

# Instructional Materials Review and Approval

Supplemental Reading Language Arts K–5 Quality Rubric

Approved by the State Board of Education on September 12, 2025

# Implementation Quality

## 1. Intentional Instructional Design

Materials support educators in effective implementation through intentional supplemental program design.

### 1.1 Supplemental Program Design

1.1a	Materials include an explanation of the stated purpose of the supplemental program (e.g., additional instruction and/or practice, targeted remediation or acceleration).
1.1b	Materials include guidance on how to appropriately use the supplemental program to support an existing core reading and language arts program.
1.1c	Materials include a scope and sequence outlining student expectations, skills taught, and a rationale for the design of the scope and sequence.
1.1d	Materials include guidance on time requirements (e.g., duration, frequency) and suggested pacing for effective implementation.
1.1e	Materials include resources and guidance to support educators with implementing the materials as designed.
1.1f	Materials contain supports for families in both Spanish and English with suggestions on supporting the progress of their student.

## 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 appropriate instructional assessments for the stated purpose of the supplemental program (e.g., diagnostic placement assessments for targeted remediation or acceleration).
2.1b	Materials include the definition and intended purpose for the instructional assessments included.
2.1c	For instructional assessments administered by educators, materials include guidance to ensure consistent and accurate administration of instructional assessments.
2.1d	Instructional assessments include items at varying levels of complexity.

### 2.2 Data Analysis and Progress Monitoring

2.2a	Instructional assessments and scoring information provide guidance for interpreting student performance.
2.2b	Materials provide guidance for the use of the supplemental program to respond to student trends in performance on assessments.
2.2c	Materials include tools for educators to track student progress and growth, and tools for students to track their own progress and growth.
2.2d	If applicable for the stated purpose of the supplemental program, materials include guidance for entry and exit criteria.

### 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

<b>3.1a</b>	If applicable for the stated purpose, materials include educator guidance for differentiated instruction and activities for students who have not yet reached proficiency in grade-level skills.
<b>3.1b</b>	If applicable for the stated purpose, materials include educator guidance for differentiated instruction and activities for students who have demonstrated proficiency in grade-level skills.
<b>3.1c</b>	Materials include educator guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.

#### 3.2 Instructional Methods

<b>3.2a</b>	Educator-led supplemental programs include explicit (direct) prompts and guidance to support the educator in modeling and explaining the skill(s) to be learned.
<b>3.2b</b>	Educator-led supplemental programs include educator guidance and recommendations for effective delivery and facilitation using a variety of instructional approaches.
<b>3.2c</b>	Materials include guidance for educators on recommended structures (e.g., whole group, small group, individual) to support effective implementation.

#### 3.3 Support for Emergent Bilingual Students

<b>3.3a</b>	Materials include educator 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.
<b>3.3b</b>	Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual and English as a Second Language (ESL) programs.
<b>3.3c</b>	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

# Learning Quality

## 4. Foundational Skills

Materials support the development of foundational skills through systematic and explicit (direct) instruction and practice.

Note: Materials will be evaluated as “Met” or “Not Met” on this non-negotiable requirement. If any portion of the submitted materials includes the prohibited method of three-cueing as defined in TEC, §28.0062, materials will be scored as “Not Met.” Materials scored as “Not Met” in this section are ineligible for consideration by the State Board of Education for approval.

### 4.1 Non-Negotiable: Prohibition of Three-Cueing

<b>4.1a</b>	Materials do not include the three-cueing method as defined in Texas Education Code (TEC), §28.0062. TEC, §28.0062 defines three-cueing as a method of reading instruction for the identification of words in which a student is encouraged to draw on context and sentence structure to read words without sounding the words out or using a phonics-based approach.
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### 4.2 Phonological and Phonemic Awareness (K–2)

<b>4.2a</b>	Materials include a systematic sequence of phonological awareness skills in alignment with grade-level TEKS as appropriate for the program’s stated purpose that progresses from basic skills and larger units of sound to more complex skills and smaller units of sound.
<b>4.2b</b>	Materials include a systematic sequence of phonemic awareness skills in alignment with grade-level TEKS as appropriate for the program’s stated purpose that progresses from basic skills (e.g., identifying, blending, and segmenting phonemes) to more complex skills (e.g., adding, deleting, and substituting phonemes).
<b>4.2c</b>	Materials include explicit (direct) instruction in phonological and phonemic awareness skills in alignment with grade-level TEKS as appropriate for the program’s stated purpose.
<b>4.2d</b>	Materials include cumulative student practice of phonological and phonemic awareness skills in alignment with grade-level TEKS as appropriate for the program’s stated purpose.
<b>4.2e</b>	Student practice includes only phonological and phonemic awareness skills that have been explicitly taught.

## 4.3 Encoding and Decoding (K-5)

### 4.A.3 Sound-Spelling Patterns

<b>4.A.3a</b>	Materials include a systematic sequence for introducing sound-spelling patterns in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>4.A.3b</b>	Materials include explicit (direct) instruction in decoding and encoding words using sound-spelling patterns in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>4.A.3c</b>	Materials include cumulative student practice in decoding and encoding words using sound-spelling patterns in alignment with grade-level TEKS as appropriate for the program's stated purpose, both in isolation (e.g., word lists) and in decodable connected text, to develop automaticity.
<b>4.A.3d</b>	Student practice includes only sound-spelling patterns that have been explicitly taught.

### 4.B.3 High-Frequency Words (English Reading Language Arts)

<b>4.B.3a</b>	Materials include a systematic sequence for introducing regular and irregular high-frequency words from a research-based list in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>4.B.3b</b>	Materials include explicit (direct) instruction in decoding and encoding regular and irregular high-frequency words from a research-based list in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>4.B.3c</b>	Materials include cumulative student practice in decoding and encoding regular and irregular high-frequency words from a research-based list in alignment with grade-level skills as appropriate for the program's stated purpose, both in isolation (e.g., word lists) and in decodable connected text, to develop automaticity.
<b>4.B.3d</b>	Student practice includes only regular and irregular high-frequency words that have been explicitly taught.

### 4.C.3 One-Syllable and Multisyllabic Words

4.C.3a	Materials include a systematic sequence for introducing syllable types and syllable division principles in alignment with grade-level TEKS as appropriate for the program's stated purpose.
4.C.3b	Materials include explicit (direct) instruction in decoding and encoding one-syllable and multisyllabic words in alignment with grade-level TEKS as appropriate for the program's stated purpose.
4.C.3c	Materials include cumulative student practice in decoding and encoding one-syllable and multisyllabic words in alignment with grade-level TEKS as appropriate for the program's stated purpose, both in isolation (e.g., word lists) and in decodable connected text, to develop automaticity.
4.C.3d	Student practice includes only syllable types and syllable division principles that have been explicitly taught.

### 4.D.3 Morphemes (1–5)

4.D.3a	Materials include a systematic sequence for introducing morphemes in alignment with grade-level TEKS as appropriate for the program's stated purpose.
4.D.3b	Materials include explicit (direct) instruction on morphological skills in alignment with grade-level TEKS as appropriate for the program's stated purpose.
4.D.3c	Materials include cumulative student practice of morphological skills in alignment with grade-level TEKS as appropriate for the program's stated purpose, both in isolation (e.g., word lists) and in connected text, to develop automaticity.
4.D.3d	Student practice includes only morphemes that have been explicitly taught.

## 5. Vocabulary

Materials support the development of vocabulary by teaching specific words and word-learning strategies.

### 5.1 Teaching Specific Words

5.1a	Materials include explicit (direct) instruction on specific vocabulary using multiple strategies for teaching word meaning (e.g., student-friendly definitions, synonyms and antonyms, examples and non-examples, categorization and classification, images).
5.1b	Specific vocabulary selected for explicit (direct) instruction includes high-utility tier 2 and tier 3 academic vocabulary.
5.1c	Materials include repeated opportunities for students to practice using specific vocabulary in multiple contexts.

### 5.2 Teaching Word-Learning Strategies

5.2a	Materials include explicit (direct) instruction on using morphemic analysis to determine word meaning in alignment with grade-level TEKS as appropriate for the program's stated purpose.
5.2b	Materials include opportunities for students to practice using morphemic analysis to determine word meaning in alignment with grade-level TEKS as appropriate for the program's stated purpose.
5.2c	Materials include explicit (direct) instruction on using contextual analysis to determine word meaning in alignment with grade-level TEKS as appropriate for the program's stated purpose.
5.2d	Materials include opportunities for students to practice using contextual analysis to determine word meaning in alignment with grade-level TEKS as appropriate for the program's stated purpose.



## 6. Fluency

Materials support the development of reading fluency (i.e., rate, accuracy, prosody) with grade-level texts as appropriate for the program's stated purpose.

### 6.1 Fluency

<b>6.1a</b>	Materials include modeling of fluent reading (including rate, accuracy, and prosody).
<b>6.1b</b>	Materials include opportunities for students to practice reading fluency with word lists, phrases/sentences, and connected texts.
<b>6.1c</b>	Materials include opportunities for students to practice reading fluency with a variety of grade-level texts as appropriate for the program's stated purpose.
<b>6.1d</b>	Materials include a variety of texts at different levels of complexity.
<b>6.1e</b>	Materials include guidance for educators to provide feedback to students on reading fluency (including rate, accuracy, and prosody).

## 7. Handwriting

Materials support the development of handwriting skills in alignment with grade-level TEKS as appropriate for the program's stated purpose.

### 7.1 Handwriting

<b>7.1a</b>	Materials include explicit (direct) and systematic handwriting instruction (e.g., sequenced from lowercase letters to uppercase letters) in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>7.1b</b>	Materials include frequent opportunities for students to develop and refine handwriting skills through guided practice and independent practice in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>7.1c</b>	Materials include guidance for educators to provide feedback to students to develop and refine their handwriting skills (e.g., writing position, writing grip, letter spacing, size, slant, directionality) in alignment with grade-level TEKS as appropriate for the program's stated purpose.

## 8. Reading Comprehension

Materials support the development of reading comprehension skills in alignment with grade-level TEKS as appropriate for the program's stated purpose.

### 8.1 High-Quality Texts

8.1a	[English reading language arts] Materials include opportunities for students to read high-quality, grade-level, complex texts as appropriate for the program's stated purpose, in a variety of text types (e.g., literary, informational). [Spanish reading language arts] Materials include opportunities for students to read high-quality, grade-level, complex authentic or transadapted Spanish texts as appropriate for the program's stated purpose, in a variety of text types (e.g., literary, informational).
8.1b	Materials include a variety of high-quality texts at different levels of complexity.
8.1c	Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences.

### 8.2 Background Knowledge and Vocabulary

8.2a	Materials activate or supply background knowledge.
8.2b	Materials include pre-teaching of unfamiliar vocabulary in texts.
8.2c	Materials include explicit (direct) instruction on using contextual analysis to determine the word meaning of unfamiliar vocabulary in texts in alignment with grade-level TEKS as appropriate for the program's stated purpose.
8.2d	Materials include opportunities for students to practice using contextual analysis to determine word meaning of unfamiliar vocabulary in texts in alignment with grade-level TEKS as appropriate for the program's stated purpose.

### 8.3 Comprehension Skills

8.3a	Materials include systematic and explicit (direct) instruction on reading comprehension skills at multiple levels (i.e., literal, inferential, evaluative) in alignment with grade-level TEKS as appropriate for the program's stated purpose.
8.3b	Materials include opportunities for students to practice reading comprehension skills at multiple levels (i.e., literal, inferential, evaluative) with a variety of grade-level texts in alignment with the grade-level TEKS as appropriate for the program's stated purpose.

## 9. Writing

Materials support the development of writing skills in alignment with grade-level TEKS as appropriate for the program's stated purpose.

### 9.1 Writing Conventions

<b>9.1a</b>	Materials include systematic and explicit (direct) instruction in writing conventions (e.g., syntax, spelling, grammar, capitalization, punctuation), both in the context of authentic writing and in isolation, in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>9.1b</b>	Materials include opportunities for students to practice writing conventions (e.g., syntax, spelling, grammar, capitalization, punctuation), both in the context of authentic writing and in isolation, in alignment with grade-level TEKS as appropriate for the program's stated purpose.

### 9.2 Writing Process

<b>9.2a</b>	Materials include explicit (direct) instruction on each step of the writing process (including planning, drafting, revising, editing, and sharing) in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>9.2b</b>	Materials include opportunities for students to practice each step of the writing process (including planning, drafting, revising, editing, and sharing) in alignment with grade-level TEKS as appropriate for the program's stated purpose.

### 9.3 Writing Composition

<b>9.3a</b>	Materials include explicit (direct) instruction in writing craft (e.g., text structure, word choice, figurative language, literary devices) in a variety of text types (e.g., literary, informational, argumentative) in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>9.3b</b>	Materials include explicit (direct) instruction in writing composition in a variety of text types (e.g., literary, informational, argumentative) and a variety of text lengths (e.g., short constructed response, extended constructed response) in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>9.3c</b>	Materials include high-quality mentor texts to model writing composition in a variety of text types (e.g., literary, informational, argumentative) and a variety of text lengths (e.g., short constructed response, extended constructed response) in alignment with grade-level TEKS as appropriate for the program's stated purpose.
<b>9.3d</b>	Materials include opportunities for students to practice writing composition in a variety of text types (e.g., literary, informational, argumentative) and a variety of text lengths (e.g., short constructed response, extended constructed response) in alignment with grade-level TEKS as appropriate for the program's stated purpose.

**9.4 Text-Based Responses**

<b>9.4a</b>	Materials include explicit (direct) instruction on writing text-based responses with a variety of grade-level texts as appropriate for the program’s stated purpose.
<b>9.4b</b>	Materials include opportunities for students to practice writing text-based responses with a variety of grade-level texts as appropriate for the program’s stated purpose.