Draft A Personal Narrative," the teacher guides students in the writing process by using a "Writing Process Graphic."
- The materials provide direct and explicit instruction of sentence level and composition writing as a whole group and small group lessons where teachers model an explicit skill that students can practice. In "Unit 6, Lesson 5," explicit instructions are provided via a graphic organizer for the planning portion of an informational narrative.

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

- The materials provide direct and authentic examples of sentence-level writing that increase complexity for teachers and students to discuss and analyze in whole or small group settings. In "Unit 3, Lesson 9," the students will revise and edit their draft for pronouns and prepositional phrases. In "Unit 9, Lesson 4," the students learn the meaning of adjectives, and the teacher guides them in writing two sentences without adjectives. Students then partner up and add adjectives to each other's sentences.
- The materials provide systematic anchor charts, checklists, and protocols for revising and editing that prompt students to engage with sentence structure that increases in complexity during the writing process. In "Unit 1, Lesson 8," students engage in a "Tall Tales Characteristics Chart" and "Venn Diagram" to assist in the writing process.
- The materials build in appropriate pacing and extended time for students to engage with grade-level appropriate complex sentence structure in the drafting, revising, and editing process independently and collaboratively. The lessons in "Unit 1" follow the writing TEKS and chunks the learning for each step in the writing process for rewriting a fairy tale by changing one element of "The Fisherman and His Wife" and writing a description of a scene from "Beauty and the Beast." In "Unit 6, Lesson 12," students identify and correct run-on sentences by rewriting each as two sentences, adding correct capitalization and punctuation, and

combining the ideas to create one sentence. In "Unit 9, Lesson 4," students practice revising sentences to improve their understanding of adjectives and sentence structure.

Evidence-Based Tasks and Responses

8.B.4	Grade-Level Standard English Conventions	20/20
8.B.4a	Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level TEKS. (S)	4/4
8.B.4b	Materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. (S)	4/4
8.B.4c	Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)	12/12

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

Evidence includes, but is not limited to:

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

- The materials include whole group and/or small group lessons on sentence structure/sentence types in which the teacher demonstrates how to edit sentences, followed by student editing of their own writing pieces. In "Foundational Skills, Unit 1, Pausing Point," students read each sentence on their activity page and then write the sentence correctly.
- The materials include a grammar handbook with information about types of sentences and practice opportunities for students. "Unit 8, Lesson 7" has a grammar lesson about adverbs and how to utilize adverbs to enhance sentences.
- The materials include opportunities for practice and application of the conventions of academic language, including the increasing complexity of simple, compound, and complex sentences. Students read, discuss, write about, and learn the fundamental parts and functions of the digestive and excretory systems throughout "Unit 8." In "Foundational Skills, Unit 6, Lesson 12," students correct run-on sentences by either rewriting them as two separate sentences or combining them into one sentence with correct punctuation, promoting the understanding of sentence structure and complexity. In "Unit 10, Lesson 12," the materials include opportunities for practice in the context of the conventions of academic

language using prepositions in their writing. For example, students receive instruction on using prepositions so they can edit their writing. The teacher reminds students that a preposition "is a word that can help tell where something is taking place" and provides examples *in*, *out*, *under*, and *above*.

- The materials include traditional and digital resources for students to use appropriate conventions of the language. The "Unit 6, Skills Activity Book" includes traditional resources for students to use appropriate conventions of the language. Specifically, several exercises focus on parts of speech, sentence structure, and proper punctuation.

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 student workbooks in which students write grammatically correct sentences aligned with grade-level TEKS. The "Program and Implementation Guide" states: "The activities are designed to support students' mastery of the primary objective for each lesson, providing formative opportunities to gauge students' progress toward learning outcomes." For example, in "Foundational Skills, Unit 4, Lesson 19," students complete fill-in-the-blank sentences with the correct form of the present or past tense of the verb "to be" and identify these forms in written sentences. In "Unit 11, Lesson 14," guides teachers to "Distribute students' drafts from the previous lesson and project the class copy of "Activity Page 13.1" that has been modified with various capitalization, punctuation, and spelling errors. Also, project the checklist. Distribute copies of the checklist to students. Explain that they will be using it to have a partner review their writing, and then they will do the same for their partner".
- The materials include frequent opportunities for reading responses that require students to write correct sentences and short paragraphs in English. The multiple-meaning activity in "Unit 10, Lesson 9" encourages students to write in complete sentences.
- The materials include structured writing opportunities for the composition of paragraphs. "Unit 11, Lesson 13" contains detailed instructions for teachers on how students should include important details in a paragraph.

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 in-context application of writing conventions, including grammar, punctuation, and usage. In "Foundational Skills, Unit 3, Lesson 22," students use a planning template and the Five W's graphic to plan a personal narrative. This involves identifying action verbs in oral and written sentences, which helps in understanding sentence structure and verb usage in the context of writing their own stories. In "Unit 3," the materials include opportunities for students to focus on editing drafts for prepositions and prepositional phrases, correct use of pronouns, and using commas in a series and in dates. In "Unit 10, Lesson 12," students revise and edit their narrative writing.

- The materials include explicit and systematic opportunities for out-of-context application of conventions, including punctuation and capitalization through traditional and digital resources. In "Unit 1, Lesson 5," the syntactic awareness activity includes singular and plural noun practice. In "Foundational Skills Unit 3, Lesson 14," students unscramble sentences and apply correct punctuation and capitalization. This activity helps reinforce their understanding of sentence structure and punctuation rules in a controlled, out-of-context exercise.