

IMRA Review Cycle 2024 Report



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

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: 100%
Quality Review Overall Score: 488 / 488

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 2

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	2
Promoting Sexual Risk Avoidance, 6.2	0

Alleged Factual Errors 1

Public Feedback

Flags for Suitability Noncompliance 31

Rubric Indicator	Count of Flags
1. Prohibition on Common Core:	0
2. Alignment with Public Education’s Constitutional Goal	2
3. Parental Rights and Responsibilities	26
4. Prohibition on Forced Political Activity	2
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 27

Public Comments 141

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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	175 / 175
6. Knowledge Coherence	55 / 55
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	71 / 71

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 own 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.

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- 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.A.1 Print Awareness K-1: Materials provide guidance for explicit, systematic instruction in print awareness, including regular review of print concepts, with frequent opportunities for students to apply this knowledge across various text formats.
- 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.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.
- 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

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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 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)
- 5.F.1 Vocabulary Development: Materials support students in understanding unfamiliar words using illustrations, texts, and context, with explicit teacher guidance on utilizing print and digital resources like dictionaries and glossaries.
- 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.

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- 6.B.1 Recursive Inquiry Process: Materials support students in asking and generating inquiry questions, creating and following research plans, identifying relevant sources, and organizing and communicating ideas using multiple media for effective research.
- 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 Text: Materials provide opportunities in each lesson for students to interact with, respond to, and discuss grade-level texts, engaging in various reading skills such as questioning, predicting, inferring, analyzing, and synthesizing.
- 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.

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- 8.B.4 Grade-Level Standard English Conventions: Materials provide opportunities for practicing academic language conventions, including sentence structure and grammar, in and out of context, and for writing grammatically correct sentences and paragraphs with proper capitalization and punctuation.

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 provide specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. Additionally, the program includes resources designed to enhance family engagement, such as Family Support Letters for every unit, take-home assignments, and teacher resources. The Student Readers provide students with decodable text explicitly connected to the phonics scope and sequence. Students practice code and word patterns they’ve learned and begin using Readers for comprehension purposes.

Campus and district instructional leaders should consider the following:

- The program aligns with 100% of the grade K TEKS. The product and lesson plans feature structured activities such as phonics review, guided reading practice, independent reading opportunities, reading review, and writing application activities within the nine units in the program.
- The program includes a coherent approach to building knowledge within the read-aloud. Students dig deeper and connect across content areas to create a robust knowledge base for comprehending complex texts. The program addresses the interconnected language domains: listening, speaking, reading, writing, and thinking.
- Teachers are provided with instructional guidance in every lesson within the program. The program includes instructional guidance such as the Program and Implementation Guide, an introduction for every unit and lesson, and guidance on expected responses from students for every lesson.
- By both TEKS and ELPS, this literacy program addresses appropriate accommodations for Emergent Bilingual students through vocabulary cognates, small-group instruction, visual aids, summaries, and other modes of scaffolding.

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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 outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing 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 materials provide a year-long scope and sequence in the grade K "Program and Implementation Guide" in the program-level resources.
- The materials include a chart for teachers to view the TEKS and ELPS for each lesson located at the bottom of each page of the scope and sequence guides. The guide provides a chart key that outlines how the TEKS and ELPS are aligned across the school year.
- The "Program and Implementation Guide" explains concepts and knowledge within and across grade levels. The guide identifies how the background, conceptual, and academic knowledge are taught in the course.

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

- Embedded into the scope and sequence the materials include a pacing guide. This provides teachers with suggested pacing that can be accessed at the bottom of each scope and sequence document for RLA.
- Implementation support includes various instructional calendars in the "Program and Implementation Guide". For example, the materials include: "How units can be implemented across an instructional year of approximately 160–170 days, with guidance for how to extend instruction to cover 180–210 day school years."

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

- Within the teacher guides, there are introduction sections that explain the unit order. The introduction includes the number of lessons in each unit and ways lessons can be subdivided.
- The materials explain how concepts connect throughout the course. For example, in grade K, "Foundational Skills Unit 3, Lesson 2," the teacher tells the students "that, like 'Chicken Little,' today's story also has talking animals as the main characters."
- In the "Unit 1 Teacher Guide, Appendix B," the grade K Scope and Sequence can be found. This Appendix explains how concepts connect and build upon each other as the year progresses. For example, the materials intentionally sequence foundational skills, starting with reviewing reading and writing CVC, CCVC, CVCC, CCVCC words, to progressively learning more throughout the unit.
- The materials explain the rationale of unit order in the "Program and Implementation Guide". Teachers can view the explanation on knowledge coherence, background knowledge, and conceptual knowledge needed to effectively implement the content.
- In the "Program and Implementation Guide", both the "Program Structure" section and Resources explain the rationale for program structure. For example, the materials state, "The program is structured to provide a comprehensive approach to literacy that intentionally builds background knowledge early while strengthening and developing foundational skills in students."
- In the "Program and Implementation Guide", the Approach to Instruction section explains that instructional RLA units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program.

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

- In the Program Level Resources, a Teacher Unit Internalization Protocol provides guidance on what students will be learning, how they will be assessed, and the high-level arc of learning throughout the unit. Teachers are given guidance on how to best prepare for the RLA lesson. The protocol breaks down steps into sections and explains them thoroughly. The teacher

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guidance material outlines four steps for internalization of the unit and how each lesson fits into the big picture to move students' progress forward. The four steps include: (1) understand the big picture, (2) know your destination, (3) examine the arc of learning, and (4) organize your resources.

- Within the Program Level Resources, a Teacher Lesson Internalization Protocol guides teachers with what students learn in each lesson and how students demonstrate mastery. It builds on the understanding of the overall unit as part of the Unit Internalization Protocol. The teacher guidance material outlines four steps for internalization of the lesson. The four steps include: (1) understand the lesson purpose and objective, (2) understand the sequence and pacing of activities, (3) prepare to teach each activity with an activity deep dive, and (4) organize your resources.
- At the end of the materials, the Program Implementation Guidance section provides guidance, protocols, and templates for lesson internalization.

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

- In the "Program Level Resources," a "Teacher Unit Internalization Protocol" provides opportunities for teachers, administrators, and/or coaches to understand what students will be learning, how they will be assessed, and the high-level arc of learning throughout the unit. The protocol breaks down steps into sections and explains them thoroughly. The teacher guidance material outlines four steps for internalization of the unit and how each lesson fits into the big picture to move students' progress forward. The four steps include (1) understand the big picture, (2) know your destination, (3) examine the arc of learning, and (4) organize your resources. These steps support with implementing the materials as designed.
- At the end of the materials, the Program Implementation Guidance section provides guidance, protocols, and templates for lesson internalization to support administrators, coaches, and/or teachers with implementation.
- The materials provide an Observation Tool located in Program Level Resources for administrators and coaches to utilize. The materials include an Observation Tool checklist as a resource for coaches and administrators to use during classroom walkthroughs. The document outlines "specific look-for while observing teachers' instruction and implementation of high-quality instructional materials (HQIM)."

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Intentional Instructional Design

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

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

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 consistently provide a comprehensive unit overview for every unit at the beginning of the teacher guide located under "Introduction." The introduction explains the unit lesson structure, unit goals, assessment details, and prerequisite foundational skills necessary. The introduction references previously taught knowledge from other units and describes the new skills taught in the current unit. An overview of expected skills is explained, and materials needed for the unit are provided to teach the concepts effectively.
- Within the comprehensive unit overview, the introduction includes a core vocabulary section and a rationale for the unit. For example, in grade K, "RLA Unit 2 Teacher Guide," the introduction provides the core vocabulary for "The Five Senses." The core vocabulary section outlines all vocabulary words that appear throughout the unit. The words are separated by lesson and include words that will be included in word work activities.

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

- The materials provide "Family Support Letters" for every unit in both Spanish and English. The "Family Support Letters" can be found under each unit in the RLA and Foundational Skills Unit Resources. The letter explains the concepts their student will learn in each unit and provides examples of practice activities to help support their student's learning progress. The "Family Support Letters" provide vocabulary that students will be introduced to at school and the purpose of each skill or concept the student is being taught. The family support letters provide sample questions that can be used to support continued learning at home. Within the "Program Level Resources," a "Family Welcome Letter" is provided in both English and

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Spanish. This letter explains the *Bluebonnet Learning* instructional resource and what the materials include. For example, the letter states the materials provide TEKS-aligned language arts instructional materials designed to support Texas learners.

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Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The materials include comprehensive, structured, and detailed lesson plans for each lesson in the teacher guides for every unit. In each teacher guide, the lesson provides a primary focus section that includes the daily objectives for the lesson. The formative assessment that aligns with the daily objective is included in each lesson. In the "RLA Unit 3 Teacher Guide," the lesson 1 daily objective is: "Students will sequence the beginning, middle, and end of a literary text, retell the main events of the text, and use prepositions to name locations." The formative assessment for this lesson states: "Students will sequence images illustrating the beginning, middle, and end of "Chicken Little" in order to retell the plot of the story." Students apply their knowledge to the formative assessment by completing an activity page.
- Within each lesson in the teacher guide, the materials include multiple opportunities for students to answer questions ranging from formal to informal. For example, checks for understanding, questions during reading, and comprehension questions after reading are available in every lesson. Comprehension questions are at varying levels ranging from literal, inferential, and evaluative levels.

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- The lesson provides the teacher support for content within the "Advance Preparation" section that outlines what materials are needed for the lesson. The teacher accesses the lesson-at-a-glance section to prepare materials and view the suggested time allotments for each section of the lesson.
- Within the lesson, various tasks are given to students. For example, in grade K "RLA Unit 3 Teacher Guide," tasks include the purpose for listening, word work, read-aloud, exit passes, application activity, and checking for understanding.
- The materials include a comprehensive list of all materials, supplies, and instructional assessments needed to support instructional activities for each lesson/unit.
- The lessons provide specific explicit and systematic instructional routines to develop grade-level skills, which include modeling, guided practice, scaffolded application, and formative or summative assessment.

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

- The materials include guidance and recommendations on required time for lessons and activities with options for various scheduling considerations. The materials provide an "A Lesson at a Glance" chart listing the lesson's instructional activities, the materials needed, and the amount of time allotted for each activity. A Lesson at a Glance chart can be found at the beginning of every lesson in the RLA and Foundational Skills Teacher Guides. For example, in the "Unit 7 RLA Teacher Guide, Lesson 1," the "Introduction to the Read-Aloud" requires 10 minutes, the Read-Aloud requires 30 minutes, and the Application is allotted 20 minutes.
- Within the "Teacher Guides," each lesson is structured with subheadings for each component of the lesson. Next to the subheadings, time allotments are included to suggest the timing for each lesson component.
- The materials include guidance to regularly engage in tasks, such as oral/writing prompts for responding to lessons, so students can apply their knowledge.

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

- The materials include an overview of the lesson's objectives, grade level, and estimated teaching and practice time. The materials provide "A Lesson at a Glance" chart listing the lesson's instructional activities, the materials needed, and the amount of time allotted for each activity. A "Lesson at a Glance" chart can be found at the beginning of every lesson in the RLA and Foundational Skills Teacher Guides. For example, in the "Unit 1 RLA Teacher Guide, Lesson 1A," the Lesson at a Glance states that materials that are required are books of nursery rhymes and "Flip Book: 1A-1."
- Within each unit of the "Teacher Guides," the beginning includes a section called "instructional materials." Under the instructional materials component, the materials provide what instructional materials are required to effectively deliver the lesson.

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- Within the introduction of each unit is a section titled: "Additional Materials Needed for Unit." This section provides a list of materials needed to effectively deliver the lessons in the unit.
- The materials have an "Advance Preparation" section that provides teachers with a list of recommendations, materials, tips, and notes to prepare for the lessons in each lesson.

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

- The materials include a section titled "Additional Support" at the end of every lesson in the "Teacher Guides." The additional support activities in this section are aligned with activities students are engaging in to ensure systematic and explicit practice. For example, in grade K, "Unit 1 Foundational Skills Teacher Guide," students practice by listening to environment noises to extend that skill.
- The materials provide enrichment activities that relate to the content of the lesson unit in the teacher guide. In grade K, "Unit 1, Lesson 5," the section "Application" provides a challenging activity encouraging students to label their pictures with words.
- The material includes guidance for extended practice, such as homework and extension. For example, in each "Foundational Skills Teacher Guide," the lesson includes a section titled "Take-Home Materials." This section guides what student activity page can be sent home to reinforce the skill.
- Throughout the lesson, the "Support and Challenge" sidebars provide further guidance to assist teachers in differentiating instruction. The "Challenge" sidebar consistently guides how to extend students.
- In "Culminating Activities" included at the end of the lessons in the Teacher Guides that offer enrichment guidance.

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Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials explain the varying types of assessments at the unit and lesson level (including diagnostic, formative, and summative) in the "Program and Implementation Guide" at the beginning of the "Foundational Skills Unit 1 Teacher Guide." The formative assessment for the lesson evaluates student retention of the lesson's core content. For example, "Grade K, Foundational Skills Teacher Guide, Unit 1 Lesson 10" provides a formative assessment throughout the lesson. The teacher administers the assessment in a variety of ways, including written and oral.
- The materials provide a beginning, middle, and end-of-year assessment to support teachers, gauge student mastery of grade-level materials, and direct placement for intervention. For example, an EOY diagnostic assessment is provided in "Grade K, Foundational Skills Teacher Guide, Unit 9, Lesson 20." Students show mastery in varying types of tasks. These tasks include recognizing tricky words, writing uppercase letters with lowercase partners, and using end punctuation.

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- Within the introduction of "Teacher Guide 1, Foundational Skills," a diagnostic pretest is given at the lesson level to establish a baseline for every student. For example, the materials state: "You will administer a blending pretest in Lesson 4 and a writing strokes pretest in Lesson 6. Instructions for administering and scoring the pretests are included in the lessons. The purpose of the pretests is strictly to establish a baseline for every student."
- At the end of the "Foundational Skills Teacher Guide" for each unit, a unit assessment is available with corresponding activity pages to assess skills. End-of-unit Student Performance Assessments are included in the final lesson(s) of each unit. Unit Assessments summatively assess student's comprehension of the TEKS. For example, in "Foundational Skills Unit 1 Assessment," the text states: "In Lesson 10, you will be prompted to use activity pages during instructional time to assess students' ability to copy a circle and horizontal, vertical, and diagonal lines; to understand the position words left, right, top, middle, and bottom; and to discriminate the number of words heard in a spoken sentence. Instructions for administering and scoring the assessment are included in Lesson 10."
- The materials provide instructional assessments with questions embedded throughout the "RLA Teacher Guides." For example, in "Grade K RLA Unit 1," the unit assessment evaluates each student's retention of the unit by asking a question using a word students have heard in the "Read-Alouds," asking a question about one of the nursery rhymes, and students have to circle a picture, and stating if two words rhyme or not.

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

- The materials provide an introduction in every teacher guide with a section titled "Unit Assessment." The "Unit Assessment" section includes what type of instructional assessments are in the unit and explicit instructions on what the intended purpose of the assessment is. For example, "Unit 4 Foundational Skills Teacher Guide Assessments" states: "Part 1 is provided in Lesson 11 and is required for all students. This assessment directs you to pronounce ten one-syllable CVC words made up of the sound/spellings taught in this unit. For each word you say, students are to circle the word on their activity page."
- Within the "Program and Implementation Guide," a chart provides each type of assessment. The chart states its purpose, additional information, and how to use the data. The teacher references this chart to determine the best type of assessment to assign students.
- The material includes a definition and intended purpose of the formative assessments. For example, "Grade K, Foundational Skills 1 Teacher Guide, Formative Assessments and Additional Support" provides the purpose for the formative assessment. The teacher guide states: "A list of the Formative Assessment opportunities within the lesson that are linked to the Primary Focus Objectives and also tagged with the corresponding standard(s). Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons. Throughout the entire unit, the Primary Focus Objectives are assessed on multiple occasions so that you have a clear sense of individual student progress with regards to unit skills before the end of the unit."

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

- The materials provide Unit Assessments, located in "Grade K Teacher Guides" in the last lesson. Each Unit Assessment includes a "Notes to Teacher" section. This section explains the purpose of the assessment and gives specific details on the various parts. Each part of the assessment includes scripted instructions for the teacher to read for consistent and accurate administration. For example, in "Unit 1," the first part states: "I am going to ask a question using a word you have heard in the Read Alouds. First, I will say the word and then use it in a question. If the answer to the question is yes, circle thumbs-up. If the answer to the question is no, circle thumbs-down. I will ask each question two times. Let's do number one together."
- The instructional material includes guidance for the accurate administration of instructional assessments. In "Grade K, Foundational Skills Unit 6 Teacher Guide, Lesson 17," the lesson material provides a step-by-step direction for the administration of the assessment. For example, "Part A: Letter Names" guides the teacher to "Distribute Activity Page 17.1, Direct students' attention to the first row of letters, tell students to circle the letter /b/, complete the remaining items using the same format."

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

- The materials include student assessments that align with the TEKS of the course. For example, in "Grade K, Foundational Skills Unit 6, lesson 17, TEKS K.2.B.i" identifying and matching common sounds that letters represent aligns with requiring the student to circle the letter that matches the sound.
- The materials provide formative assessments that align with the TEKS and objectives of the course. For example, in "Grade K, Foundational Skills Unit 4, Lesson 5," three "Formative Assessment" activities that assess TEKS and objectives are in the lesson. Direct instructions on administering the assessments are given throughout the lesson, including observations and an activity page. According to the "Pacing" and "Scope & Sequence Guide," the assessment is intended to be given over three days. The TEKS assessed are listed in the teacher guide before each part of the assessment, which are aligned with objectives from Units 1-4.
- Within the introduction of Teacher Guide 1, Foundational Skills, a diagnostic pretest is given at the lesson level to establish a baseline for every student. For example, the materials state: "You will administer a blending pretest in Lesson 4 and a writing strokes pretest in Lesson 6. Instructions for administering and scoring the pretests are included in the lessons. The purpose of the pretests is strictly to establish a baseline for every student." This pretest aligns to the TEKS and objectives of the unit and lessons.

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

- Within lesson 17 of "Grade K, Foundational Skills Unit 6 Teacher Guide," students are required to show mastery of standards-aligned items at varying levels. For example, TEKS K.2.B.i identifies and matches common sounds that letters represent. The assessment requires students to circle the letter that matches the sound. Students are then asked to produce rhyming words, a higher level of complexity skill.
- Within lesson 5 of "Grade K, Foundational Skills Unit 4 Teacher Guide," students are required to complete the formative assessment activities included at varying levels. Students orally segment, match letters to sounds through observation, and connect the pictures to the words with an activity page.

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Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The "Program and Implementation Guide" in "Course Level Resources" includes a chart that outlines the assessment type, purpose, and how to use the data. Guidance is provided for administration, item scoring, and use of data responding to student performance. For example, the chart states the teacher uses daily formative assessment data to inform small-group instruction.
- Mid-unit assessments are embedded within some units to support teachers in progress monitoring throughout the unit. "Pausing Points" days, indicated in the Scope and Sequence Guide at the end of the unit. The PP, or Pausing Points, are designated to provide opportunities for teachers to reteach or provide additional support in small groups or 1:1 following the "Unit Assessment."
- The materials include formative assessment guidance in the introduction of the teacher guide that explains why formative assessments need to be collected and monitored. Formative assessment monitoring enables you to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson."
- The materials include guidance for interpreting instructional assessments and scoring the assessments. In "Lesson 17" of the "Grade K, Foundational Skills Unit 6 Teacher Guide," the material guides scoring the assessment. For example: "Assign 1 point for each word circled correctly, there are ten words making a total score of 10 points possible." The lesson includes guidance on the teacher's next steps for responding to the student's performance.
- The materials provide record sheets to record every student's performance on each section of the assessment. Record sheets are located in the "Teacher Resources of Unit 1."

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

- The materials consistently provide pausing point activities embedded in every teacher guide, along with tasks and activities to respond to student trends. For example, at the end of the "Grade K, Foundational Skills Unit 4 Teacher Guide," a section titled "Pausing Point" is included with extra practice on different objectives. These activities support focus on specific exercises in small groups based on student performance data.
- The materials include guidance to respond to student trends based on assessment performance. In "Lesson 10" of the "Grade K, Foundational Skills Teacher Guide Unit 1," the material provides teacher guidance on how to group students during instruction for the Skills Strand based on student performance on the assessment. For example, the materials state: "If students perform poorly on Part 1, provide additional practice, especially in activities labeled More Help with Fine Motor Skills and More Help with Drawing and Tracing. If students perform poorly on Part 2, provide additional practice from Pausing Point sections More Help with Directionality, Develop Bodily and Spatial Awareness, and More Help with Position Words. If students perform poorly on Part 3, provide additional practice using various activities included in the Pausing Point."
- Within each lesson of the teacher guide, "Additional Support" activities are given at the end of the lesson. These activities are utilized after the lesson is completed, and more practice is needed. For example, in "Lesson 1" of "Grade K, Foundational Skills Unit 1 Teacher Guide," a compound word pictures activity is provided to give additional practice.

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

- The materials provide an "Independent Reading Guide," located in "Program Level Resources." This "Independent Reading Guide" includes two documents, AR 9.1 and AR 9.2. These provide students with the opportunity to set a SMART goal to track their progress and growth during independent reading. For example, the students will write how they will make their goal specific, measurable, achievable, relevant, and time-bound.
- Within the "Program and Implementation Guide," the materials include other suggested assessment tools that recommend students track their data using progress monitoring tools. An example of a tool suggested is the "Student-Tracking record sheet." This record sheet allows students to track their performance trends on assessments. There is space for students to make goals for themselves and reflect on progress.

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Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The material includes guidance for differentiated instructional activities. For example, in Lesson 10 of "Grade K, Foundational Skills Unit 1 Teacher Guide," the materials provided additional support activities for students who have not yet reached proficiency on grade-level skills. The Teacher Guide provides explicit instructions for the teacher, and the activity book has additional pages to support the implementation of the activity.
- The "Pausing Points" embedded at the end of every unit in the "Grade K Foundational Skills and RLA Unit Teacher Guides" review the material taught in the unit before moving on to the next unit. This section provides a variety of remedial and enrichment activities and lists activities by skills taught.
- Within the "Program and Implementation Guide," the "Supporting All Learners" section provides a table called: "Best Practices and Strategies for Supporting All Learners" and includes strategies to support students with disabilities, emergent bilingual learners, and gifted/talented students. These strategies support any student who has not yet reached proficiency in grade-level content and skills.
- The materials include embedded supports for unfamiliar vocabulary. For example, in Lesson 1 of "Grade K, Teacher Guide Unit 1," the teacher defines the vocabulary word, uses the word in a sentence, and asks the student to make a connection to the word. The activity includes a follow-up "Making a Choice" activity where the teacher states that a word can have multiple

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meanings. The materials guide the teacher to define all the meanings, and read a sentence with the word, resulting in the students selecting the correct meaning of the word.

- Throughout the lesson, the "Support and Challenge" sidebars provide further guidance to assist teachers in differentiating instruction. Access sidebars provide specific tips for working with Emergent Bilingual Students. For example, in Lesson 2 of "Grade K, Foundational Skills Unit 2 Teacher Guide," the support is: "If students have trouble drawing humps, you may draw stars on the paper to indicate where they should start each hump and dots to indicate where they should stop each hump." The challenge is: "Invite students to name some hump-shaped objects (e.g., rainbows, umbrellas, hills, a camel's back, etc.). Have students draw something having a hump shape."

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

- The materials provide consistent opportunities for pre-teaching unfamiliar vocabulary before reading in the RLA and Foundational Teacher Guides. For example, in Lesson 1 of "Grade K, Teacher Guide Unit 1," the materials include a "Core Vocabulary" chart of Tier 1, Tier 2, and Tier 3 Vocabulary words.
- Within the introduction of every RLA unit, the teacher guide lists core vocabulary words containing all of the core vocabulary words that will appear throughout the unit in Read-Alouds or some part of the lesson. Teacher guidance explains not to expect students to be able to use all of the words on the list, but rather acquire a good understanding of most of the words and be able to use them in conversation.
- The materials include embedded supports for unfamiliar vocabulary. Within the teacher guides, support is provided with definitions, usage examples, antonyms, connections for students, core vocabulary lists for lessons, and activities for practicing multiple-meaning words. For example, in Lesson 1 of "Grade K, Teacher Guide Unit 1," the teacher defines the vocabulary word, uses the word in a sentence, and then asks the student to make a connection to the word. The activity includes a follow-up "Making a Choice" activity where the teacher states that a word can have multiple meanings. The materials guide the teacher to define all the meanings and read a sentence with the word resulting in the students selecting the correct meaning of the word.
- The materials provide embedded support for the teacher by introducing and scaffolding students' development of vocabulary with "Image Cards." The "Image Cards" within each unit provide images of unfamiliar vocabulary.

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

- Throughout the lesson, "Challenge" sidebars provide further guidance to assist teachers in differentiating instruction. For example, in Lesson 9 of "Grade K, Foundational Skills Unit 7 Teacher Guide," the challenge states: "Ask students if they remember any other opposites

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they have learned (big–little, up–down)." Teachers can consult the sidebars within the units to find additional enrichment suggestions for Gifted/Talented students within the lessons.

- The materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in the teacher guide. For example, "Culminating Activities" can be found at the end of each unit. This section includes several activities with teacher guidance and a list of materials needed. For example, the teacher guidance in the teacher guide states: "You may also choose to use this class time to extend or enrich students' experience with unit knowledge. Several enrichment activities give students opportunities to enliven their experiences with unit concepts."
- Within the "Program and Implementation Guide", the "Supporting All Learners" section provides a table called "Best Practices and Strategies for Supporting All Learners" and includes strategies to support Gifted/Talented Students.

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Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Within the "Foundational Skills Teacher Guides," the materials support the teacher in modeling, explaining, and communicating the concepts. Within each lesson, bullet points guide the teacher's actions. The materials guide the teacher to display the flip book or show students the spelling card. The materials provide specific words the teacher says during the modeling portion of the lesson. For example, in Lesson 3 of "Grade K, RLA Unit 6," the materials include guidance on modeling, explaining, and communicating the concept explicitly. In the activity, "Pamphlet Activity Drafting," the teacher models how to use an idea web to create a page and then how to turn a sentence fragment into a complete sentence.
- The "Program and Implementation Guide" provides guided instructions to support teachers on the instructional routine of each lesson. The section, "What's in a Reading Language Arts Lesson," begins with explaining the introduction, directly pointing out the TEKS and objectives of each lesson, and guides the teacher through the steps of correctly implementing the Read-Aloud. Students then apply the concepts they have learned.
- Modeling includes explicit instructions on how to implement oral segmenting in the teacher guides. For example, in Lesson 1 of "Grade K, Foundational Skills Unit 4 Teacher Guide," visuals and written instructions on what the teacher says and does. The text states: "Hold up your index finger and middle finger and say the word go." An illustration provides a visual of what the hand looks like holding up the index and middle finger.

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- Throughout the unit lessons, the materials include written narratives that need to be said or modeled. The teacher guides provide sample responses from students or sample prompts that can be used to guide student thinking or student responses.

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

- The materials provide instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies such as entry/exit tickets, questioning, and think-pair-share. For example, throughout the "Teacher Guides," the materials include marked sections where the teacher checks for understanding with a variety of approaches. The CFUs engage the student through turn and talk, thumbs-up/ thumbs down, and stand-up/sit-down.
- A Lesson at a Glance guides teachers through effective lesson delivery and facilitation. For example, in Lesson 2 of "Grade K, Foundational Skills Unit 4," the materials provide multiple instructional strategies listed in the chart, mapping out the intended activities of the lesson. Activities include body movement, using manipulatives, modeling, reading, and practice. Explicit instructions support teacher facilitation and delivery.
- Within the RLA Teacher Guides, an "Advance Preparation" section offers suggestions on effective lesson delivery and facilitation. For example, in Lesson 1A of "Grade K, RLA Unit 1," the materials suggest gathering different collections of nursery rhymes to pass around the class or display books in the classroom.

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 support multiple types of practices such as whole group, small group, and individual. For example, in every lesson in the Teacher Guides, a section titled "Lesson at a Glance." The chart provides the lesson component and the grouping for the activity. For example, in Lesson 2 of "Grade K, Foundational Skill Unit 6, the Foundational Skills," the lesson component is whole group, the reading is whole group, and the Foundational Skills is small group or independent.
- Throughout the lessons in the teacher guides, the materials offer teachers with recommended structure to support effective implementation. For example, in Lesson 3 of "Grade K, Foundational Skills Unit 2," the materials explain for the teacher to provide guided practice by continuing to demonstrate until students work independently.
- The materials embed collaborative structures in the "Teacher Guides" in the comprehension questions. For example, the teacher models the "Think Pair Share" process and then has students "Think Pair Share" with a partner. The "Think Pair Share" is consistently present in all

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teacher guides. The materials include a narrative for teachers to use to facilitate the turn and talk among students during the "Think Pair Share."

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Supports for All Learners

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

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

- Within the "Program and Implementation Guide," the materials guide the program alignment to ELPS. The program's content-based approach provides Emergent Bilingual students with opportunities to develop background knowledge, conceptual knowledge, academic knowledge, and second-language acquisition skills. The integration of ELPS fosters the academic success of Emergent Bilingual students.
- In the "Program and Implementation Guide," the materials offer opportunities for various levels of language proficiency as defined by the ELPS. For example, the "Cognate Activities" provide support to bilingual students, ensuring language support and engagement in academic language.
- The materials include teacher guidance on providing linguistic accommodations for Emergent Bilingual students. Throughout all Teacher Guides, access sidebars provide specific tips for

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working with Emergent Bilingual Students. Accommodations provide language support and engage students in using more academic language. For example, in Lesson 2 for "Grade K, Foundational Skills Unit 1," a sidebar offers beginning, intermediate, and advanced/advanced high accommodations. The beginning accommodation states: "Ask yes/no questions using simple phrases and pointing to the ears." The intermediate accommodation states: "After asking each question, provide students with a specific sentence frame, "The sounds are." The advanced/advanced high accommodation is: "Encourage each student to expand and/or build from other students' responses."

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

- Within the "Program and Implementation Guide," the materials guide the program alignment to ELPS. The program's content-based approach provides Emergent Bilingual students with opportunities to develop background knowledge, conceptual knowledge, academic knowledge, and second-language acquisition skills. The integration of ELPS fosters the academic success of Emergent Bilingual students. The program provides linguistic accommodations for Emergent Bilingual students with instruction that communicates, sequences, and scaffolds with students' English proficiency levels.
- The materials consistently include teacher guidance on providing linguistic accommodations for Emergent Bilingual students. Throughout all Teacher Guides, access sidebars provide specific tips for working with Emergent Bilingual Students. Accommodations provide language support and engage students in using more academic language. For example, in Lesson 2 for "Grade K, Foundational Skills Unit 1," a sidebar offers beginning, intermediate, and advanced/advanced high accommodations. The beginning accommodation states: "Ask yes/no questions using simple phrases and pointing to the ears." The intermediate accommodation says, "After asking each question, provide students with a specific sentence frame, "The sounds are." The advanced/advanced high accommodation states: "Encourage each student to expand and/or build from other students' responses."
- In the "Program and Implementation Guide," the materials offer teachers high-level overviews for Emergent Bilingual (EB) students. The materials include a Pacing, Scope and Sequence to provide the sequence in which the TEKS and ELPS occur in every unit and lesson.
- At the end of every teacher guide, there is an "ELPS Unit Correlation Table." This ELPS table details each time an ELPS occurs in the unit and what page the ELPS occurs.

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

- The materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, comprehension knowledge, and building background

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knowledge. For example, in "Grade K Teacher Guide Unit 2," the materials provide a "Word Work" section that supports developing academic vocabulary. Each lesson guides the teacher to build background knowledge on the topic. A "Comprehension Questions" section is embedded within each lesson.

- The materials frequently engage students in "read-alouds" to support reading comprehension, vocabulary development, the building of background knowledge, and language proficiency. For example, in Lesson 2 of "Grade K, RLA Skills Teacher Guide Unit 2," materials include a preview of vocabulary and a discussion of what has already been learned. By asking students about their prior knowledge, students can make connections.
- Within the "Program and Implementation Guide," the materials include a "Supporting All Learners" section. In this section, the materials explain that materials cover appropriate accommodations for EB students through vocabulary cognates, small-group instruction, graphic organizers, visual aids, summaries, and other modes of scaffolding.
- Within the implementation guide, the "Supporting All Learners" section provides a table titled "Best Practices and Strategies for Supporting All Learners" and includes strategies to support emergent bilingual learners. Teaching vocabulary cognates to bridge between English and Spanish and support content mastery embedded within the lessons. The materials suggest the use of guided literary materials, bilingual dictionaries, and thesaurus within lessons.
- The materials embed guidance through the Emergent Bilingual sidebars for teachers to support emergent bilingual students through written discourse. For example, in Lesson 4 of "Grade K, RLA Unit 5," the materials offer a sidebar with beginning, intermediate, and advanced/advanced high writing accommodations. Students use phrases and familiar vocabulary to describe their drawings in the beginning level and describe their drawings using a longer, more detailed sentence in the advanced stage.

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.

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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 materials include systematic and sequenced phonics instruction. For example, within the Foundational Skills Teacher Guides, the "Contents" section consists of a lesson title and the phonics skill introduced. The Contents sections demonstrate a systematic sequence with lesson skills progressing from simple sound-symbol correspondence to more complex sound-symbol correspondence.
- Within the "Grade K Course Level Documents," the materials provide "Pacing," a "Scope and Sequence," and a "Foundational Skills" chart. The chart outlines the Foundational Skills lessons by unit, day, lesson, and TEKS. For example, phonics progresses in unit 3 by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound to blending and manipulating syllables.
- The materials explain the systematic and sequenced instruction for phonics (sound-symbol correspondence) and foundational skills at the end of each unit. In "Appendix B" of the "Grade K Foundational Skills Teacher Guide Unit 1," the materials explain a plan for phonics instruction. For example, in "Unit 3," students read and write one-syllable words containing up to three letters (VC and CVC words); then, in "Unit 6," students progress to reading and writing one-syllable words containing up to five letters (CVCC, CCVC, CCVCC).

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

- The "Grade K Foundational Skills Teacher Guides" include explicit and intentional daily opportunities for phonics instruction. The daily objectives and instructions provide teachers with guidance on modeling skills.
- The materials include teacher-led explicit and intentional daily opportunities for phonics instruction. The phonics lessons provide teacher-led instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. For example, in Lesson 2 of "Grade K, the Foundational Skills Teacher Guide Unit 7," the lesson begins with the teacher stating the objective. The teacher models the skill for the students /ch/. Students engage in guided practice with /ch/, and the teacher gives feedback.
- The materials provide specific guidance on how much time to spend on each lesson component in the "Lesson at a Glance." This chart displays instructions with daily practice of phonics. For example, in lesson 1 of "Grade K, Foundational Skills Unit 3," students warm up with oral blending for 10 minutes, introduce the m sound for 25 min, and introduce the spelling of the m sound for 25 minutes.

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

- The materials practice phonics skills in isolation and with decodable text throughout the program. For example, "Grade K, the Foundational Skills Unit 7 Teacher Guide" includes a lesson on oral segmenting. In Lesson 6, students practice orally segmenting up to five sounds in a single-syllable word, and the materials provide opportunities to read and spell single-syllable words. Students choose a story from one of the readers, Kit, and practice the phonics skill by reading decodable text.
- The materials include practice for phonics skills in both isolation and through decodable texts. For example, in Lesson 4 of Foundational Skills Unit 7, the materials include an introduction to the /th/ digraph. The materials introduce students to a new digraph first in isolation, as a sound, and then at the word level. The student reader Seth includes a chapter called "Lunch." This chapter includes examples of decoding the digraph /th/ in context.
- Within the student chaining activity, the material includes the practice of foundational skills in both isolation and decodable text. For example, in Lesson 7 of "Grade K, Foundational Skills Teacher Guide Unit 6," the materials explain to the teacher to guide students through the student chaining activity. During this activity, students spell words and change one letter in the word to make a new word. The student applies this skill while reading the decodable text.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. For example, in Lesson 10 of "Grade K materials, Foundational Skills Unit 7," the materials include a cumulative review with consonant blends. Within the cumulative review, the previously taught skill gets reinforced in the student chapter of the reader, "Seth's Mom."

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- The materials provide opportunities for cumulative review of previously taught skills. For example, in "Grade K, Foundational Skills Teacher Guide, Unit 7," each lesson has a section titled "Sound/ Spelling Review" that provides a spiraled opportunity of past skills.
- Within "Grade K, Foundational Skills Unit 7 Teacher Guide," the materials include a lesson for reviewing single-syllable and short vowel words. The primary focus of Lesson 10 provides opportunities for cumulative review of previously taught skills. The skills previously taught in lessons 1 through 8 of Unit 7.

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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 materials include modeling with 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. For example, in the "Grade K, Foundational Skills Unit 7 Teacher Guide," the materials the teacher with information on how to prepare for the lesson, what to write down, what to think about before the lesson, and examples of items to bring to class to provide real-world examples.
- Within Lesson 1 of "Grade K, Foundational Skills Unit 1 Teacher Guide," the materials provide precise phrasing for introducing spelling during core instruction and guidance for teachers to model new phonics skills effectively.

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

- The materials include opportunities for guided instruction and immediate feedback. For example, in Lesson 1 of "Foundational Skills Teacher Guide Unit 7," the materials provide guided practice for students with teacher feedback. During the "Push and Say" activity, the teacher guides students in that they may not always use every box, and they should always start with the first box on the left.
- Within Lesson 5 of "Foundational Skills Teacher Guide Unit 3," the materials include opportunities for guided instruction and immediate feedback throughout the program. For example, Lesson 5 provides an opportunity for teachers to support students as they practice blending. The sidebar includes instructions for the teacher to remind students that to read a

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word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds to make the word. This support allows teachers to be prepared and know how to address the issue immediately by providing feedback.

- During small group sessions in Lesson 6 of "Foundational Skills Teacher Guide 3," the materials suggest that the teacher pull small groups and work with students who need more guidance and feedback while taking turns reading the story aloud. The teacher then gives corrective feedback on Activity Page 6.1.

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

- The materials include a variety of opportunities for students to practice collaboratively and independently daily throughout the program. For example, in Lesson 1 of "Foundational Skills Teacher Guide Unit 3," the materials provide a hands-on approach to practicing oral blending using the arm blending motions used in previous lessons. The lesson provides an opportunity for students to use a hand-held mirror to watch the shapes of their mouths while they say a sound. Students then work with others to complete the spelling activity page.
- The "Lesson at a Glance" section in each lesson specifies which component of the lesson can be used for independent practice each day. For example, in Lesson 1 of "RLA Skills Unit 3", students complete the "Introducing the Read-Aloud" whole group, the "Read-Aloud" whole group, and the "Application" activity independently.
- Each lesson in the "RLA Teacher Guides" includes specific guidance daily for questions after reading. The materials consistently provide "Think-Pair-Share" questions after reading for students to think independently first and then share their thoughts on the question with a partner. Questions can be found under the section titled, "Comprehension Questions."

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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 activities throughout to provide intentional cumulative review and practice. For example, in Lesson 5 of "Foundational Skills Unit 3 Teacher Guide," the materials review the previously taught letters and sounds m, a, t, and d. The lesson provides activities for teachers to reteach and practice for students.
- The materials include practice activities throughout and a cumulative review at the end of the unit. For example, in the "Unit 7 Activity Book," activity pages called Pausing Points align with the lesson and TEKS. The materials provide Pausing Point activities throughout the lessons and units.
- Within Lesson 7 of "Foundational Skills Unit 8," the materials include a section called, "Dictation with Words." In this section, students receive a cumulative review of previously taught sound-spelling patterns.

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

- The materials provide activity pages to practice phonics skills that have been previously taught. After lesson skills have been introduced and practiced, students receive activity pages from the activity book to complete as a whole group, collaboratively, or independently. The activity page provides an opportunity for students to practice the phonics skill that has explicitly been taught in the lesson. For example, in Lesson 1 of "Foundational Skills Unit 5 Teacher Guide," students apply the focus skills for the lesson, /b/, during independent practice on Activity Page 1.1.

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- The material includes practice opportunities for phonics skills that have been explicitly taught. For example, in Lesson 3 of "Foundational Skills Unit 7," students review words with 'sh' and 'ch' words. This skill was taught in a previous lesson 1 and 2 of Unit 7 but students now apply this skill on the Activity Page 3.1

Decodable texts incorporate cumulative practice of taught phonics skills.

- Within the "Program and Implementation Guide," the Program Structure and Resource explain how foundational skills progress throughout the program. The materials state, "Reading: Students practice decoding and comprehension with decodable chapter books, text-based questions, and written response activities."
- The readers contain 100% decodable texts for students to read in Units 6–10. The materials include a Reader for each of the units listed and new spellings taught in the unit printed in bold throughout the Reader to help students master new material. The last few stories in each Reader include stories for the Pausing Point, which can be either assigned or omitted depending on the students' needs. Ideally, each student should have his or her own Reader. The Activity Books include take-home copies of each story for further practice.
- The materials give specific guidance on which decodable texts should be used for cumulative practice after lessons. For example, the grade 1 lesson plans include or refer to resources such as decodable sentences within the readers that specifically connect to the phonics objective.
- The materials give specific guidance on which decodable texts should be used for cumulative practice after lessons. The materials include decodable text that provides an opportunity to practice the phonic skill. For example, in Lessons 4 through 6, "Foundational Skills Teacher Guide Unit 7," the 'th' letter sound correspondence occurs. Students then read the book Seth which provides opportunities for practicing learned phonic skills and irregular high-frequency words.

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 found in Course Level Materials.
- The material provides practice of foundational skills in both isolation and decodable text. For example, in Lesson 7 of Foundational Skills Teacher Guide Unit 6, the material guides the teacher to support students through the student chaining activity. During this activity, students use spelling words and change one letter in the word to make a new word. The student read a decodable text, practicing the skill the student had just learned.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text. For example, grade K activities include reading phrases and sentences that incorporate the explicitly taught

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sound-spelling pattern, reading fluency passages to a partner, and reading decodable books in small groups and independently.

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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 provide formative assessments in a variety of formats to measure student learning and determine the next steps for instruction. For example, kindergarten materials include observation checklists to use during guided and independent practice to help teachers check student understanding.
- The materials include summative assessments in a variety of formats. For example, grade K materials include "end-of-unit" assessments in the "Foundational Skills and RLA Teacher Guides."
- The materials have a variety of assessment tools, such as formative assessments, check for understanding, and spelling assessments. For example, in Lesson 11 of "Foundational Skills Teacher Guide, Unit 6," the materials provide a "Check for Understanding."

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

- The assessment directions clearly specify when to move to the next task and when to discontinue the assessment. Within Lesson 21 of "Foundational Skills Teacher Guide Unit 9," the note to the teacher gives direction on the assessment, saying, "If a significant number of students earn unsatisfactory scores on the Sentence Reading Assessment (less than 18 of the possible 27 points), stop at the Unit 9 "Pausing Point."
- The materials guide the teacher to efficiently administer the assessment. For example, in Lesson 12 of the "Foundational Skills Teacher Guide Unit 7," the materials guide the teacher to

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"assess student individually by having them read aloud ten words." The materials provide information on where to locate the word list and how to administer the list.

- Within Lesson 10 of "Foundational Skills Unit 9 Teacher Guide," the materials assess skills taught in previous lessons. Teachers receive explicit instructions on how to administer the assessment, including what to say, how to read the sentences, how to call out the words, and suggestions that may help the student stay on task. The materials provide scoring and analysis.
- The materials include detailed information that supports the teacher's understanding of the assessment tools and the scoring procedures with answer keys in the back of all Teacher Guides.

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

- The materials provide progress monitoring tools that systematically and accurately measure students' learning of grade-level phonic skills. For example, the "Foundational Skills Unit 4 Teacher Guide" includes progress monitoring activities in lessons 11 and 12, as well as several "Record Sheets for Progress Monitoring" in the Teacher Resources section of the guide.
- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. Following program guidelines, the teacher conducts progress monitoring throughout the year in observation records, word reading assessments, segmenting and blending assessments, fluency assessments, and writing assessments.

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, middle-of-year, and end-of-year. Materials also embed assessment opportunities throughout the lessons to determine if children make adequate progress with the instruction provided. "Foundational Skills Unit 4" includes the middle of the year assessment, and "Foundational Skills Unit 9" includes the end of year assessment.
- The assessments provide guidance on which students need progress monitoring based on formal assessment data. For example, a grade K assessment administered in "Unit 4" shows that a student needs additional instruction on segmenting words based on the observation record. The materials suggest tracking students' performance in the Oral Segmenting Record. The assessment documents suggest which progress monitoring tool to use for this child and how frequently the child should be assessed using that tool. The materials include the record sheets for segmenting progress monitoring in the Teacher Resources at the end of the unit.

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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 provide data management tools for tracking student progress. In Lesson 11 of "Foundational Skills Unit 4 Teacher Guide," the materials provide a "Student Performance Assessment" to assess students' mastery of oral segmenting and letter sounds with two Observation Record Sheets. Teachers utilize these record sheets to note student performance on assessment and gather information on whether students have mastered the skill or need to continue to the next section of the assessment.
- Within the "Program and Implementation Guide," the materials include data-management tools that for teachers to be able to track individual student progress. For example, the materials offer a chart listing several types of assessments that can be found in the materials. On the far-right column, a title states: "How to Use the Data" which helps teachers understand how to use the data they have collected during assessments.
- The "Program and Implementation Guide" provides two student-tracking examples. One example allows students to track their progress over time within each unit. The template structure includes a percentage in the first column and the bottom row with the unit title. Students use the template to track each unit assessment. Another tool provides students the opportunity to set a goal and provides a space for reflection.

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

- The materials provide guidance and tools to support teachers in responding to whole-class data to inform instruction. For example, within Lesson 10 of "Unit 1 Foundational Skills Teacher Guide," the materials provide Teacher Resources for examples of tools that enable teachers to document whole class data and support teachers in responding to whole class data.
- The materials include data management tools to enable teachers to document whole-class data regarding progress on all letter-sound correspondences, Tricky Words, and letter names taught in the program. For example, within Lesson 14 of "Foundational Skills Unit 8 Teacher Guide," the materials include the Assessment Overview that explains the assessment tools that yield data teachers can easily analyze and interpret. The record sheets in the Teacher Resources can be used to see individual and whole group needs.

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

- The materials guide teachers to monitor progress at a frequency appropriate for the age and skill development. For example, the materials suggest that teachers complete observation notes and running records to conduct informal observations of students, making notes about behavior and skill development during literacy centers, small groups, or writing opportunities. For example, in Lesson 2 of "Foundational Skills Unit 2," the materials suggest that teachers listen to students blend the syllables and sounds and make notes regarding their blending ability in the Oral Blending Observation Record.
- The progress monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. Within the introduction of "Foundational Skills Unit 4," the materials provide formative assessments and additional support for an example of guidance to teachers to monitor progress at a frequency appropriate for the age and skill development, including recommendations to use additional support and pausing point activities as needed.

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

- The teacher's guide includes a "Pausing Point" section that specifies 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.

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- The supplemental teacher guidance documents support teachers in developing action plans to document teacher-provided supports designed to accelerate learning and academic growth through the enrichment under the Pausing Point section.

Foundational Skills

5.A.1	Print Awareness K-1	5/5
5.A.1a	Materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. (K-1) (T)	4/4
5.A.1b	Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S)	1/1

The materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats.

Evidence includes, but is not limited to:

Materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. (K-1) (T)

- The materials model print concepts within the context of texts (e.g., big books). For example, in Lesson 12 of "Foundational Skills Unit 4," the materials suggest that the teacher says, "What is a vet? How does the picture help you understand what a vet does?" while reading "Pet Fun."
- The materials give step-by-step lesson plans that guide teachers through explaining print concepts and their purposes. These plans should include scripted instructions or prompts to ensure explicit instruction. For example, kindergarten materials include a scripted lesson modeling and identifying the title page and its purpose.
- The materials include guidance for the teacher to provide explicit instruction in print awareness. For example, in Lesson 7 of "Foundational Skills Unit 1," the teacher models how to listen to environmental sounds and break apart those sounds. The students clap for each word they hear in the phrase. After the modeling and guided practice, the students complete an activity where they point to a picture and name the picture from left to right.
- Within Lesson 13 of "Foundational Skills Unit 5 Teacher Guide," the "Teacher Demonstration" section states: "Read Ox and Man" and has an example of guidance for teachers to provide direct, explicit, and systematic instruction showing students where the cover of the book is, how to find the title and locate the cover.

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Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S)

- The materials offer tasks and activities that prompt students to apply their print awareness skills actively. For example, the kindergarten big books include activities where students identify parts of a book and practice tracking text with a return sweep while reading aloud.
- The materials provide frequent opportunities for students to apply print awareness. For example, in Lesson 1 of "Foundational Skills Teacher Guide Unit 2," students complete an activity where they point to a picture and name the picture from left to right.
- The materials provide frequent opportunities for students to practice and apply print awareness knowledge throughout multiple lessons or units.

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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)

- Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through guided practice with partner reading. Partner reading may be an oral activity in which students take turns reading a paragraph or a page aloud to one another.
- Within Lesson 1 of "Foundational Skills Teacher Guide Unit 1," the materials provide examples of a greeting and explicit and systematic instructional guidance to demonstrate social skills and social communication.
- The materials include explicit instruction and guidance on developing oral language through coaching. For example, in Lesson 1 of "Foundational Skills Teacher Guide Unit 1," the materials guide the teacher to state the directions to a game. Students restate the directions and follow the oral directions of the game.
- 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. For example, kindergarten materials include scripted discussion prompts with guidance on how to take turns through feedback.
- The materials include oral language and oracy practice through guided practice. For example, kindergarten materials include guidance for modeling speaking audibly and clearly, followed by guided practice.

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- The materials include oral language and oracy practice through independent practice. Within Lesson 2 of "RLA Unit 7," students have to orally respond to the following question, "Describe one way you can help someone while at school."

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

- The materials include opportunities for students to engage in social communication. For example, within Lesson 1 of "Foundational Skills Teacher Guide Unit 1," the materials guide the teacher to engage the students in a social communication activity where the students greet each other with a hello and handshake.
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. In Lesson 5 of "RLA Unit 1" Teacher Guide, the comprehension questions activity fosters both literal and inferential comprehension questions. Students respond in complete sentences, using the Read-Aloud or unit vocabulary appropriately. The activity promotes collaborative learning with a "Think-Pair-Share" process, where students discuss their responses with peers before sharing them with the class. This approach supports language development and encourages thoughtful interaction among students, aligning with educational standards for effective communication and comprehension.
- The materials include scripted lesson plans that give students opportunities to engage in communication for different purposes and audiences. For example, in Lesson 2 of "RLA Unit 7," students turn to a partner and share a time someone has helped them.

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 highlighted discussion components for each read-aloud that include frameworks for structured academic and social conversations. The highlighted discussion components contain discussion questions, conversation starters, and guidelines for effective discussions. For example, in "RLA Unit 1," the materials include conversation prompts, guidelines for effective discussions, and supports such as sentence stems and vocabulary support.
- The materials promote active listening during lessons and opportunities to build student oracy by responding to text. In Lesson 4 of "RLA Unit 5," students draw a pig using facts and details from the Read-Aloud and include details they learned from the Read-Aloud. At the end of class, the teacher will ask them to share an interesting detail from their drawings.
- The materials consistently include authentic opportunities for students to share information and ideas with their peers. The Think-Pair-Share and Turn-and-Talk prompts throughout the unit provide opportunities to teach and reinforce how to communicate by using conventions of language, speaking when recognized, and making appropriate contributions to the discussion.

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Within Lesson 4 of "RLA Unit 3," students think about the following question and then share it with a partner. "Why is The Wolf and the Seven Little Kids a folktale? Turn to a partner and tell them."

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Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	6/6
5.C.1c	Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)	4/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	12/12

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing letter names and their corresponding sounds.

- The materials include a systematic sequence for introducing letter names and sounds. For example, in "Foundational Skills Teacher Guide Unit 1, Appendix B: Kindergarten Scope and Sequence," the materials provide what letters and sounds will be introduced in each lesson.
- The materials introduce frequently used letters and sounds before teaching less frequently used letter sounds. For example, kindergarten materials introduce m, a, t, and d in "Unit 3." The materials introduce letters v, x, and z in Units 4 and 5.
- The materials introduce a few consonants and then a vowel so students can quickly use letters to build and read words. For example, kindergarten materials introduce the letters "m, a, t, and d" in the first unit. Students decode words such as mat, at, and mad with the taught letters. Then, in "Unit 4," the materials introduce new letters building on the previously taught letters in "Unit 3," allowing students to build and read even more words.
- The systematic sequence in "Unit 3" of the "Foundational Skills" materials introduces students to letter-sound correspondences methodically. Beginning with oral exercises to familiarize students with new sounds, the lessons then progress to introducing the most common

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spellings for each sound. Through activities like using Large Letter Cards for review and practicing writing and reading words with these spellings, students build a foundational understanding of sounds represented in written language. This structured approach ensures that students first learn the basic code spellings before exploring more complex variations, promoting a clear and systematic pathway to literacy development.

Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

- The materials provide scripted lessons that introduce three or four letter-sound correspondences per week. The materials include review and practice to develop automaticity in letter identification and background knowledge for teachers about why and how to explicitly teach letter identification.
- Within "Foundational Skills Unit 3," the lessons provide scripted instructions for each letter of the alphabet that include naming the letter, teaching the sound of the letter, and learning a keyword for the letter. For example, the letter d is taught as: "This is the letter d. What letter is this? (d) The letter t makes the sound /d/. What sound does the letter d make? (/d/). Our keyword for the letter d is dog. Listen as I say the first sound in dog: /d/. What is the first sound in dog? (/d/). Let's read the letter d card: 'D, /d/, dog.'"
- The materials include guidance for the teacher to provide explicit (direct) instruction for teaching [the] corresponding sounds [of the 26 letters of the alphabet]. For example, in the "Foundational Skills Teacher Guide, Grade K, Unit 5, Lesson 1," the materials guide the teacher by stating the objective of the lesson, modeling the skill, and providing opportunities for students to practice the skill. Lessons include explicit instruction for all 26 letters and sounds.
- Lesson 5 of "Foundational Skills Unit 6" materials include guidance for the teacher to provide explicit (direct) instruction for developing student automaticity in the identification of [the] corresponding sounds [of the 26 letters of the alphabet]. The materials achieve this through structured activities such as reciting or singing the alphabet song, reviewing "Large Letter Cards," and conducting check-ins to assess student understanding of letter names and sounds. These activities reinforce letter-sound correspondence systematically, ensuring proficiency in both recognizing letters and producing their associated sounds accurately.

Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

- Within "Foundational Skills Units 1 and 2," the materials guide teachers in how to incorporate the practice of fine motor skills. These "prewriting" lesson plans might include scripted instructions or prompts that teach students about starting on the lower, middle, or upper lines, picking up the pencil or keeping it down to make circular letters, starting at the top of a

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circle, etc. For example, kindergarten lesson materials include directions and activities for tracing circles, making horizontal and diagonal strokes, and staying on a line. Students practice holding small crayons with a tripod (or pincer) grip and making marks on paper while drawing on a vertical surface. This activity encourages students to control movements at the shoulder, elbow, wrist, and fingers, fostering the development of fine motor skills crucial for effective handwriting.

- The materials teach letter names, letter sounds, and letter formation at the same time. For example, when students learn the name of the letter d, they also learn that d makes the sound /d/, that the keyword for d is dog, and that uppercase D is written by drawing a straight line from the upper line to the lower line, before picking the pencil up and making a line that crosses over the top of the first line. Finally, students learn to write the lowercase d through explicit instructions and modeling by the teacher.
- Found in the "Kindergarten Foundational Skills Unit 3 Teacher Guide" in Lesson 2, this instructional approach provides direct, explicit, and systematic guidance for teaching letter formation of both uppercase and lowercase letters, emphasizing correct handwriting techniques essential for early literacy development. During the lesson, teachers introduce the lowercase 'a' using a specific style appropriate for handwriting and early reading materials. Through teacher modeling, students learn to draw a large lowercase 'a' on the board, following precise steps such as "circle to the left" and "short line down," accompanied by verbal reinforcement of the /a/ sound. This interactive approach extends to practicing letter formation in the air and on activity pages, where students trace dotted letters to reinforce their learning.

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

- The materials include isolated alphabet practice activities and resources. For example, the materials include activities guiding students to trace and write individual letters through activity pages. The materials include interactive games or activities focusing on identifying and matching uppercase and lowercase letters such as air tracing. The materials include activities pairing letters with their corresponding sounds through activity pages.
- The materials include contextual alphabet practice activities, resources, and practice within meaningful print. For example, the materials include activities incorporating sentences or short texts where students identify, highlight, or circle specific letters in the activity pages. The materials include pocket chart chaining for reading after they learn a new letter. Students take the letters they have learned so far to make words. Within Lesson 4 of "Foundational Skills Unit 3," students complete the pocket chart activity with the letters 'd', 'a', and 'd'.
- The materials include cumulative review alphabet knowledge activities and resources. The materials include interactive games or puzzles that require students to recall and use previously learned letters. For example, within the Pausing Point activities in the "Foundational Skills Unit 6," the materials offer multiple activities that students can engage in with physical

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activity. Letter Name Pretzel Game, where students respond to spinner prompts by placing hands and feet on corresponding letters arranged in a 4 x 4 pattern on the floor. This interactive game promotes familiarity with letter names through movement and coordination, enhancing alphabet recognition in a dynamic setting. In Letter Name Bingo, students reinforce alphabet knowledge by playing a traditional bingo game. Students use bingo boards with letters and match called letters to those on their boards, encouraging active participation and reinforcing letter identification skills in a fun and engaging manner.

- The materials include activities and resources for alphabet memory-building strategies. For example, the materials include decodable stories that help students remember letter names or sounds through association or memorable phrases. The materials include letter cards and digital components: visuals for each unit to aid memory and recognition. The materials include activities incorporating multiple senses (sight, touch, sound) to reinforce letter knowledge and retention through chaining folders, large and small letter cards, and sound cards and posters.

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Foundational Skills

5.C.2	Letter-Sound Correspondence	18/18
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)	12/12

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)

- Within "Foundational Skills, Unit 1, Appendix B Teacher Guide," the scope and sequence document shows a progression that starts with letters most useful in decoding select vowels and consonants.
- The materials include an explicit and systematic approach to introducing letter-sound relationships in an order that allows for application to basic decoding and encoding. For example, in the "Foundational Skills Teacher Guide Unit 3," the materials introduce the letters and sounds of the letters m, a, t, d, o, k, g, and i. This sequence allows students to decode and encode VC and CVC words.
- The material provides specific language for the teacher to use in each lesson to teach letter names and sounds explicitly. For example, in Lesson 7 of "Foundational Skills Unit 3," the materials include what the teacher could say to introduce the various sounds of the letter C. "The letter C can make the sound /k/, as in cat. Repeat after me: /k/ (/k/) cat (cat) C as in cat (C as in cat) /k/ /k/ cat (/k/ /k/ cat)." The script says, "Tell students you are thinking of something beginning with the /k/ sound. You want them to guess what it is, but first, you will give them a hint. Read the first hint and have students guess the answer. Complete the riddles."

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- Within "Foundational Skills Unit 4 Teacher Guide," the materials systematically introduce letter-sound relationships through the explicit teaching of eight specific sounds (/n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/) and their corresponding spellings ('n' for /n/, 'h' for /h/, etc.). This approach includes interactive oral language games for sound recognition, visual representation activities for sound-symbol association, and practice pages and games for writing and reading words with the taught sounds.

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 script lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words.
- The materials guide 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. For example, within Lesson 12 of "Foundational Skills Unit 4," the materials provide a "Teacher Demonstration" section. The materials guide the teacher in providing direct and explicit instruction, connecting phonemes to letters within words through the teacher's demonstration.
- The 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 misconceptions. For example, within Lesson 1 of "Foundational Skills Unit 7," the materials provide a "Minimal Pairs" activity that proactively helps students avoid decoding mistakes by distinguishing between the sounds made by /j/ and /ch/.

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)

- Materials include a variety of activities for students to develop their understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. For example, within "Foundational Skills Unit 7" the "Student Reader, 'Seth,'" the materials include a decodable text that only includes taught phonics skills and irregular HFW. This text will be studied in the "reading" section of lessons across the "Unit 7" teacher guide.
- Materials include a variety of activities for students to develop their understanding of applying letter-sound correspondence to decode words. In the "Foundational Skills Unit 7 Teacher Guide," the materials provide a variety of chaining activities. For example, "Large Card Chaining" applies letter-sound correspondence to decode words.
- Materials include a variety of activities for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in

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isolation. For example, within Lesson 1 of "Foundational Skills Unit 7," the materials provide "Differentiated Instruction" as an example of an activity that supports the application of letter-sound correspondence to decode one-syllable words in isolation.

- 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 words in isolation. For example, the materials include blending lines that allow students to decode one-syllable words that include the sounds introduced and prior sounds learned.

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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 include systematic phonological awareness lessons that align to the TEKS. Within the grade K beginning Units, phonological awareness lessons begin with sentence awareness, rhyming, and simple syllable awareness activities before moving on to more complex activities such as manipulating syllables, recognizing spoken alliteration, and segmenting onset-rime in the later Units. For example, in "Appendix A: About the Program," at the back of "Foundational Skills Unit 1," the materials explain that the focus is on the phoneme, or single sound. Students learn to read words that contain onsets, rimes, and

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consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units.

- The materials provide a systematic sequence to introduce phonological awareness skills. For example, in Lesson 10 of "Foundational Skills Teacher Guide Unit 1," the materials guide the teacher to model for students how to segment sentences and then progress to adding, deleting, and substituting to spell CVC words within "Foundational Skills Unit 9."

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 terms, phrasing, and statements for teachers to use during instruction. For example, within Lesson 1 of "Foundational Skills Unit 5," the script reads, "Tell students that rhyming words are words that end with the same group of sounds but have different beginning sounds. Say you will say some words, and you want them to listen carefully to the ending sound. Reread the first word pair and have students repeat the words aloud. (beach—peach) Point out that the only difference between these words is the beginning sound. Explain that because these words have the same ending sound (/each/), they rhyme."
- The lessons that teach and practice newly taught skills or strategies provide explicit instruction through modeling, then guided practice to prepare for independent practice. For example, within Lesson 2 of "Foundational Skills Unit 7," the teacher introduces the sound /sh/ with a riddle, then the teacher models writing /sh/, and finally the students practice on Activity Page 2.1.
- The lessons include examples of explanatory feedback for students based on common errors or misconceptions. For instance, in Lesson 8 of "Foundational Skills Teacher Guide Unit 2," the materials guide the teacher to state the objective and model for students how to add, delete, and substitute syllables. The lesson has a notes section that guides the teacher on how to respond if a student states an incorrect response.
- The materials include direct and explicit instruction teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions in the Support and Additional Support sections of the "Foundational Skills Teacher Guide." Other supports can be found in the Take Home Materials and the Remediation sections for cumulative review.

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. For example, within the warm-up component of the phonological awareness in each lesson, the materials include gestures/body movements and other kinesthetic activities to help students visualize

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words and word parts orally. Students also utilize chaining folders. These chaining activities and Student Chaining Folders reinforce understanding. The Activity Pages allow students to practice their new skills and review previously taught skills.

- The materials suggest or provide resources to practice and reinforce students' phonological awareness skills. For example, "Foundational Skills Teacher Guide Unit 6, Lesson 14" provides comprehensive opportunities for students to develop and reinforce phonological awareness skills. The dictation activity engages students in listening to phrases containing consonant clusters, prompting them to segment and accurately spell each word, thereby strengthening auditory discrimination and phonetic awareness. This exercise not only supports students in recognizing and manipulating sounds within words but also emphasizes the importance of spelling accuracy and phonemic awareness. By guiding students through the process of breaking down words into individual sounds and spelling them correctly, this activity cultivates foundational skills essential for reading and writing proficiency.
- The material's activities and resources provide opportunities to reinforce phonological awareness skills through cumulative review in the Pausing Point section at the end of each Unit. These lessons in the Pausing Point section range from "The Alphabet Song" to "I Spy" or could have students search for similar sounds or play bingo.

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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 2," the teacher teaches students to blend sounds from the focus word cup- /c/ /u/ /p/ to make the word, and in a later unit, students segment the word back into its individual phonemes.
- 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. For example, in "Foundational Skills Unit 3," students blend /s/ /oo/ /p/ to make the word soup in Lesson 2, and then they segment the word day into individual phonemes /d/ /ae/ in "Foundational Skills Unit 4." Later in the program, students work on chaining exercises with manipulating phonemes to create new words.

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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 terms and phrases for teachers to use during instruction. For example, within Lesson 1 of "Foundational Skills Unit 4," the teacher guide prompts the teacher to make direct statements to students, such as: "Say the word bath as you flip over your left fist and open it. Say the word bathtub as you clap your hands."
- The lessons that teach and practice newly taught skills or strategies follow a repeated structure including teacher modeling, guided practice, and independent practice. For example, in Lesson 6 of "Foundational Skills Unit 4," the teacher models segmenting orally and then has students do it with her for the words in and on. The teacher then calls on a different student to segment each word and notes the student's performance in the Oral Segmenting Observation Record.
- The lessons include examples of explanatory feedback for students based on common errors or misconceptions. For example, in "Foundational Skills Unit 3," a Support sidebar states that the teacher should "use the segmenting gestures outlined in the Warm Up or the finger-tapping gestures explained in the Unit 2 appendix."

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 integrate kinesthetic scaffold resources for connecting phonemic awareness with the alphabetic principle. For example, in Lesson 3 of "Foundational Skills Unit 2," the materials work on identifying phonemes within words, and the teacher uses a total physical response activity such as finger tapping. The student taps one finger at a time for each phoneme in a word while decoding one-syllable words such as fun, mess, and fish.
- The materials provide specific terms, phrasing, and statements that teachers can use during core instruction to connect phonemic awareness skills to the alphabetic principle. For example, within Lesson 4 of "Foundational Skills Unit 2," the script reads, "Stand in front of the class so students can mirror your actions. Hold your left arm in front of your body. Say the word one as you touch your left shoulder with your right hand (see illustration 1). Say the word two as you touch your left elbow with your right hand (see illustration 2). Say the word three as you touch your left wrist with your right hand (see illustration 3). Say the word blend as you slide your right hand from your left shoulder down to your left wrist (see illustration 4)."
- The activity "Push & Say" from "Foundational Skills Unit 7 Lesson 1 Teacher Guide" exemplifies the inclusion of direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback based on common errors and misconceptions. In this activity, students use Sound Boxes and small objects to represent phonemes, focusing on discriminating sounds in larger words. The structured format of pushing objects into sound boxes helps students isolate and identify each phoneme, enhancing their phonemic

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awareness. As teachers guide students through the activity, they provide immediate feedback, addressing any errors in sound identification or blending. This explicit guidance and corrective feedback help clarify any misconceptions, ensuring students develop a solid understanding of phoneme segmentation and blending, which is crucial for their phonics readiness. The systematic approach and focus on individual sounds make this activity an effective tool for explicit phonemic awareness instruction.

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. For example, lessons include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally through the warm-up in every lesson.
- The materials include activities to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, in "Foundational Skills Unit 2," the teacher makes a list of students' names organized by the first sound of each name (e.g., /k/: Ken, Chris, Caleb; /m/: Mike, Meg, Mitch) for the Listening for Beginning Sounds activity.
- The materials suggest or provide resources including manipulative activities to practice and reinforce students' phonemic awareness skills. For example, in "Foundational Skills Unit 1," the materials include a mat and cube. Students will represent a noise with an object by placing a cube on the mat for each noise they hear. This replicates a similar system to representing a sound with a letter.
- The activities and resources within the materials provide opportunities to reinforce phonemic awareness skills through cumulative review in every Teacher Guide at the end of the Unit. In the Pausing Point section, cumulative review activities provide teachers with opportunities to reinforce phonemic awareness skills. For example, in "Foundational Skills Unit 4 Pausing Point," students can get more help with sounds or more help with segmenting.

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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 lesson objectives align with the grade-level TEKS sound-spelling patterns. For example, in the "Foundational Skills Teacher Guide Unit 3," the materials introduce the letters and sounds of the letters m, a, t, d, o, k, g, and i. This sequence allows students to decode and encode VC and CVC words. In "Foundational Skills Teacher Guide Unit 4," the materials introduce the letters and sounds of the letters n, h, s, f, v, z, p, and e. This sequence allows students to decode and encode VC and CVC words.
- The materials include a vertical alignment that outlines the progression of Sound-Spelling Patterns skills. For instance, within the "Program and Implementation Guide," the materials provide a "Foundational Skills Year-by-Year" chart that highlights when grade-level sound-spelling patterns occur. Within the chart, a key shows that sound-spelling patterns align with the TEKS Standard.

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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 occur in each grade level and align with the ELAR TEKS. Phonics lessons begin with communicating the objective of the lesson, then connecting new concepts to previously learned concepts, and then teaching the new concepts or skills through a gradual release of responsibility. For example, in Lesson 3 of "Foundational Skills Teacher Guide Unit 2," the materials guide the teacher to state the objective, model the skill, and provide practice opportunities.
- The materials include specific terms and statements that teachers can use during core instruction. For example, in Lesson 2 of "Foundational Skills Unit 3," the materials tell the teacher to: "Display the Large Letter Card for 'm' you prepared in advance. Explain that you will show students a card with a picture of a sound, and you want them to tell you the sound. Hold up the "Large Letter Card" for 'm.' Have students say the sound, not the letter name."
- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For instance, in Lesson 10 of "Foundational Skills Unit 8," the materials prompt the teacher to remind students that digraph letter teams consisting of two letters that represent only a single sound, and we usually see these letter teams, consonants, after a short vowel sound, especially when the word ends with f, l, or s.

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)

- Materials include a variety of activities and resources for students to reinforce grade-level sound-spelling patterns (through cumulative review). In Lesson 4 of "Foundational Skills Unit 3," the materials provide a game, "Race to the Top," which allows reinforcement with the letter sound /d/ and explains the sound through explicit Code Knowledge. The game requires a game board on Activity Page TR 3.2.
- The materials include activities and resources to help students review and practice sound-spelling patterns skills through cumulative review. For example, in Lesson 3 of "Foundational Skills Teacher Guide Unit 2," the materials provide students with the opportunity to practice the skill through warm-up activities, guided practice, independent practice, and additional support for take-home materials.
- Materials include a variety of resources and activities for students to develop grade-level sound-spelling patterns. For example, in Lesson 4 of "Foundational Skills Teacher Guide Unit 6," the "Word Sort" activity using Activity Page 4.1 effectively supports the development and reinforcement of grade-level sound-spelling patterns through cumulative review. By focusing on the pronunciation of the letter 's' in plural nouns and action verbs, students engage in critical thinking about phonemic awareness. The activity encourages students to distinguish between the /s/ sound, as in 'cats', and the /z/ sound, as in 'dogs', by categorizing words accordingly. Students then work independently after initial guidance.

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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. For example, starting in "Foundational Skills Unit 3, Sound Posters" get posted on the walls of the classroom as you teach letter-sound correspondences. These posters replace any traditional alphabet cards or posters you may have used in other programs or approaches to teaching early reading. They provide a visual reminder of the code knowledge students have been taught and show spelling alternatives for decoding and encoding support.
- The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. The materials include decodable connected text that builds on previous instruction. For example, in the "Unit 5 Big Book," "Ox and Man," the materials review vowel sounds, consonant sounds, capital letters, and punctuation.
- The materials include a variety of activities and resources for students to decode and encode words that include taught sound-spelling patterns. For example, in Lesson 7 of "Foundational Skills Teacher Guide Unit 6," the material guides the teacher to support students through the student chaining activity. During this activity, students spell words and change one letter in the word to make a new word. Next, the student read a decodable text.
- Materials provide a variety of resources to support students in encoding words that include taught sound-spelling patterns in isolation (e.g., word lists). For example, in the "Foundational Skills Unit 3" introduction, the materials explain that In addition to learning and practicing letter-sound correspondences to read words, it is also useful for students to learn what is referred to in most reading programs as high-frequency words. These words occur with high regularity in written text, which students must learn to recognize quickly and automatically. A number of well-respected Word Lists rank these words in terms of their frequency and importance for early readers. According to the Unit 3 introduction, two of these lists, the "Dolch Sight Word List" and the "Fry's Instant Words List," were consulted in creating this program.

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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 brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. In the "Foundational Skills Unit 3" introduction, the materials explain that in addition to learning and practicing letter-sound correspondences to read words, students learn high-frequency words. These words occur with high regularity in written text, which students must learn to recognize quickly and automatically. The introductions for units explain that lessons utilize several well-respected word lists, including "Dolch Sight Word List" and "Fry's Instant Words List," ranking these words in terms of their frequency and importance for early readers. For example, at the end of "Unit 3," students should be able to read seven words from the "Dolch Sight Word List" (Preprimer–Grade 2) and seven words from "Fry's Instant Words List" (first 300 words).
- Materials include a systematic sequence for introducing regular and irregular high-frequency words. The materials explain the systematic sequence for introducing regular and irregular high-frequency words in Unit 3, introduction. For example, students learn Tricky Words one, two, and three in Unit 3 then progress to the and a in "Unit 4."

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

- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. For example, in Lesson 13 of "Foundational Skills Unit 3," the materials include a script that prompts the teacher to say: "Tell students that these words 'play by the rules'; the sound/spellings pronounced the way students have been taught. Explain that some words in English do not 'play by the rules.' Words that do not 'play by the rules' are called Tricky Words." Students then practice writing one three times after the teacher models.
- 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. For example, the materials provide guidance for introducing regular and irregular high-frequency words in "Unit 3, Appendix B, Scope and Sequence" on high-frequency words vs. sight words or what makes a high-frequency word irregular vs regular so that teachers can use this knowledge during instruction to respond to student needs.
- Materials include guidance for the teacher to provide explicit (direct) instruction for encoding irregular high-frequency words within Lesson 14 of "Foundational Skills Unit 3." The materials provide a "Tricky Word Mini-Book" that can be taken home to practice with Activity Page 14.2. Students cut out the mini-book along the dotted line. The teacher then guides students to fold the book twice so the Tricky Word three shows on the first page, then directs the student to read it aloud. The directions guide the teacher to have students run a finger under the words and pictures as they read.

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. For example, in "Foundational Skills Unit 3," the materials include word wheels, play with clay, sandpaper spellings, sound boxes, dictation journals, and sight word sentence writing both in direct instruction, independent, and in student centers.
- Materials include a variety of resources for students to reinforce skills to decode regular and irregular high-frequency words (through cumulative review). For example, in "Foundational Skills Unit 7," students work on sets of high-frequency words with /th/ and /sh/. Once these have been mastered, students work on new patterns and have /th/ and /sh/ words spiraled in independent word work alongside newly acquired words.
- At the end of "Foundational Skills Unit 6," the materials provide a "Dolch Flash Card Family Letter" and a "Fly Flash Card Family Letter." These family letters explain the importance of

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frequent and repeated practice. The letters help build speed and automatic recognition. The materials provide a bank of flashcards containing words from a list known as the "Dolch Sight Word List." These have been identified as being important for young children to recognize due to their high usage rate. Students will cut out the flashcards and read them as quickly as possible for reinforcement and practice.

- Materials include a variety of activities for students to develop skills to decode regular high-frequency words. Within Lesson 1 of "Foundational Skills Unit 6," the materials introduce students to the tricky word. Students write the tricky word and complete a turn and talk using the new tricky word. Students then complete an activity page practicing the tricky word.
- Within each Unit, students practice and reinforce their skills on all Tricky Words learned. For instance, in "Foundational Skills Unit 6," the materials say to review the previously taught Tricky Words on the "Tricky Word Wall." Point out that the tricky parts of each word are underlined.
- Students review and practice Tricky Words from the previous lesson of this unit using the Picture Reader, related Activity Book pages, and take-home mini-books in subsequent units.

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. For example, in Lessons 13 and 14 of "Foundational Skills Unit 3," a new component is introduced: the "Picture Reader." The "Picture Reader" presents one Tricky Word at a time with colorful rebus pictures. Each page in the "Picture Reader" has a very limited amount of written text, coupled with different rebus pictures. You will display a copy of the page and demonstrate how to: "read" the words written on the page, asking students to then join you.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, starting in "Foundational Skills Unit 4," the Tricky Word Wall in your classroom has each of the Tricky Words on yellow index cards, and add them to the wall as they occur.
- Materials include a variety of resources (including the use of memory-building strategies) for students to write high-frequency words in connected text (e.g., within sentences or decodable texts). The decodable Reader for this unit, "Sam." Unlike the Readers for Units 6 and 7, in which all text was completely decodable (i.e., only words with letter-sound correspondences that had been explicitly taught prior to the reading of the stories were included), Tricky Words in the "Unit 8 Reader" stories. Although students have been gradually exposed to Tricky Words (i.e., words with at least one or more nondecodable parts taught) since "Unit 3," they have been presented in simple phrases and sentences in a very repetitive, predictable way only in the separate "Picture Reader." The inclusion of Tricky Words in the "Unit 8 Reader" in text with a storyline, albeit simple, presents a greater challenge. To facilitate immediate recognition, nondecodable part(s) of each Tricky Word are underlined whenever they appear in the story.

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- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, the materials provide flashcards for students to practice with a partner, at home, or independently.

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Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	12/12
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)	N/A
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)	N/A
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)	N/A

The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review).

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)

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

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)

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

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 and resources for students to decode and encode regular and irregular high-frequency words. For example, in "Grade K, Foundational Skills Teacher Guide Unit 3, Lesson 13," the materials provide students with the opportunity to practice the skill through warm-up activities, guided practice, independent practice, and additional support for take-home materials.

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- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. For example, within the "Foundational Skills Teacher Guide Unit 6," the materials include chain and copy, tap and spell, dictation, relay blending, and word reading sprints for ongoing practice of previously taught skills.
- The materials include a variety of resources to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in "Foundational Skills Unit 8, Lesson 8," students blend broken-apart, syllable-by-syllable words. Students blend each syllable and then blend the entire word. Students practice with words such as swimming, rabbit, and hiccup.
- Within the "Pausing Point" section in "Foundational Skills, Unit 8," students have multiple opportunities to reinforce decoding and encoding one-syllable and multisyllabic words. For example, the materials provide activities such as word sorts, stepping sounds, sound sprints, matchmaker, and word wheel.

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)

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

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Foundational Skills

5.F.1	Vocabulary Development	7/7
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.	N/A

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.

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 support students in determining the meaning of unfamiliar words with illustrations using context according to grade-level TEKS. The materials support students in determining the meaning of unfamiliar words throughout the program. For example, the "Foundational Skills Teacher Guide Unit 8, Lesson 19" provides a Vocabulary Chart for "Max in the Mud" that lists new vocabulary words introduced in the text. This text exposes students to unfamiliar words, such as scrubs and tracks, in context. The text includes illustrations and guidance on the words used in a sentence.
- The materials support students in determining the meaning of unfamiliar words with guidance in using context according to grade-level TEKS. Within the "Foundational Teacher Guide Unit 8, Lesson 8," teachers guide students in determining the meaning of unfamiliar words. Before the students read "The Van," the teacher previews two vocabulary words, allowing students to blend and read each word before determining its meaning and using them in a sentence. When reading the story, students pause and point out the words when they find them in the text.
- The materials support students in determining the meaning of unfamiliar words with texts and illustrations in context according to grade-level TEKS. For instance, in "RLA Unit 1," the teacher completes the read-aloud and sidebar support that says to point out the stream in the illustration to reinforce the meaning of the word and discuss the meaning

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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)

- In "Foundational Skills Unit 7, Lesson 13," the materials include teacher guidance on how and when to use a picture dictionary when previewing new vocabulary. The directions show students a picture of some of the core vocabulary words and ask students to repeat the word.
- Materials include guidance for the teacher to provide explicit (direct) instruction on the use of digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. Within the "Program and Implementation Guide," the materials explain that digital components include PDF documents that teachers can download to print or project and show to students during a lesson. These documents occur in the program and include charts, timelines, lists, and other resources related to each lesson. For example, the online resources for "RLA Unit 6: Colonial and Native Americans" include a digital components tab. This tab provides links directly to the visuals for "Unit 6," including "Idea Webs" for Lessons 2, 3, 4, and 5.
- Materials include guidance for the teacher to provide explicit (direct) instruction on the use of print resources such as picture dictionaries, primary dictionaries, and glossaries. For example, in "Foundational Skills Unit 6, Lesson 3," the materials provide a "Using a Dictionary" activity. The teacher explains that sometimes we hear or read unfamiliar words. We can use certain strategies to clarify the meaning of these words. To clarify the meaning of words, we need to identify the word and ask ourselves what other words surround this word. We then identify which resource materials you can use to define the word, such as a simple dictionary or glossary. Students then practice this strategy with an unknown word from a book in the classroom library.

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

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

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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. (m)	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. (s)	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. (T)

- The materials provide explicit (direct) instruction on the teaching of handwriting skills appropriate for grade K. For example, in "Foundational Skills Teacher Guide Unit 9," the materials consist of lessons explicitly teaching and giving students opportunities to practice writing all of the uppercase letters. Each lesson guides the teacher in modeling the writing strokes, as well as student activity pages for tracing and copying letters.
- The materials include explicit (direct) instruction on the teaching of handwriting skills connected to current student learning. The "Foundational Skills Teacher Guide Unit 3, Lesson 1" includes explicit instruction on the teaching of handwriting skills connected to current students' learning. The students learn how to write the spelling 'm' and read and write simple CVC words that include the spelling 'm' to match a picture. Within this lesson, a section called: "Meet the Spelling Activity Page" teaches students how to properly form the letter m. Instructions on how to model and have students follow the teachers' example.
- The materials include explicit and systematic instruction on the teaching of handwriting that includes teacher modeling and practice opportunities with affirming and corrective feedback. For example, Unit 2, Lesson 1 includes the Cup Practice lesson with the opportunity for the teacher to teach a U-shape to students. The lesson includes instruction on proper handwriting posture. The Activity Page 1.2 includes practice for students.

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

- The materials include frequent opportunities for students to authentically practice and develop handwriting skills appropriate for each grade level. "Foundational Skills Teacher Guide Unit 8" provides an opportunity for students to practice and develop handwriting skills by writing the tricky words taught in the lesson. Students learn ten new tricky words through explicit instruction and practice. Later in the lesson, students practice identifying the letter names, letter sounds, and pronunciation of the words by completing TR 9.1, which has students trace and copy the tricky words using appropriate handwriting skills.
- The materials provide resources for students to authentically practice and develop handwriting skills appropriate for each grade level. The "Unit 8 Pausing Point" in "Foundational Skills Unit 8" includes a handwriting activity page for students to trace, copy, and write double-letter spellings. The "Activity Book" provides three-lined paper for students to use and includes modeling on the proper formation of each letter.
- The materials include activities and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, "Activity Pages" provide handwriting practice and spelling of the sounds of words. The handwriting "Activity Pages" include authentic practice for developing handwriting skills.

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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 include topics around the units, themes, and inquiry-based projects that integrate different content areas, such as science and history. For instance, "RLA Unit 2" covers the knowledge of "The Five Senses." "RLA Unit 4" covers the knowledge of plants and how they grow, and then in "RLA Unit 6," students learn about colonial and Native Americans.
- The materials systematically build topics throughout and over the years so that each year, students broaden and deepen their knowledge of the world. For example, students have a unit with the theme of "America: Our Great Country" in grade K, then build on that knowledge in grade 1 with a unit theme of American Independence.
- Units build knowledge based on the field of the arts. The materials include "RLA Unit 11: Exploring Art: The Beauty We See." This unit introduces students to artists from different periods, countries, and cultures. Students learn about art and some of how artists have explored and understood the world around them. The unit provides a broad overview of different kinds of art and artwork.

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

- The materials systematically build topics throughout and over the years so that each year, students broaden and deepen their knowledge of the world. Within the "Program and Implementation Guide," the materials provide a chart showing the Academic Background knowledge students build year by year. For example, students have a unit with the theme of "America: Our Great Country" in grade K, then build on that knowledge in grade 1 with a unit theme of American Independence. The knowledge progressions of Literature, Science, and History connect from grade K to grade 5. A scope and sequence demonstrate the knowledge building within and across grade levels.
- The materials systematically build topics throughout and over the years to help students deepen their knowledge of a subject. For example, in grade K, students begin learning about literature through Nursery Rhymes and Fables. In grade 1, students engage with literature by sharing different story types. The materials include "Fairy Tales and Tall Tales" in grade 2 to develop literature knowledge. In grade 3, the materials include "Classic Tales." "Contemporary Fiction" is introduced in grade 4, leading up to the introduction of Shakespeare in grade 5.
- Materials provide a scope and sequence to demonstrate the approach to knowledge-building within grade levels. For example, in the "Teacher Guide Introduction of Unit 9, Seasons and Weather," a scope and sequence can be found that demonstrates the approach to knowledge building within the grade K materials.

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

- Units spend extended time on connected knowledge-building topics. For example, in "Course Level Documents," the materials provide a Pacing Scope and Sequence document that outlines the amount of time the students will spend in the unit.
- Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts. For instance, "RLA Unit 4: Plants: How Do They Grow" dedicates sixteen days to building student knowledge of plants. The unit utilizes various texts, including "Johnny Appleseed," "Plants and People," and "Evergreen Trees." Students apply the knowledge learned in various activities and tasks throughout the unit.

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

- Lessons connect by anchoring texts or text sets designed to intentionally build connected student background knowledge over time. "RLA Teacher Guide Unit 11, Lesson 4" provides essential background information and terms for the unit. One of the recommended activities to build connections includes using the text: "A Life Made By Hand: The Story of Ruth Asawa"

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to show students how Ruth grew up on a farm and build background knowledge of what farm life might have looked like. This text will also give students information about agriculture and Ruth's early connection to nature.

- The materials include an overview at the beginning of each "RLA Unit Teacher Guide," showing how the theme or concept occurs throughout the unit and what texts will be utilized to teach the concepts. In RLA Unit 11: Exploring Art: The Beauty We See, all of the texts used surround the art theme and build knowledge through the lesson.

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

- The discussion and writing activities directly relate to the topic. "RLA Unit 11: Introducing Art" encourages students to engage deeply with the content through a research essay. For example, in grade K, students read a text about art before using the writing process to answer the question, how do people make art?
- The vocabulary words listed in the materials tailored to the topic aligned with the TEKS in the content, including relevant terms associated with the subject matter. Students receive multiple opportunities to use newly acquired vocabulary in speaking and writing tasks. For example, in "RLA Unit 5" the unit focuses on farms. The materials include vocabulary instruction across the lessons on words such as produce, collects, and responsibilities.
- The grammar lessons utilize the anchor text as a mentor example. For example, in "Foundational Skills Unit 6," students read in their Picture Reader to read sentences that use the words is and are. Students notice whether only one or more than one thing is being talked about in each sentence to reinforce their understanding that the word is used when talking about one thing and are is used when talking about more than one thing.

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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 units begin with a chart or list of connected topics and skills taught in previous grades (i.e., vertical alignment), which will support students' understanding of the new unit. For example, in the "RLA Unit 2 Teacher Guide Introduction for the Five Senses," the materials explain why background knowledge activates making connections to knowledge for future grade levels, explained in the introduction section titled: "Why the Five Senses are Important."
- Each grade level teaches text structures such as sequential order through grade-appropriate texts, reinforcing previous understandings. For example, in "RLA Unit 6," the teacher and students complete a sequencing "read-aloud/think-aloud" for "Penn's Woods" by using pictures to sequence the events in the text. Students then write captions for the pictures, retelling the story in their own words. In grade 2, students do a similar sequencing activity in "RLA Unit 4" on Activity Page 4.1. The students sequence the pictures of the plant life cycle and then write a caption for each.

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

- The lessons provide teachers with options for supplying background knowledge by making connections to lessons or texts earlier in the unit. For instance, "RLA Teacher Guide Unit 5, Lesson 7" activates background knowledge by reminding students that in a previous Read Aloud, they learned about how farmers plant crops to use as food. In this lesson, students will

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hear a fictional story about a hen that grows wheat as a crop. Students also add information to a "KWL chart" that was started in "Lesson 1" of the same unit.

- The materials provide questions, statements, or activities that activate students' background knowledge before reading each text or at the beginning of each lesson in the RLA units. The questions or activities specifically make connections to topics covered in earlier units within grade K under the section "What Have We Already Learned." For example, in "RLA Unit 10, Lesson 2" prompts the teacher to say: "Remind students that in the last Read-Aloud, they heard about the capital city of Washington, D.C."

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

- Each lesson/unit starts with background information about the main topic for the teacher's benefit. For example, the "RLA Teacher Guide Unit 9, Lesson 1" includes a "Unit Introduction" to provide students with relevant and targeted context using past unit knowledge. It reminds students of what they learned in units 4 and 5 about the four seasons before they read a new story about someone who lives in Washington, D.C., and about the seasons and weather in that city.
- The materials provide videos and illustrations to support student's development of the background knowledge needed to engage with a text. For example, in grade K RLA, all units include a "Flip Book" under the "Unit Resources." The materials provide Flip Books with illustrations that align with the "Read-Aloud" texts. The "Flip Book" contains images that reflect the content in "Read-Aloud" texts and visually support listening comprehension development. Flip Books include photographs, art images, maps, and graphs that help build text connections, particularly when language gaps exist for students.

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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 require students to engage with big ideas, topics, and themes. Within "RLA Unit 1," the materials include a section titled "Comprehension Questions." In this section, students engage with comprehension questions at varying levels of complexity. Students answer questions such as: "What would happen if a plant didn't have roots? What does each part of the plant (particularly roots, stem, and leaves) do to help the plant survive? What would happen if a plant didn't have leaves?" All of these questions engage with the big idea of the unit, "Plants."
- The materials include questions and tasks that integrate knowledge and ideas around recurring topics and themes within a single text and from multiple texts. Students actively respond to questions about the "Pledge of Allegiance" and "America the Beautiful" in "RLA Teacher Guide Unit 10, Lesson 1." Students respond verbally as the teacher shows "Image Cards" and asks the scripted questions. Later in the lesson, the materials provide a discussion about kings and queens by the teacher asking specific questions.

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

- Tasks prompt students to synthesize knowledge across texts within units. "RLA Unit 11 Teacher Guide" provides a culminating task that requires students to demonstrate their

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understanding of the unit topic, "Exploring Art," by making connections across related texts through writing a collaborative class book. Students refer to the Read Alouds previously read and the "Class Category Chart" developed from previous lessons in the unit to determine what they want to write about.

- The material provides students with opportunities to synthesize information from a text, and they apply the knowledge gained from it to their lives and the world around them within the Application activity in each lesson for the RLA units. For example, "RLA Unit 4 Teacher Guide, Lesson 4" includes a section titled "Application." In this section, students apply what they have learned in the text with what they already know about the topic by completing Activity Page 4.1. Students take four images and put them in the correct order of the life cycle of the turnip.
- The materials include tasks and questions that explicitly ask students to connect ideas, compare and contrast information, or apply concepts from one text/unit to another. For instance, "RLA Unit 9, Lesson 1," reminds students that they learned about the season in "RLA Unit 4, Plants: How Do They Grow?" and "Unit 5: Farms: From the Ground Up." The teacher leads students to discuss what they remember about the seasons taught in previous units.
- Questions prompt students to synthesize concepts across texts and lessons. At the end of every RLA unit, a student completes Activity Page UA.1. In this activity, students answer questions about information learned in the lessons within the unit. For example, in "RLA Unit 7," the teacher asks questions using words you have heard in the "Read-Alouds." If the answer is yes, they circle thumbs up. If the answer is no, they circle thumbs down.
- Questions prompt students to synthesize knowledge across texts within lessons. Within every lesson in the RLA Units, the materials include evaluative questions that prompt students to synthesize knowledge. For example, "RLA Unit 9, Lesson 5" prompts students to answer questions such as: "Which season is your favorite season of the year? Why is it your favorite?"

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. Within the "RLA Unit 11 Teacher Guide," the materials provide a culminating task that requires students to demonstrate their understanding of the unit topic, "Exploring Art," by making connections across related texts through writing a collaborative class book. Students refer to the Read Alouds previously read and the "Class Category Chart" developed from previous lessons in the unit to determine what they want to write about.
- The materials include projects that encourage students to generate connections between the unit topic and art through culminating tasks, such as creating sculptures, collages, landscape paintings, self-portraits, or sky frames within "RLA Unit 11 Art Extension Activities."

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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 direct students to deepen their understanding. For example, the Family Support Letter from "RLA Unit 7" invites students to apply new learning beyond the classroom. Unit 7 teaches students about members of the community. The letter promotes opportunities for students to have conversations with family members to continue learning in the community, such as finding out what they can do to help at home and what parts of their community might need their help.
- The materials provide projects or culminating tasks that require or prompt students to extend the topic beyond the classroom. For example, in "RLA Unit 11," the materials include a "Sky-Frame" activity where students create frames from posterboard or other materials. The class goes outside and observes the sky briefly. Then, they look at the sky through their frames. The teacher guides a discussion about this experience, asking them to describe the similarities and differences between looking with and without a frame.

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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. (I)	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.

- Each lesson provides a Vocabulary Chart in the introduction of the lesson identifying tier 1, tier 2, and tier 3 words found in the lesson. Activities in each lesson support students' understanding of the words in a variety of contexts. For example, within "RLA Unit 9, Lesson 1" includes tier 2 words (characteristics, patterns, weather), tier 3 words (season), and multiple-meaning words (cycle).
- The materials include a variety of opportunities for the application of vocabulary acquisition. For example, in "RLA Unit 2," the materials include new vocabulary tier 2 and tier 3 vocabulary words, such as touch and sight. Students first review the words and meanings before reading, and then during reading, the words connect to the pictures in the "Flip Book." Students then do a "Check for Understanding" activity where they point to the individual image of each of the five body parts and the sense that corresponds to that image, such as touch and sight.

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

- The materials include practice and application opportunities with appropriate content supports for teachers to differentiate vocabulary development for all learners. For example, in "RLA Unit 10, Lesson 3" includes support for Emergent Bilingual students to differentiate between a president and a king. Students turn and talk with a partner about the differences and similarities.
- The materials provide practice and application opportunities with appropriate language supports for teachers to differentiate vocabulary development for all learners. In "RLA Unit 6, Lesson 1" includes support for teachers to differentiate vocabulary development for learners. In the sidebar of Lesson 1, "Support" provides below-level learners with images to engage in discussion about the multiple-meaning word "foot." Flip Book Poster 1M shows the definitions and pictures, explaining the different meanings of "foot."
- The materials include opportunities for students to practice vocabulary development in context and language by scaffolding simpler tasks and gradually moving to more complex ones. Thus, allowing a deeper understanding of key academic vocabulary. Within "RLA Unit 3, Lesson 3," students first identify the terms fiction, character, plot, and setting, then have students use the content-related words in complete sentences (e.g., "A main character in a story is who the story is about.").

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

- The materials provide a variety of ways in which students engage in academic vocabulary. For example, students could act out the vocabulary word, use a Making Choices activity to follow up, word work, or use new vocabulary in their writing assignments. For example, in "RLA Unit 3," the materials provide a Key Vocabulary Brainstorming activity in the Pausing Point section. Students receive a key unit concept or vocabulary word such as long. Students brainstorm everything that comes to mind when they hear the word. They record their responses on chart paper, a chalkboard, or a whiteboard for reference and then review the definition and context of the word from the "Read-Aloud."
- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. For example, within "RLA Unit 5, Lesson 3" includes a "Multiple-Meaning Word Activity" for the word feed. Students first get reminded of the mentor sentence that the word feed was used in. Students then hear the word feed used in two definitions. Students hold one or two fingers to indicate which image on the poster shows which meaning. Students get divided into pairs and discuss what they think of when they see the picture.

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

- The materials include nonverbal teaching techniques to support students in the acquisition of academic vocabulary through images. For example, in "RLA Unit 2," Lesson 1 uses Image 1A-1: Five photos depicting senses to check for understanding. The teacher points to an individual image of each of the five body parts, and students identify the sense that corresponds to the image.
- The materials provide explicit nonverbal teaching techniques and effective use of visual design to enhance vocabulary acquisition in tier 2 and tier 3. For example, in "RLA Unit 3," students view the image of students hiding in the "Flip Book" as the teacher reads the read-aloud.

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Knowledge Coherence

6.B.1	Recursive Inquiry Process	8/8
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	K-1 <ul style="list-style-type: none">• Materials support students in identification of relevant sources based on their questions. (S)• Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research.	4/4

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 support students in the identification of relevant sources based on their questions. Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research.

Evidence includes, but is not limited to:

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

- The materials support instruction for students to generate questions for inquiry. "RLA Teacher Guide Unit 11, Lesson 5" includes a writing lesson where students generate questions for research using a "KWL chart." In the activity, the teacher displays a class "KWL chart," and with assistance, students generate questions about art that they want answered. The teacher models how to determine if a question is a good research question or not. Once the questions occur on the "KWL chart," students vote on which question they want to research through the rest of the unit.
- The materials support instruction for students to ask and generate questions. For example, the "Grade K Teacher Guide Unit 2, Lesson 7" prompts the teacher to ask students to share any questions they might have about the Read-Aloud topic.
- The materials include information and resources encouraging students to ask open-ended, clarifying, probing, and reflective questions to engage in inquiry processes. For example, in RLA Unit 5, Lesson 3 has questions for the teacher to prompt student discussions. The last bullet point question includes: "What do you wonder about chickens?"

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

- The materials support instruction for students to generate and follow a research plan in "Grade K RLA Unit 9". Beginning in Lesson 1, with adult assistance, students generate a research plan to learn more about weather within the areas of the unit. Throughout the rest of the unit, students follow the research plan to gather and understand information by using a graphic organizer, as well as recording learned information in a weather journal.
- The materials offer age-appropriate activities and resources for students to create and demonstrate proficiency in elaborating research plans with adult guidance. For example, in "RLA Unit 11," students focus on research and inquiry using information from the texts in the "Art Read-Alouds." They learn to follow a research plan, identify a question to guide their inquiry, research facts and information to help them answer the question, organize their information, and share what they have learned. Students use a "KWL chart" to collect information they know, wonder, and have learned about art. They use this chart to identify a question about art that they will research throughout the unit. They then conduct this research, organizing it and using it to create a page for a class book.

Materials support students in identification of relevant sources based on their questions. (S)

Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S)

- The materials include multimodal resources to help students organize, find, and communicate their learning or research findings. For example, "Grade K Teacher Guide Unit 11, Lesson 12" includes digital resources to guide and model how to conduct research. The teacher displays the Research Model and reviews the research question. Students will read the text, look for facts or answers to their questions, and use these ideas to plan for writing the class book.
- The materials support students in the identification of relevant sources based on their questions. "RLA Unit 11, Lesson 4" reviews research, modeling how students read and look at books and other sources to learn more about a topic. This also helps students answer questions. When students investigate something to learn more, they complete research. Students learn about the research steps and complete their graphic organizer to prepare them for their research project.
- The materials support student practice in communicating ideas and information using multiple media following the purpose of the research. For example, in "RLA Unit 11, Lesson 15," students share their research projects in small groups.

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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 use a variety of genres, as required by the grade K TEKS. "RLA Unit 1" and "Unit 3" specifically use Nursery Rhymes, Fables, Fairy Tales, and Folktales, while Units 2, 4, 5, 6, 9, 10, and 11 use informational text to teach each unit. Persuasive texts are used in Unit 8, and Units 3 and 10 utilize multimodal or digital texts.
- According to the "Program and Implementation Guide," the materials explicitly address the multigenre strand of TEKS through an array of texts, including literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. Moreover, text types in the instructional program serve as anchors for the 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. For example, the grade K materials include big books and digital copies of "Flip Books" that can be used on a smartboard or projected on a screen.

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

- The "Program and Implementation Guide" includes information about the Student Readers provided in the materials. The guide states, "Student Readers in the program represent grade-level text with embedded supports to help students recognize familiar patterns they have learned." The student readers are utilized in each "Kindergarten Foundational Skills" unit.
- The "Program and Implementation Guide" includes information about the Text Types included in the program. "Read-Aloud" texts from the grade K RLA units 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.
- The read-aloud and shared reading texts used as core texts are at or above the complexity of the grade level. The grade K materials include read-alouds that are above grade level to help expose students to complex language structures, vocabulary, and ideas. For example, in "RLA Unit 8, Read-Aloud" from "Kings and Queens" will provide students with key background information on the nature of monarchy.

Texts are well-crafted and are of publishable quality.

- Within the grade K RLA units, the materials include well-known, previously published literature, including nursery rhymes and folktales, such as: "Jack and Jill," "Twinkle Twinkle Little Star," "The Three Little Pigs," and "Goldilocks, and the Three Bears."
- The language of grade-level informational texts in the materials reflects the rich vocabulary and language appropriate to the discipline they represent. The grade K RLA materials include the use of previously published trade books, such as *A Life Made By Hand: The Story of Ruth Asawa* by Andrea D'Aquino in Unit 11. The book represents art, and students describe the kinds of art from the trade book.

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

- The "Grade K RLA Unit 3 Teacher Guide" utilizes traditional, classic stories to acquire an understanding of the elements of a story, such as "The Three Little Pigs" and "Billy Goat Gruff." In "Unit 6," diverse texts are utilized to examine the purpose of informational text and its features by reading stories about Native Americans and colonists.
- The materials include texts used within units to expose students to content while building background knowledge, conceptual knowledge, and academic knowledge. In the grade K program, students will explore varied text types to explicitly build background and conceptual knowledge that augments academic knowledge.
- The materials include diverse text across multiple content areas. For example, the "RLA Unit 2 Teacher Guide" includes read-alouds in each lesson that cover scientific topics such as the

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human body. In "RLA Unit 6," the materials include read-aloud in each lesson that covers historical topics such as Native Americans and colonists.

- The materials include contemporary texts across multiple content areas. For example, in "RLA Unit 8," the materials include a culminating activity that has students watch short videos and view pictures of contemporary royal families. Students then discuss how today's royal families are similar and different from the royal families they have discussed in the unit.

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

- The materials include authentic grade-level texts that are age and ability-appropriate. For example, in "RLA Unit 1," the materials include nursery rhymes such as "Itsy, Bitsy Spider," "Hickory, Dickory, Dok," and "Jack and Jill."
- The grade-level materials include authentic informational and literary texts that connect real-world concepts to students' personal and cultural experiences. For example, in "RLA Unit 7," students will begin the "Serving Our Neighbors" unit by learning about the basic idea of serving others as described by the "Golden Rule," followed by a series of explorations of how they can serve others at school, at home, and in their neighborhood.
- The Program incorporates letters to families explaining the unit overview. These letters encourage families to speak about unit themes and ask students about new learning. Families can bring in background knowledge about the topics and support the learning of content, vocabulary, and language development. While students explore culturally rich topics and texts within the units, they can build connections at home with their families.
- Texts include content that authentically reflects students' backgrounds and experiences. Within the "Culminating Activities" in "RLA Unit 3," the teacher reads a story from one of their students' home cultures. If students are familiar with the story, they can choose to tell the story with you. After reading the story, talk about its characters, settings, and plot.

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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. For example, in the "RLA Unit 7 Teacher Guide," the materials include a read-aloud about "The Golden Rule." After reading the story, students complete "The Golden Rule" Idea Web, brainstorming a list of ways they can show kindness and help others.
- The student texts in materials include questions that require students to apply their understanding of the text through listening, speaking, and writing or drawing (i.e., structured discussions, written responses, creating multimedia presentations, or solving problems inspired by the text). For example, the "RLA Unit 8 Teacher Guide, Lesson 9" includes a read-aloud about "Princess Yennenga: A Warrior with a Dream. Students" where students respond by illustrating and describing the characters, setting, and plot of the story "Princess Yennenga: A Warrior with a Dream."

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Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)

- Within "RLA Unit 5 Teacher's Guide, Lesson 1" includes resources for teachers to facilitate effective discussions and provide guidance on probing questions, such as "What is a farm and why are farms important? The materials include strategies to encourage deeper thinking and analysis in the "Challenge" sidebar, such as "Have students think of other types of shelters."
- 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. For example, the "RLA Unit 3 Teacher Guide, Lesson 2" includes literal, inferential, and evaluative questions. The questions include: "Who are the characters in this story? What is the plot of the story? Which one of the three pigs do you think is the smartest?"
- 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. For example, in "RLA Unit 3, Lesson 3" students read about The "Three Billy Goats Gruff." Students listen to the story and answer questions, then in the Application section, students retell the story by placing images on a slide and using sequencing words such as then, next, and finally.

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

- "RLA Unit 3, Lesson 4" contains a discussion protocol that includes clear guidelines for each discussion format (partner, small group, whole group) to ensure productive and inclusive discussions using academic/newly acquired vocabulary while addressing specific aspects of the text. For example, after reading "The Wolf and the Seven Little Kids," students discuss with a partner why "The Wolf and the Seven Little Kids" mirrors a folktale.
- The Teacher's Guide in the "RLA Unit 3" materials contains varied activities (such as role-playing and class books) to promote engagement and understanding of specific elements of the text (fiction, plot, characters). The students read "Goldilocks and the Three Bears" and engaged in a structured discussion to determine the characters and setting.

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

- The materials include regular reading response prompts, providing students with the opportunity to show and deepen their comprehension through written expression and drawing. For example, in "RLA Unit 2," when studying the sense of hearing, the materials include guided response prompts such as, "Is an alarm clock quiet?" "Is a dog barking loud?" Students then draw other examples of loud and quiet noises in a column.

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- The Teacher’s 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. For example, "RLA Unit 2, Lesson 6" includes a read-aloud about "The Sense of Touch." The materials include a guided discussion to allow students to compare textures such as soft, rough, bumpy, slippery, hard, or sharp. Students then draw something with a certain texture and circulate the room to ask questions.

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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 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-aloud, and sentence frames.). The "Grade K Foundational Skills" Units introduce decodable "Student Readers" in Unit 6. Each student receives a copy of the reader to begin independent reading. The materials include "Big Books" for the teacher to model the reading process by presenting each story as a demonstration. Each lesson provides teacher guidance and support to ensure all students have vocabulary support and questioning ideas. For example, "Core Vocabulary" is identified in each lesson, with simple definitions to ensure the teacher has the necessary understanding of each word.
- The embedded scaffolds help to ensure that all students have access to the same level of rigor. For example, the materials suggest that teachers ask students to turn and talk after asking comprehension questions so that every student has a chance to discuss the text. For example, in "Unit 2, Lesson 1," the materials include Think-Pair-Share questions after the read-aloud and provide support for accessing the text. Other examples include the core connections think-aloud activity in "Unit 2, Lesson 1," which includes sentence frames and asking questions about each item using the senses.
- The materials include teacher guidance for activating prior knowledge so students start making connections to the text and knowing when to scaffold students' access to the grade-level texts. For example, in "RLA Unit 9 Teacher Guide Unit," the material includes a story titled "Meteorology" as a read-aloud. The materials suggest that the teacher models making predictions through a think-aloud. The materials direct the teacher to ask for predictions about different types of people who depend on meteorologists' predictions of the weather.

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Then, throughout the story, the materials keep guiding the teacher by providing the teacher with statements to get the students thinking and making connections, such as making connections to how weather can affect their plans for the day.

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

- The materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts In each lesson. For example, the materials recommend small groups during the "Reading" portion of the lesson. The program offers suggestions for two groups. Group one includes students who have shown proficiency in the learned skill and provides opportunities for students to read independently or with a partner. The materials include an activity page that corresponds with the story that students complete independently. The material includes additional activities, such as rereading previous stories, for students who finish early. Group two includes students who need support and work closely with the teacher to read the story and complete the activity page.
- The materials include explicit guidance at the lesson and unit levels that provides different instructional strategies and resources that target diverse students' needs. Lessons throughout the "Grade K Foundational Skills Units" include additional opportunities to support teachers in differentiation for their students based on individual needs throughout the lessons. To support students who demonstrate proficiency, teachers may provide embedded opportunities for enrichment, labeled "Challenge," found in the sidebar of each lesson. For example, in Foundational Skills Unit 3, Lesson 1 includes a challenge for students who can readily identify words beginning with /m/ and words that end with /m/.

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Text Quality and Complexity

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

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

Evidence includes, but is not limited to:

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

- The materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement. The "Student Readers" and "Big Books" provided in the "Grade K Foundational Skill" units include an "About the Book" section at the end of each book. This section identifies the readability level and the "Code Load" for each book, as well as specific spellings and "Tricky Words" that students recognize and other topics in the unit the reader accompanies.
- Within the "Program and Implementation Guide, Read-Aloud Texts" section, the materials provide information about text complexity and how it applies to anchor texts used for interactive read-aloud. The practice materials become increasingly more strategic with independent reading selections to develop reading comprehension skills.
- The unit overviews provide a rationale for the read-aloud and shared reading core texts, along with quantitative and qualitative analyses. For instance, the introduction section of "Grade K, RLA Teacher Guide, Unit 3" explains: "By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story, including characters, plot, and setting. This unit will help students develop an awareness of language to help them become both better writers and readers."
- The unit overviews include the rationale for the read-aloud and shared reading core text, along with the quantitative and qualitative analysis. For example, within the "RLA Unit 1 Teacher Guide," the introduction section states, "Traditional rhymes help students learn vocabulary and build phonemic awareness. By listening carefully to nursery rhymes and reciting them by heart, students develop an awareness of language that will help them become better readers and writers. Because nursery rhymes involve everyday activities, kindergarten students can relate to them."

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

- The materials provide charts with information about the quantitative and qualitative features of the core texts. At the beginning of each unit, the materials include specific details about the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, and the knowledge demands of the text. For example, within the "RLA Unit 3 Teacher Guide," the materials introduce students to classic fairy tales and folktales, helping them identify story elements like characters, plot, and setting, fostering an appreciation for stories from various cultures. It includes eight daily lessons split into smaller segments: a "Pausing Point," a "Unit Review, an Assessment, and Culminating Activities." The teacher needs Instructional materials such as a Flip Book, Image Cards, Activity Book, and digital components. The unit builds content knowledge and supports cross-curricular connections to social studies. The materials integrate Core vocabulary into lessons and activities designed to enhance students' understanding and usage. Writing activities focus on retelling stories, sequencing events, and comparing characters. Independent reading and guidance help students choose texts appropriate for their reading level.
- The core text has the appropriate level of complexity concerning the student task. For example, in "RLA Unit 2 Teacher Guide, Lesson 7," the teacher facilitates students with making mental images and guides scaffolding of the vocabulary in the text. The students create a mental image of the disease that Ray Charles had in the Read-Aloud.

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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.

- Texts designated for read-aloud are at or above grade-level complexity and are age-appropriate. According to the "Program and Implementation Guide," Read-Alouds aid in closing the reading comprehension gap for learners. Fundamentally, students' listening comprehension outpaces their reading comprehension until age thirteen. Therefore, the materials provide lessons that have been strategically structured to ensure students have the opportunity to listen to and engage with interactive Read-Aloud texts that build knowledge around content. The materials include read-aloud texts in each unit, and they have a text complexity level two grades higher than that of the students, so they have the experience of comprehending complex texts orally before doing it independently.
- Texts designated for read-aloud contain a variety of structures with appropriate scaffolds. Within "RLA Unit 9, Lesson 6" includes the read-aloud "The Grasshopper and the Ants," a fable about different seasons. This literary text has the complexity levels of "Aesop's Fables" but is still appropriate for grade K. During this read-aloud, the materials offer a Support sidebar and Check for Understanding to help sequence and recall events in the story.
- Texts designated for shared reading are at or above grade-level complexity, are age-appropriate, and have a variety of structures with appropriate scaffolds. Within Foundational Skills Unit 5, the teacher uses Ox and Man to demonstrate reading first. Students then join in by reading the text aloud to the teacher. Students count the words and talk about how there's a space between words. The students receive scaffolds during shared reading, such as

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modeling how to run their fingers beneath the words to read from left to right and top to bottom. The materials state, "For additional support and to help individual students with a left to right directionality, the teacher may wish to place a large green 'start start' on the left of the student's desk and a large red 'stop dot' to the right."

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

- Texts designated for independent reading have a range of complexity levels for students to practice reading independently. Within the "Program and Implementation Guide," the RLA at a text level complexity level is two grades higher than that of students so that they have the experience of comprehending complex texts orally before doing it independently. For example, in "RLA Unit 7 Teacher Guide", the materials introduce students to the story "The Golden Rule" through a "Read-Aloud." Students listen carefully to the story as the teacher reads and pauses to discuss details and make connections.
- The "Grade K Foundational" materials include student materials, such as student readers, picture readers, and activity books. In the "Picture Reader," students practice the skills learned in the unit. For example, Foundational Skills Unit 3 introduces the "Picture Reader" in Lesson 13 to present one tricky word at a time.
- The materials include texts designated for independent reading with varying complexity to support readers at, above, and below grade level. For example, in the "Grade K Unit 2 Pausing Point," an activity for "Self-Selecting Text" can be found. The materials provide an example of a classroom set-up designated for practicing independent reading. The lesson guides students in selecting books from different levels and genres from the classroom library.
- The materials include texts designated for independent reading with varying quantitative measures, such as Lexile levels. For example, in the "Grade K Unit 10, Lesson 6" Application section, "Gathering Information," an opportunity for students to use trade books and other resources to gather information about different animals for their research projects can be found. For example, the teacher models using trade books like "Shark Lady" with a Lexile of 730L. The teacher encourages students to work independently using second or third sources.

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

- The materials include a plan for students to self-select high-quality texts and read independently for a sustained time. The materials provide an Independent Reading Guide from grade K to grade 5. The guide includes a detailed plan and tools for students to become successful and engaged independent readers. Tools provide help for students to evaluate and select texts on their own, learn to select reading materials based on their interests, and become decision-makers to help guide their own educational progress. The Independent Reading Guide includes a graphic, "Seven Steps to Implementing a Successful Independent Reading Program," which details the seven steps in an easy-to-read format for the teacher.

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Proceeding the graphic details for each step, including instructions on what the teacher can do in their classroom to create a successful Independent Reading Program.

- The Independent Reading Guide includes a seven-step plan for students to self-select high-quality texts. The seven steps include: 1) create a designated time, place, and routine for independent reading; 2) monitor, assess, and encourage reading experiences; 3) equip students to engage, interact, make good choices, and be accountable; 4) provide regular opportunities for conferencing and interaction with students; 5) maintain regular communication with parents, guardians, or other adults; 6) helps students set achievable goals and monitor outcomes; and 7) celebrate reading achievements.
- The materials include a plan for students to self-select high-quality texts. The activity of self-selecting texts in the Unit 8 Pausing Point for independent reading directly supports foundational reading skills in K-3 students by fostering autonomy and interest-driven habits. Students choose books based on their preferences, encouraging deep engagement with the material and enhancing comprehension and fluency. Insert evidence narrative for guidance here.

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Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials include text-dependent questions, which require students to use evidence from the text to demonstrate comprehension and justify their thinking. The materials ask students to use information directly from texts to justify their responses to questions in all units. For example, "RLA Unit 3, Lesson 2" requires students to answer the question and then justify how they answered the question. The materials ask, "Which one of the three pigs do you think is the smartest? Why?"
- The materials provide text-dependent questions that require students to use evidence from the text to justify their thinking and support claims. Students use text evidence to answer text-dependent questions about thunderstorms in "RLA Unit 9, Lesson 7." In the Read Aloud, students listen carefully to "Safety in Storms" and listen for what they should do next time they encounter stormy weather. After the read-aloud, students use evidence from the text and answer questions, such as, "What is the central idea of the read-aloud?" and "Use details or information from the text to describe some characteristics of a thunderstorm."
- The materials include text-dependent tasks, which require students to use evidence from the text to demonstrate comprehension and justify their thinking. Within "RLA Unit 4, Lesson 2"

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requires students to label the parts of a plant and identify its function, using core vocabulary from the text "Plant Parts." After the read-aloud, students complete Activity Page 2.1 and complete the task.

- The materials ask students to use information directly from texts to justify their responses to questions. For example, in "RLA Unit 3, Lesson 6, Teacher Guide," the students will review all previous stories read in this unit about fairy tales and folktales. In the lesson, the students answer the question about their favorite character with the sentence frame "My favorite character is ____ because ____." The sentence frame is used to aid in a discussion about the main characters. The first part of this sentence is an opinion about the past text, and then after the word "because" the students justify their thinking.

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

- The materials include questions and activities for students to explain and give evidence of how the author uses language to influence the reader. During the Read-Aloud of "Helpers in Room 14," students use text evidence to determine important information from the story and support answers. In "RLA Unit 7, Lesson 2," the teacher asks questions while reading. For example, while reading page one, the teacher pauses and asks, "How do you think the students and Mr. Hernandez will help each other?" Students refer to the text and images to answer the questions.
- The materials include questions and tasks that support students with identifying evidence that shows the relationships between details in texts and how the organization supports finding key ideas. For example, "RLA Unit 4, Lesson 7" includes students identifying the key idea of Johnny Appleseed's story. Students answer comprehension questions after the read-aloud, such as "Why is the story of Johnny Appleseed important?" Students then move to the application section of the lesson, where students review the images from the read-aloud and explain what's happening in each picture.
- The questions and tasks require students to use text evidence when evaluating the author's craft. For example, "RLA Unit 9, Lesson 8" requires students to Think-Pair-Share with a question, "The author said that predicting the weather is important. How did the author show that predicting weather is important?"
- The materials include questions and tasks that require students to use text evidence when evaluating key ideas, details, and structure. For example, "Unit 2, Teacher Guide, Lesson 5" includes the Application section, which allows the students to use text evidence to identify the details in the read-aloud.

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

- The materials include tasks that require students to support claims and justify thinking through a variety of strategies. For example, "RLA Unit 10, Lesson 1" includes an "Exit Pass" activity that allows students to orally compare kings and queens to presidents. Students use evidence from past units about kings and queens and knowledge learned from the text "Our Country, Our State, Our Pledge, Our Flag" to justify their claims.
- The materials contain questions and tasks that require the students to support their claims and justify their thinking by paraphrasing and summarizing what they have read. For example, "RLA Unit 3, Lesson 3" requires students to answer questions that require summarizing or paraphrasing the read-aloud. Students recreate the story of "The Three Billy Goats Gruff," using images from the story and dictating one or two sentences to summarize the event for each image.
- The materials contain questions and tasks that require the students to support their claims and justify their thinking by discussing key ideas in evidence from the text. For example, "RLA Unit 4, Lesson 7" includes students identifying the key idea of Johnny Appleseed's story. Students answer comprehension questions after the read-aloud, such as "Why is the story of Johnny Appleseed important?" Students then move to the application section of the lesson, where students review the images from the read-aloud and explain what is happening in each picture.

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

- The materials include questions and tasks that are designed at different levels of complexity. Every lesson in the materials includes a section titled "Comprehension Questions." In this section, three levels of questions are literal, inferential, and evaluative. For example, "RLA Unit 4, Lesson 7" includes literal comprehension questions and then progresses to inferential. The teacher starts by asking where Johnny Appleseed got apple seeds for planting, then progresses to asking students how the apple seeds Johnny planted helped people.
- The materials provide questions and tasks at different levels of cognitive complexity to help students develop their reading and writing skills. For example, "RLA Unit 5, Lessons 7 and 9" includes sequencing. "Lesson 7" has students use drawing to retell the main events of the story and to review the farming jobs associated with each season. "Lesson 9" increases the complexity where students have to sequence the images on Activity Page 9.1 independently.

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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. (T)	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. (T)	2/2

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

Evidence includes, but is not limited to:

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

- The materials include structured prompts and examples that demonstrate effective writing styles using textual evidence. Within "RLA Unit 9, Lesson 7" provides explicit instructions to support the teacher in modeling how to identify relevant text evidence through the read-aloud: "Safety in Storms." Students use text evidence to describe the characteristics of a thunderstorm and how to stay safe during dangerous weather. The "RLA Unit 9 Teacher Guide" materials provide instructions for the teacher to "Use Evidence: What is the central idea of the read-aloud? (Answers may vary but may include the central idea of how to stay safe during thunderstorms.) Use details or information from the text to describe some characteristics of a thunderstorm. (Answers may vary, but may include that some characteristics of a thunderstorm include heavy rain, thunder, lightning, and strong winds.)"
- The materials include guided practice activities in which students can work through examples with the support of the teacher. For example, materials within "RLA Unit 8 Domain Review" from the "Teacher Guide" include using a Venn Diagram for students to compare and contrast their own families with royal families. Students will identify story elements, including characters, setting, and plot, through drawing. They will also practice sequencing events for the beginning, middle, and end of stories with assistance from the teacher.

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 teacher guidance to support students through structured discussions that guide students in organizing their thoughts and responses. This could include discussion protocols, sentence starters, or structured question formats. For example, "RLA Unit 2,

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Lesson 4" includes opportunities for the teacher to practice sorting pleasant and unpleasant odors with students by modeling an example and giving sentence frames for students to practice with, such as "I like the smell of ____." Students then provide an oral statement describing the sense of smell.

- The materials include suggested text-based discussion prompts, guidance, and strategies for facilitating discourse among students. For example, "RLA Unit 6, Lesson 8" includes suggested text-based discussion prompts, guidance, and strategies for teachers to use during the read-aloud: "The Founding of Penn's Woods." Students turn to a partner and tell them about a time they experienced a situation in which someone acted in a way that demonstrated peace. The text says to "[Ask two or three students to share. For support, give them the sentence frame "I saw someone showing peace when..."]" is provided to guide teachers during the discussion."
- The materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussion using academic vocabulary. For example, "RLA Unit 9, Lesson 1" includes the Word Work activity that engages students in activities that require them to use academic vocabulary. The materials say, "Describe some characteristics of the person sitting next to you. Try to use the word characteristics when you describe your neighbor. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Some characteristics of are..."]"

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Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	5/5
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)	N/A

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.

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 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. For example, in "RLA Unit 8, Introduction," the materials explain that many of the fictional rhymes, poems, and stories in this unit include classic, well-loved tales, including "King Midas and the Golden Touch" and "Cinderella," along with less well-known legends. Students will write, revise, and edit their sentences in "Lesson 6," mirroring the stories they have listened to.
- The materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS. "RLA Unit 2, Lesson 7" uses a mentor text about someone who is blind to assist students with retelling the story of Ray Charles' life. The teacher reads "Ray Charles," a biographical story. Students create a timeline to show the different events that happened in his life according to the story.
- The materials include mentor texts that serve as models for students to compose a variety of texts. For example, "RLA Unit 1, Lesson 7A" includes the fable "Hickory, Dickory, Dock." During

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the Read-Aloud, the teacher models the beginning, middle, and end of the story. Next, students sequence the events of the story to compose an illustration of the events of the story.

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

- The materials provide the students the opportunity to compose literary texts in "RLA Unit 8, Lesson 4." Students organize ideas and draft a story about "Old King Cole." A shared writing approach develops the story, with the purpose of ensuring the story has genre-specific characteristics, such as a beginning, middle, and end. Support assists students with drafting, developing, and modeling grade-level conventions.
- The materials include opportunities for students to compose literary texts for multiple purposes and audiences. For example, "RLA Unit 1, Lesson 2" guides the teacher to have students compose a narrative text with a beginning, middle, and end.
- The materials contain resources to guide students in writing, such as rubrics. For example, "RLA Unit 11, Lesson 15" provides an Editing Checklist for students to utilize. The "Editing Checklist" includes capitalization of the beginning of sentences, capitalizing names, and using punctuation marks at the end of sentences.

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. Students write informative sentences about how they can help at home in "RLA Unit 7, Lesson 3." Students record facts from the read-aloud in a graphic organizer with the purpose of generating ideas that describe different ways to help at home. Support assists students with modeling grade-level conventions, such as complete sentences, capitalization, and punctuation.
- The materials include opportunities for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. Within "RLA Unit 11, Lesson 14" directly provides students with explicit opportunities to compose informational texts. As students draft their pages for the class book, they organize their research findings into coherent sections, adding details and revising their drafts to enhance clarity and interest. The lesson emphasizes genre-specific characteristics of informational writing, such as the need for clear structure, factual accuracy, and detailed explanations.
- The materials provide opportunities for students to compose informational texts for multiple purposes and audiences. For example, "RLA Unit 9, Lesson 1" requires students to keep a weather diary over the course of the next week to track the weather on a daily basis. With assistance, students use locally approved resources or reference sources to locate images and information to illustrate the observations they make in their weather diary.

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[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 the grade level.

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

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

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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. For example, in "RLA Unit 11, Lesson 8," the materials include a model for the teacher to draft a writing. Additionally, the "RLA Unit 11, Unit Application" sections build on students' prior knowledge of writing and provide opportunities to revise and edit text with teacher assistance.
- 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. For example, "RLA Unit 7, Lesson 7" gives students the opportunity to share their writing in an activity called "Community Helper Riddles." Students create riddles with teacher assistance and share them with classmates. The teacher displays the riddles for students to read again and again.
- 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. For example, "RLA Unit 11, Lesson 5" has students plan by generating ideas for writing through class discussion and drawings. Students use Activity Page 5.1 to plan their writing by brainstorming ideas using facts and details they find that answer the research questions they previously came up with.
- The materials support students' use of the elements of the writing process to compose text, which includes an age-appropriate progression in the conventions of writing. "RLA Unit 11, Lessons 14 and 15" builds on students' research skills by guiding them through the steps of

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organizing and drafting their informational texts. The lesson begins with a review of the research plan steps (ask a question, find answers, organize, share) and the writing process steps already covered (planning, brainstorming, organizing). Students finish organizing their gathered information into categories on a class chart and begin drafting their pages for a class book. This involves selecting facts from each category and adding details to create an engaging and informative narrative. The lesson includes teacher modeling, where students learn to share their findings by organizing information into a clear draft. Students work independently or with partners to draft their pages, ensuring they incorporate details and interesting information. The lesson aligns with the writing process elements of organizing ideas, drafting, and revising to enhance clarity and interest. It also emphasizes the importance of editing for capitalization and punctuation, preparing students to share their work effectively. Finally, students share their drafts with peers and compile their work into a class book, reinforcing the progression of writing conventions and effective communication of research findings.

Materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)

- The materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process. The materials provide explicit instructions to model how to share a published piece of writing in "RLA Unit 10, Lesson 3." The text guides the teacher in distributing Activity Page 2.1, dividing the class into pairs, and having students exchange papers. Explicit instructions on how to prompt students to suggest at least one detail to be added and to give their partner one compliment about their published piece.
- The materials include guidance for the teacher to provide explicit (direct) instruction to model each element of the writing process (planning). Within "RLA Unit 11, Lesson 5" provides guidance for the teacher to provide explicit instructions to model generating ideas for writing through class discussion and drawings. Students have previously developed research questions about art. The teachers explain to students, "Just as they planned and chose their research question, they will also plan their writing by brainstorming ideas using facts and details they find that answer the research question." The teacher distributes Activity Page 5.1 and models how to plan writing by brainstorming ideas using facts and details that answer the research questions they previously came up with. A sample completed Activity Page 5.1 provides additional support.
- The materials provide direct and explicit guidance for teachers to model planning for writing. For example, "RLA Unit 11, Lesson 14" includes a "Teacher Guide" section titled "Drafting," which guides the teacher to provide direct instruction to modeling the drafting phase of the writing process. The teacher supports students during the writing process through conferencing and revising their facts and information about the beauty of art.
- The materials include "RLA Unit 8, Lesson 4: Old King Cole," which aligns with the requirement for materials to guide teachers in providing explicit instruction and modeling each element of

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the writing process, including planning, drafting, revising, editing, and sharing/publishing, while also supporting students through conferencing and revising. In the syntactic awareness activity, the teacher models drafting and revising by guiding students in constructing compound sentences, helping them edit for coherence. The writing activity furthers this by having students plan and draft a literary text about "Old King Cole," with the teacher modeling sentence construction and emphasizing writing conventions. Throughout the lesson, the teacher provides individualized support and feedback, conferencing with students and guiding them on grade-level writing conventions. Finally, students independently illustrate their stories, which enhances the sharing/publishing phase. Overall, the lesson offers explicit guidance and support for each stage of the writing process.

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Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- The materials provide teachers with opportunities to focus on sentence structure. "RLA Unit 6 Teacher Guide, Lesson 6" provides an activity for students to edit drafts using complete sentences and correct capitalization and punctuation. The materials provide guidance with explicit instructions on how to support students as they edit their sentences. For example, the teacher is instructed to: "Display the draft previously prepared on chart paper and read it to the students. Point to the first item on the checklist and ask students if they see any errors in capitalization. Guide students to find the errors and show them how to cross out the mistakes and write the corrections above them on the draft."
- The materials include guidance for teachers to provide explicit instructions on sentence-level writing, with a focus on vocabulary. For example, in "RLA Unit 6 Teacher Guide, Lesson 7" includes vocabulary words used from the "Read-Aloud" in the lesson, "The Iroquois Confederacy," and includes snap and democracy. The materials provide instructions for the teacher to say: "Tell students to make a sentence for each meaning of the word snap with their neighbor. Remind them to use complete sentences."
- The materials provide guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on syntax. "RLA Unit 5 Teacher Guide, Lesson 3" includes an activity with an understanding of the phrase: "The early bird gets the worm." The teacher goes over the saying, "The early bird gets the worm." The materials guide the teacher to review the

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saying with students and then give students examples of the saying such as arriving early for the movies, which allows enough time to get a ticket.

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)

- Upon writing, starting at the sentence level, materials include guidance for teachers to provide explicit (direct) instruction in writing building to compositions according to grade-level TEKS. "RLA Unit 3 Teacher Guide, Lesson 3" includes a shared writing activity for students to retell events in literary texts and edit writing using standard English conventions. The teacher gives explicit guidance on how to support students as they begin with sentences and build a composition by using words such as "then, next, and finally" to sequence the events of the story. The teacher's guidance is very direct; for example, the teacher's instructions are as follows: "Explain that first, they will need to introduce the characters and setting. After discussing what should go on the first slide, type in a few brief sentences, leaving room on the slide to add an image later."
- The materials provide guidance for teachers to provide systematic instruction in writing, starting at the sentence level. For example, in "RLA Unit 8 Teacher Guide, Lesson 6" offers an activity that begins with the teacher modeling how to choose a person from a list and write a sentence about their wisdom. The process is modeled with a think-aloud to demonstrate planning out a sentence, and explicit guidance is given to support the teacher. Students independently write their own sentences on Activity Page 6.1.
- The materials include guidance for teachers to provide systematic instruction in writing starting at the sentence level. Within "RLA Unit 7, Lesson 3" includes a section called "Two-Column Chart: Ways to Help at Home." The materials include modeling for the teacher to explicitly instruct students on how to form a complete sentence by putting spaces between the words, capitalizing the first letter of the sentences along with any proper nouns, and putting the correct punctuation at the end of the sentence.
- The materials provide direct and explicit instruction on writing paragraphs and multi-paragraph compositions. For example, "RLA Unit 11 Teacher Guide, Lesson 3: Creation" provides teachers with systematic, direct, and explicit instruction to develop students' writing skills from the sentence level to compositions. The lesson begins by guiding teachers to model sequencing events from a story, using a graphic organizer to help students understand the order of events. This instruction supports sentence-level writing by emphasizing the importance of sequencing. Teachers then model how to create detailed drawings and write complete sentences as captions, reinforcing the concept that a caption is a complete thought with a subject and verb.

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

- The materials provide direct and authentic examples of sentence-level writing that increases in complexity for teachers and students to discuss and analyze in whole or small-group settings. Throughout the Kindergarten Foundation Skills Units, the materials include opportunities for students to engage in explicit and systematic lessons that engage students in increasingly complex sentence writing. Within "RLA Unit 5 Teacher Guide, Lesson 14" includes a teacher demonstration that addresses how stories are made up of sentences that begin with an uppercase letter, end with a period, and use spaces to separate the words. Later, "Unit 6" introduces verbs, adjectives, and models, and in "Unit 7," students engage with writing prepositional words.
- The Kindergarten RLA units provide opportunities for students to engage in increasingly complex sentence editing. For example, "RLA Unit 3, Lesson 3" includes a writing activity where students, with adult assistance, participate in a shared writing activity to retell events using simple sentences. After students finish writing, they edit their sentences for complete sentences, capitalization, and punctuation. Later, more complex sentences are written in "RLA Unit 8, Lesson 4," where students write a story, including a beginning, middle, and end, and the teacher models editing for capitalization, words, spaces, and punctuation.
- 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. For example, "RLA Unit 7, Lesson 4" includes a section "Sentence Writing: One Way to Help," where the materials provide explicit instruction about making a complete sentence and using the class checklist to help form sentences. The materials include side supports in this section that remind students to reread the text and challenge students to add more detail to their writing.
- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in "RLA Unit 11 Teacher Guide," the unit application sections build on students' prior knowledge of writing and provide opportunities to revise text with teacher assistance.
- 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. Within the "Program and Implementation Guide," the guide states that "students hone their craft as writers by studying authors and developing writing pieces of different genres for multiple purposes according to grade-level TEKS." The "Program and Implementation Guide" provides a chart that shows the writing process within each grade level and how writing progresses.
- The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. For example, in "RLA Unit 11 Teacher Guide," the unit application sections build on students' prior knowledge of writing and provide opportunities to revise text with teacher assistance.

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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 a grammar handbook with information about types of sentences and practice opportunities for students. For example, "RLA Unit 7 Teacher Guide, Lesson 7" provides a writing activity for students to practice using prepositions in context. Students write riddles about community helpers. The teacher reminds students to use pronouns, such as they, correctly and begin each sentence with a capital letter. As students work, the teacher assists with editing their writing by looking for prepositions.
- The materials include traditional and digital resources for students to use appropriate conventions of the language. For example, the Student Activity Book from "RLA Unit 5" includes an opportunity for students to practice writing complete sentences out-of-context. Activity Page 7.1 asks students to draw a picture and add a complete sentence as a caption to show what cooperation means. The materials offer another opportunity in "Unit 6" with the

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Digital Component 10.1. The materials include opportunities for practice and application of conventions such as plural nouns.

- The materials include opportunities for practice and application of the conventions of academic language, including the increasing complexity of simple, compound, and complex sentences. For example, within "Foundational Skills Unit 9," the pausing point section offers an activity for writing sentences. The teacher writes decodable nouns, adjectives, and verbs on cards. The teacher writes the Tricky Words when, where, why, what, which, the, a, of, all, one, and was on the cards, one word per card. The teacher also makes cards with question marks, exclamation points, and periods. Students then create questions, exclamations, and statements with these cards and then copy the sentences on paper.
- 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 writing pieces. For example, "RLA Unit 6, Lesson 2" provides a "Word Work: Singular and Plural Nouns" activity for students. The teacher explains that a complete sentence needs a noun and a verb. The teacher displays a model sentence and points out the verb and noun in the sentence. Students then create their sentences for the Santa Fe Pamphlet. Later in "Lesson 5" of this unit, students draft and edit their sentences in this Pamphlet.

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 frequent opportunities for reading responses that require students to write correct sentences and short paragraphs in English. For example, "RLA Unit 6, Lesson 6" includes an opportunity for students to edit drafts, with assistance, using complete sentences, capitalization, and end punctuation. Students have previously developed a pamphlet, and this lesson provides an opportunity for them to make their pamphlets better by editing. The teacher models using the "Editing Checklist" to guide students to find errors and show how to cross out mistakes and write corrections above them on the draft. Students then work with a partner to edit their own pamphlet, going through each item on the checklist, including punctuation and capitalization.
- The materials include student workbooks in which students write grammatically correct sentences aligned with grade-level TEKS. For example, at the back of the "Foundational Skills Unit 9 Teacher Guide," the materials include "Activity Page TR 19.1." This activity page provides an opportunity for students to edit sentences with correct punctuation at the end of sentences. Students cut out sentence strips and punctuation marks and match them to create complete sentences.
- The materials include opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation. For example, in the "RLA Unit 7 Teacher Guide," students use their illustrations to write simple sentences using correct capitalization.

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- Within "RLA Unit 3, Lesson 3: The Three Billy Goats Gruff," students practice writing grammatically correct sentences and short paragraphs using proper capitalization and punctuation in line with grade-level TEKS. During the Retelling the Story activity, students participate in a shared writing exercise using PowerPoint to retell the story's events. They collaboratively construct and edit sentences, focusing on standard English conventions such as verb forms, nouns, adjectives, prepositions, pronouns, capitalization, and punctuation. The use of sequencing words like then, next, and, finally, helps students organize their narratives. Students also choose images to match each slide, reinforcing their understanding of the story's structure and enhancing writing skills through a hands-on, collaborative approach.

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. Within "Foundational Skills Unit 2," students use Activity Page PP.30 to practice punctuation out-of-context in the Pausing Point Lesson. Students cut out the words and punctuation marks, create sentences with the words, and write the sentences on the paper.
- Within "RLA Unit 6 Teacher Guide, Lesson 6" includes an opportunity for students to apply correct grammar, punctuation, and usage in context. Students have previously developed a pamphlet, and this lesson provides an opportunity for them to make their pamphlets better by editing. The teacher models using the Editing Checklist, which guides students to find errors and shows how to cross out mistakes and write corrections above them on the draft. Students then work with a partner to edit their own pamphlet, going through each item on the checklist, including grammar, punctuation, and usage.
- The materials include systematic opportunities for the practice of grammar, punctuation, and usage, both in and out of context. For example, "Foundational Skills, Unit 7 Teacher Guide, Lesson 11" includes reinforcement and application of punctuation marks. The lesson includes directives such as the name of the punctuation mark in the word Seth's (an apostrophe) and what it means.
- The materials provide students with structured opportunities to practice and apply grammar and punctuation within the context of writing a pamphlet about early American settlements. For example, "RLA Unit 6, Lesson 2" has students engage in generating ideas and developing drafts using an "Idea Web" to organize their thoughts about the settlements of St. Augustine and Santa Fe. The teacher models how to create pamphlet pages, emphasizing grammar concepts like singular and plural nouns, capitalization, and punctuation. Students practice identifying and using singular and plural nouns in sentences, ensuring the sentences have a subject (noun) and verb, which aligns with the TEKS standards for grammar and punctuation.
- The materials include systematic opportunities for the practice of and application of grammar, punctuation, and usage in the context of the lesson. For example, the "Foundational Skills Unit 7 Teacher Guide, Lesson 6" offers students the opportunity to write simple sentences about

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what it means to be a good Samaritan using punctuation. Before this activity, students engaged in a read-aloud about community helpers.