

# IMRA Tier-One Rubric Revision Side- By-Side with Rationales

## ELAR 4–8 Rubric

# Implementation Quality

## 1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

### 1.1 Course-Level Design\*

1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, <del>and concepts, and knowledge</del> taught in the course	1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.	The consensus for this guidance is the word “knowledge” is redundant since it is the “K” in TEKS.
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1.1b	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).	No changes proposed.
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	No changes proposed.
1.1d	Materials include <del>guidance, protocols, and/or templates with</del> <u>corresponding guidance</u> for unit and lesson internalization.	1.1d	Materials include guidance for unit and lesson internalization.	Recommended to reduce redundancy in wording and clarify the requirement for a protocol with guidance, ensuring a more streamlined, cohesive approach to unit and lesson internalization.
1.1e	Materials include resources and guidance <del>for to support instructional leaders administrators and instructional coaches to</del> <u>support teachers</u> with implementing the materials as designed.	1.1e	Materials include resources and guidance for <del>to</del> instructional leaders to support teachers with implementing the materials as designed.	Discussion resulted in the recommendation that instructional leaders encompassed a variety of individuals that support implementation. The inclusion of “to support teachers” was intended to underline the supportive role for classroom implementation since report evidence from the IMRA 2024 review sometimes included solely administrative or technical support for implementation.

### 1.2 Unit-Level Design\*

1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	No changes proposed.
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1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	No changes proposed.
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### 1.3 Lesson-Level Design\*

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 ( <a href="#">aligned with the TEKS and the ELPS</a> ).	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 (aligned with the TEKS and the ELPS).	Feedback indicated the ELAR rubric content standards should be aligned with the TEKS and language standards should be aligned with the ELPS.
1.3b	Materials include a lesson overview <a href="#">listing the teacher and student materials necessary to effectively deliver the lesson, and</a> <del>outlining</del> the suggested timing for each lesson component.	1.3b	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.	This edit is streamlining 1.3b and 1.3c. The working group members agreed these items are usually located in the same place in the materials.
1.3c	<del>Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson-</del>		Guidance Removed	Merged with 1.3b (see above).
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1.3c	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	The only change is to the numbering. This guidance would be 1.3c after the combination of the two preceding guidance bullets.

## 2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

### 2.1 Instructional Assessments\*

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.	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.	No changes proposed.
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	No changes proposed.
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	No changes proposed.
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson	2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	No changes proposed.
2.1e	Instructional assessments include <a href="#">TEKS standards</a> -aligned items at varying levels of complexity.	2.1e	Instructional assessments include TEKS -aligned items at varying levels of complexity.	The feedback indicated that the word “standards” should be replaced with TEKS anywhere in the rubrics to achieve consistency but also clarity.

### 2.2 Data Analysis and Progress Monitoring\*

2.2a	Instructional assessments and scoring information provide guidance for interpreting <del>and responding to</del> student performance.	2.2a	Instructional assessments and scoring information provide guidance for interpreting student performance.	The consensus was that 2.2a should focus on interpreting student performance and 2.2b should focus on responding to student performance.
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	No changes proposed.
2.2c	Materials include tools for <a href="#">teachers to track student progress and growth, and tools for</a> students to track their own progress and growth.	2.2c	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	Feedback indicated publishers often responded in their appeals that they had a tracking chart, but it was only a teacher-facing material and included publisher rationales that it could be used for students. Delineating tools for teachers and tools for students would help clarify.

### 3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

#### 3.1 Differentiation and Scaffolds\*

3.1a	Materials include teacher guidance for differentiated instruction, activities, and <del>or</del> paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3.1a	Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	The consensus was that it should be “and” not “and/or” for clarity.
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)	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)	No changes proposed.
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.	3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	No changes proposed.

#### 3.2 Instructional Methods\*

3.2a	Materials include <u>explicit (direct)</u> prompts and guidance to support the teacher in modeling <del>and</del> explaining, <del>and communicating</del> the concept(s) to be learned <del>explicitly (directly)</del> .	3.2a	Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	The working group members’ feedback indicated explicit should be moved to the forefront of the guidance to reflect its placement in other guidance later in the rubric, and that modeling and explaining are both forms of communicating, so remove the general term, “communicating.”
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	No changes proposed.
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.	3.2c	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.	No changes proposed.

### 3.3 Support for Emergent Bilingual Students\*

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.	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.	No changes proposed.
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	No changes proposed.
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.	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.	No changes proposed.
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.	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.	No changes proposed.

# Learning Quality

## 4. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

### 4.A Oral Language

#### 4.A.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

4.A.1a	Materials include <u>teacher</u> guidance <del>for the teacher</del> to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS (T).	4.A.1a	Materials include teacher guidance to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS (T).	Change to teacher guidance to streamline wording.
4.A.1b	Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level English language arts TEKS. (S)	4.A.1b	Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level English language arts TEKS. (S)	No changes proposed.
4.A.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	4.A.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	No changes proposed.

### 4.B Phonics (Encoding/Decoding)

#### 4.B.1 Sound-Spelling Patterns (4-5)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

4.B.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	4.B.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	No changes proposed.
4.B.1b	Materials include <u>teacher</u> guidance <del>for the teacher</del> to provide explicit (direct) instruction for grade-level sound-spelling patterns. (T)	4.B.1b	Materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. (T)	Change to teacher guidance to streamline wording.
4.B.1c	Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (S)	4.B.1c	Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

## 4.B.2 Regular and Irregular High-Frequency Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

4.B.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words.	4.B.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words.	No changes proposed.
4.B.2b	Materials include <u>teacher</u> guidance <del>for the teacher</del> to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (T)	4.B.2b	Materials include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (T)	Change to teacher guidance to streamline wording.
4.B.2c	Materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (S)	4.B.2c	Materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.
4.B.2d	Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to <del>recognize</del> , read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences). (S)	4.B.2d	Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to read and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences). (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources. The consensus was that recognize could be removed since it is a required element to both read and write high-frequency words.



### 4.B.3 Decoding and Encoding Multisyllabic Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

4.B.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	4.B.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	
4.B.3b	Materials include <u>teacher guidance</u> <del>guidance for the teacher</del> to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)	4.B.3b	Materials include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)	Recommended to change “guidance for the teacher” to “teacher guidance” for streamlined language.
4.B.3c	Materials include a variety of activities and/or -resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)	4.B.3c	Materials include a variety of activities and/or resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.
4.B.3d	Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction (S)	4.B.3d	Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction (S).	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

### 4.B.4 Morphological Awareness

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

4.B.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	4.B.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	No changes proposed.
4.B.4b	Materials include <u>teacher guidance</u> <del>for the teacher</del> to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (T)	4.B.4b	Materials include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (T)	Change to teacher guidance to streamline wording.

<b>4.B.4c</b>	Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (S)	<b>4.B.4c</b>	Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.
<b>4.B.4d</b>	Materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences). (PR 2.A.1 & 2.A.3) (S)	<b>4.B.4d</b>	Materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences). (PR 2.A.1 & 2.A.3) (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

## 4.C Vocabulary Support

### 4.C.1 Vocabulary Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language and Vocabulary

<b>4.C.1a</b>	Materials include <u>teacher</u> guidance <del>for the teacher</del> to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T)	<b>4.C.1a</b>	Materials include teacher guidance to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T)	The feedback centered on the lack of teacher guidance for supporting students. While materials may have included activities, etc., to support students, they did not provide teachers with guidance to support students in determining meaning.
<b>4.C.1b</b>	Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)	<b>4.C.1b</b>	Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)	No changes proposed.
<b>4.C.1c</b>	Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. (S)	<b>4.C.1c</b>	Materials support students in using context to determine the meaning of unfamiliar words according to grade level TEKS. (S)	No changes proposed.

## 4.D Fluency

### 4.D.1 Reading Fluency

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 9E – Reading Fluency

<b>4.D.1a</b>	Materials include a variety of grade-level texts to support students to read fluently according to the reading purpose (S).	<b>4.D.1a</b>	Materials include a variety of grade-level texts to support students to read fluently according to the reading purpose (S).	No changes proposed.
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<b>4.D.1b</b>	Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)	<b>4.D.1b</b>	Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)	No changes proposed.
<b>4.D.1c</b>	Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (T)	<b>4.D.1c</b>	Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (T)	No changes proposed.
<b>4.D.1d</b>	Materials include <u>various</u> texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.	<b>4.D.1d</b>	Materials include various texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.	Recommendation to include the term “various” and making the term “text” plural to require multiple texts.

## 4.E Handwriting

### 4.E.1 Handwriting Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 7E – Pre-Reading Skills

<b>4.E.1a</b>	Materials include <u>resources to support explicit (direct) instruction on</u> the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T)	<b>4.E.1a</b>	Materials include resources to <del>support the</del> <u>support the</u> teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T)	Consensus was that explicit (direct) instruction of handwriting in grades 4–8 was not developmentally appropriate and should be replaced with “resources to support.”
<b>4.E.1b</b>	Materials include frequent opportunities, resources, <u>and</u> activities, and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)	<b>4.E.1b</b>	Materials include frequent opportunities, resources, and activities and tasks for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)	Feedback indicated activities and tasks are understood to be a single item when reviewing materials. So, another <i>and</i> following <i>resources</i> should be added, and the comma after <i>activities</i> should be deleted.

## 5. Knowledge Coherence

Materials support the development of connected background knowledge and key academic vocabulary within and across grade levels.

### 5.A Connected Knowledge Topics

#### 5.A.1 Connected Knowledge-Building Units and Lessons

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

5.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	5.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	No changes proposed.
5.A.1b	Materials provide <a href="#">resources</a> , <a href="#">including</a> a scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels.	5.A.1b	Materials provide resources to demonstrate the approach to knowledge-building within and across grade levels.	The feedback indicated that resources could include a variety of formats to demonstrate the instructional approach.
5.A.1c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.	5.A.1c	Units are designed for students to spend extended time (3 weeks or more) on connected knowledge-building topics and texts.	No changes proposed.
5.A.1d	Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.	5.A.1d	Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.	No changes proposed.
5.A.1e	Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	5.A.1e	Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	No changes proposed.

#### 5.A.2 Context and Student Background Knowledge

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

5.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	5.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	No changes proposed.
5.A.2b	Materials activate or supply background knowledge by making connections across units within a grade level. (S)	5.A.2b	Materials activate or supply background knowledge by making connections across units within a grade level. (S)	No changes proposed.
5.A.2c	Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)	5.A.2c	Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)	No changes proposed.

### 5.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks

TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension

<b>5.A.3a</b>	Questions and tasks require students to engage with big ideas, topics, and themes (S)	<b>5.A.3a</b>	Questions and tasks require students to engage with big ideas, topics, and themes (S)	No changes proposed.
<b>5.A.3b</b>	Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)	<b>5.A.3b</b>	Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)	No changes proposed.
<b>5.A.3c</b>	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S)	<b>5.A.3c</b>	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S)	No changes proposed.
<b>5.A.3d</b>	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	<b>5.A.3d</b>	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	No changes proposed.

### 5.A.4 Key Academic Vocabulary and Grade-Level Concepts

TEKS Correlation: Strand 3 / Texas Reading Academies: Modules 5E & 10E – Vocabulary & Reading Comprehension

<b>5.A.4a</b>	Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.	<b>5.A.4a</b>	Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.	No changes proposed.
<b>5.A.4b</b>	Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)	<b>5.A.4b</b>	Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)	No changes proposed.
<b>5.A.4c</b>	Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)	<b>5.A.4c</b>	Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)	No changes proposed.
<b>5.A.4d</b>	Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (T)	<b>5.A.4d</b>	Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (T)	No changes proposed.

## 5.B Inquiry and Research

### 5.B.1 Recursive Inquiry Process

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

5.B.1a	Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources, and synthesizing the information (S).	5.B.1a	Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources, and synthesizing the information (S).	No changes proposed.
5.B.1b	Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)	5.B.1b	Materials include guidance and opportunities for students to differentiate between primary and secondary source. (S)	No changes proposed.
5.B.1c	<del>Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)</del>		Guidance Removed	After deliberation and comparison to TEKS language, it was determined that this guidance is redundant. The presence of these would be captured in citations during the IMRA Standards Alignment review.
5.B.1c d	Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6-8) (S).	5.B.1c	Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6-8) (S).	Renumbered due to deleting earlier guidance.

## 6. Text Quality and Complexity

Materials ensure students spend a majority of their time interacting with increasingly complex grade-level text.

### 6.1 High-Quality Grade-Level Texts

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

<del>6.1a</del>	<del>Materials reflect the inclusion of text types and genres required by the grade-level TEKS.</del>		Guidance Removed	After deliberation and comparison to TEKS language, it was determined that this guidance is redundant. The presence of these would be captured in citations during the IMRA Standards Alignment review.
6.1a b	Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.	6.1a	Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.	Re-numbered due to deleting earlier guidance.
6.1b c	Texts are well-crafted and are of publishable quality.	6.1b	Texts are well-crafted and are of publishable quality.	Re-numbered due to deleting earlier guidance.
6.1c d	Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.	6.1c	Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.	Re-numbered due to deleting earlier guidance.
6.1d e	Texts include content that is relevant, engaging, and authentically reflects students' <u>diverse</u> backgrounds and experiences. (s)	6.1d	Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (s)	Consensus was the term "diverse" to describe students' backgrounds and experiences. Re-numbered due to deleting earlier guidance.

### 6.2 Interaction with Grade-Level Text

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

<del>6.2a</del>	<del>Materials include opportunities in each lesson for students to interact with grade-level text. (s)</del>		Guidance Removed	The consensus concluded that this was redundant evidence to 6.2b, with 6.2b being the more appropriately articulated of the two.
6.2a b	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)	6.2a	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)	Re-numbered due to deleting earlier guidance.
6.2b c	Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (s)	6.2b	Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (s)	Re-numbered due to deleting earlier guidance.

6.2c d	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)	6.2c	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)	Re-numbered due to deleting earlier guidance.
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### 6.3 Supporting Access to Grade-Level Text

TEKS Correlation: Strand 4 / Texas Reading Academies: Modules 10E – Reading Comprehension

6.3a	Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)	6.3a	Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)	No changes proposed.
6.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.	6.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.	No changes proposed.

### 6.4 Analysis of Text Complexity

TEKS Correlation: Strand 2 / Texas Reading Academies: Modules 10E – Reading Comprehension

6.4a	Materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement.	6.4a	Materials include quantitative and qualitative analysis of each core text, including a rationale for each text’s educational purpose and grade-level placement.	No changes proposed.
6.4b	Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.	6.4b	Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.	No changes proposed.



## 6.5 Self-Sustained Independent Reading

TEKS Correlation: Strand 4 / Texas Reading Academies: Modules 10E – Reading Comprehension

6.5a	Materials include explicit (direct) <del>teacher</del> guidance <del>for teachers on how to monitor students' comprehension through structured activities during independent reading on how to monitor students' comprehension and hold them accountable during independent reading.</del> (T)	6.5a	Materials include explicit (direct) teacher guidance on how to monitor students' comprehension through structured activities during independent reading (T)	Feedback indicated the phrase "hold them accountable" was obtuse and awkward. The consensus was to replace it with guidance for the teacher "on how to monitor student's comprehension through structured activities during independent reading." Also change to teacher guidance to streamline wording.
6.5b	Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)	6.5b	Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)	No changes proposed.
6.5c	Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	6.5c	Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	No changes proposed.

## 7. Evidence-Based Tasks and Responses

Materials require students to engage in reading, writing, and speaking grounded in evidence using literary and informational text.

### 7.A Text-Dependent Tasks

#### 7.A.1 Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Reading Academies: Module 10E – Reading Comprehension

<b>7.A.1a</b>	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)	<b>7.A.1a</b>	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)	No changes proposed.
<b>7.A.1b</b>	Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)	<b>7.A.1b</b>	Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)	No changes proposed.
<b>7.A.1c</b>	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)	<b>7.A.1c</b>	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)	No changes proposed.
<b>7.A.1d</b>	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)	<b>7.A.1d</b>	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)	No changes proposed.

#### 7.A.2 Teacher Guidance for the Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Reading Academies: Module 10E – Reading Comprehension

<b>7.A.2a</b>	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)	<b>7.A.2a</b>	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)	No changes proposed.
<b>7.A.2b</b>	Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)	<b>7.A.2b</b>	Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)	No changes proposed.

### 7.B Writing

## 7.B.1 Genre Characteristics and Craft to Compose Multiple Texts

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

7.B.1a	Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.	7.B.1a	Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.	No changes proposed.
7.B.1b	Materials include opportunities <a href="#">throughout the year</a> for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	7.B.1b	Materials include opportunities throughout the year for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit.
7.B.1c	Materials include opportunities <a href="#">throughout the year</a> for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	7.B.1c	Materials include opportunities throughout the year for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit.
7.B.1d	Materials include opportunities <a href="#">throughout the year</a> for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	7.B.1d	Materials include opportunities throughout the year for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)	Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit.
7.B.1e	Materials include opportunities <a href="#">throughout the year</a> for students to compose correspondence with genre-specific characteristics and craft. (S)	7.B.1e	Materials include opportunities throughout the year for students to compose correspondence with genre-specific characteristics and craft. (S)	Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit.

## 7.B.2 Writing Process

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

7.B.2a	Materials support students’ use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)	7.B.2a	Materials support students’ use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)	No changes proposed.
7.B.2b	Materials include <a href="#">teacher</a> guidance <del>for the teacher</del> 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)	7.B.2b	Materials include teacher guidance 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)	Change to teacher guidance to streamline rubric language.

### 7.B.3 Explicit (Direct) and Systematic Writing Instruction

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

<b>7.B.3a</b>	Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)	<b>7.B.3a</b>	Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)	No changes proposed.
<b>7.B.3b</b>	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)	<b>7.B.3b</b>	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)	No changes proposed.
<b>7.B.3c</b>	Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)	<b>7.B.3c</b>	Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)	No changes proposed.

### 7.B.4 Grade-Level Standard English Conventions

TEKS Correlation: Strand 6 / Texas Reading Academies: Module 11E – Written Composition

<b>7.B.4a</b>	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) <a href="#">in sentences and short paragraphs using correct capitalization and punctuation</a> according to the grade-level TEKS. (S)	<b>7.B.4a</b>	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) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. (S)	Feedback indicated that 7.B.4a and 7.B.4b often resulted in redundant evidence. The consensus suggestion was to add “in sentences and short paragraphs using correct capitalization and punctuation” to 7.B.4a.
<b>7.B.4b</b>	<del>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)</del>		Guidance Removed	Consensus was to delete 7.B.4b and incorporate “sentences and short paragraphs using correct capitalization and punctuation” to 7.B.4a. Grammar and punctuation also appear again in guidance 7.B.4c (recommended as 7.B.4b)
<b>7.B.4b</b> e	Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)	<b>7.B.4b</b>	Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)	Re-numbered due to deleting earlier guidance.