

A wide-angle photograph of a vast field of bluebonnets in full bloom. The flowers are a vibrant blue with white centers, interspersed with green foliage. In the background, a rolling green hill is visible under a warm, golden sunset sky. The sun is low on the horizon, creating a soft glow over the landscape. A few small figures can be seen in the distance on the hill.

*Bluebonnet Learning
Edition 1
November 20, 2024*

Introduction



Jennifer Aguirre

Executive Director, OER
Curriculum and Instruction

Jennifer.Aguirre@TEA.Texas.gov

Note on Generative Artificial Intelligence (AI)

TEA's IT security team has asked us to not allow the use of Generative AI or "AI bots," on virtual calls and presentations.

We request anyone using such software to disable it now.

Our meeting host will also remove any AI attendees from the meeting.

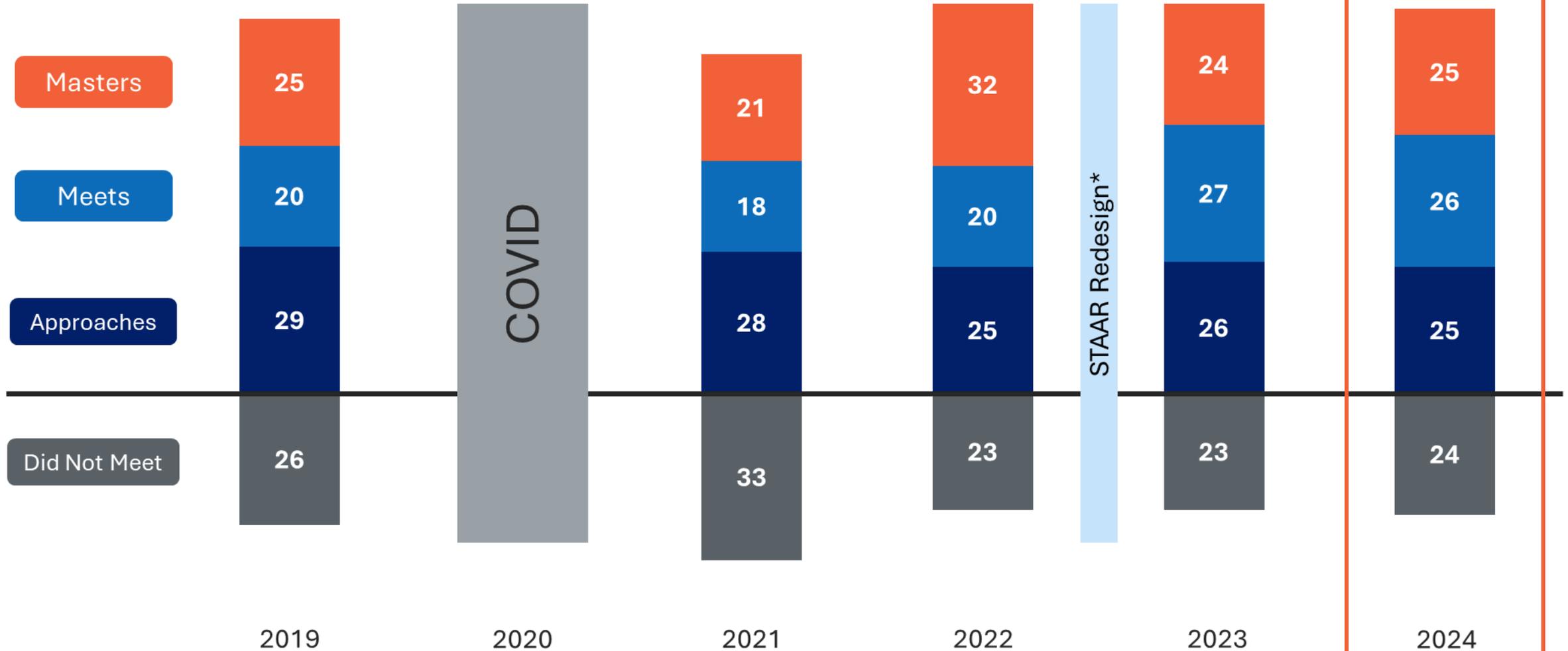
Agenda

- Why are **high-quality instructional materials (HQIM)** important?
- What are the **Bluebonnet Learning Edition 1 Products**?
- What should you know about **Bluebonnet Learning Edition 1 Mathematics and Reading Language Arts (RLA)** materials?

The Importance of HQIM

Just Over Half of Grade 3–8 Students Are Reading on Grade-Level

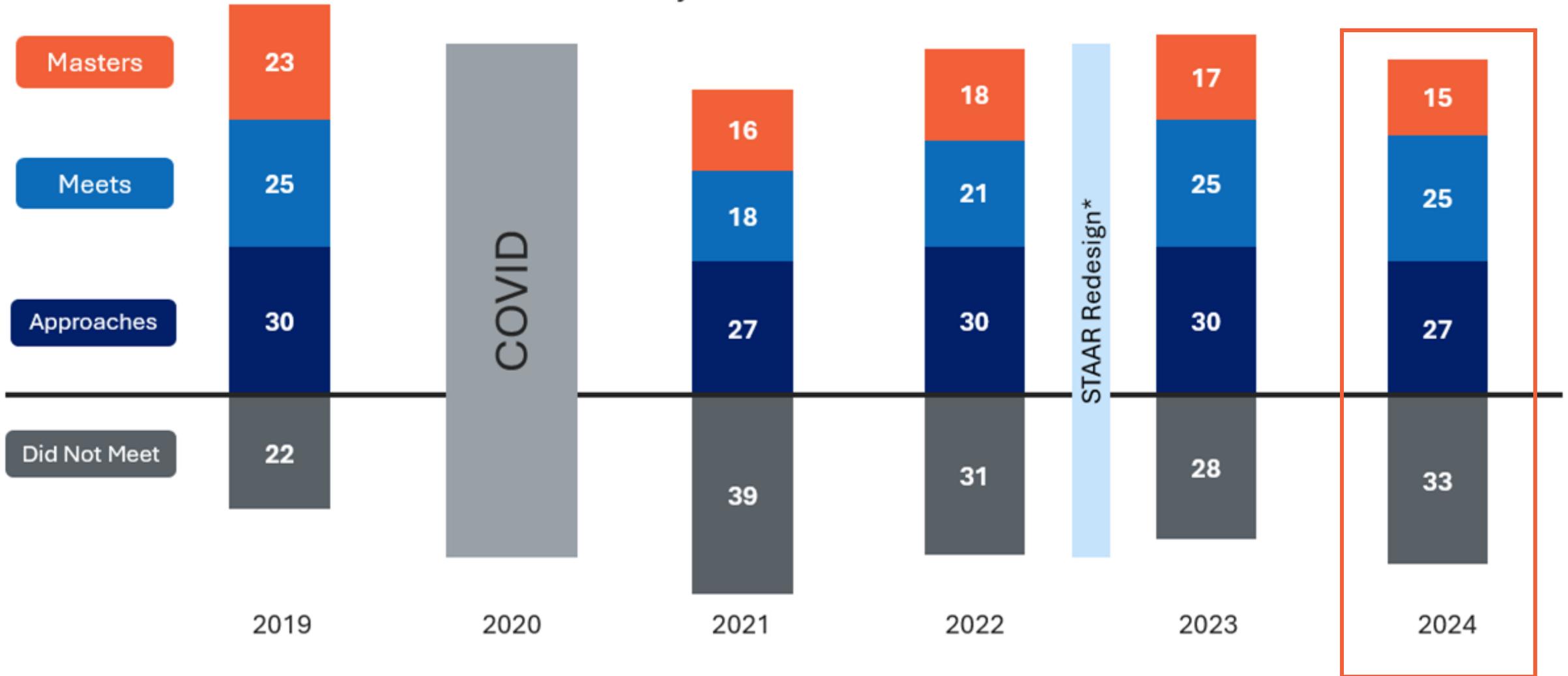
Percent of Students by Performance Level – RLA Grades 3-8



*State of Texas Assessments of Academic Readiness (STAAR)

Math Performance Has Not Recovered to Pre-COVID Levels

Percent of Students by Performance Level – Math Grades 3-8



Many Teachers Are Spending Hours Developing Instructional Materials

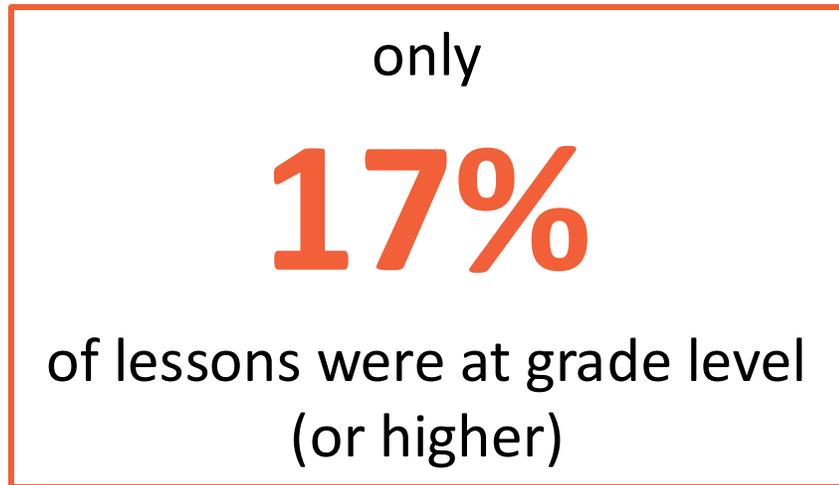
Teachers are spending **7 hours per week** developing instructional materials but only have **3.75 hours per week** for planning in their master schedule.



Many Students Are Getting Lessons Not at Grade-Level

A national study examined student classroom work to see if it was on grade-level.¹

TEA reproduced the study methodology with K–5 reading teachers in 26 Texas school systems.



Students and teachers work hard. Students get As and Bs in class, but **proficiency does not grow** because **students are not consistently exposed to rigorous, grade-level materials.**

The Use of HQIM is Part of a Larger System Focused on Student Success



What are the Bluebonnet Learning (OER) Instructional Materials?

Instructional Materials = “textbooks +”

“teaching, learning, and research resources... including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”

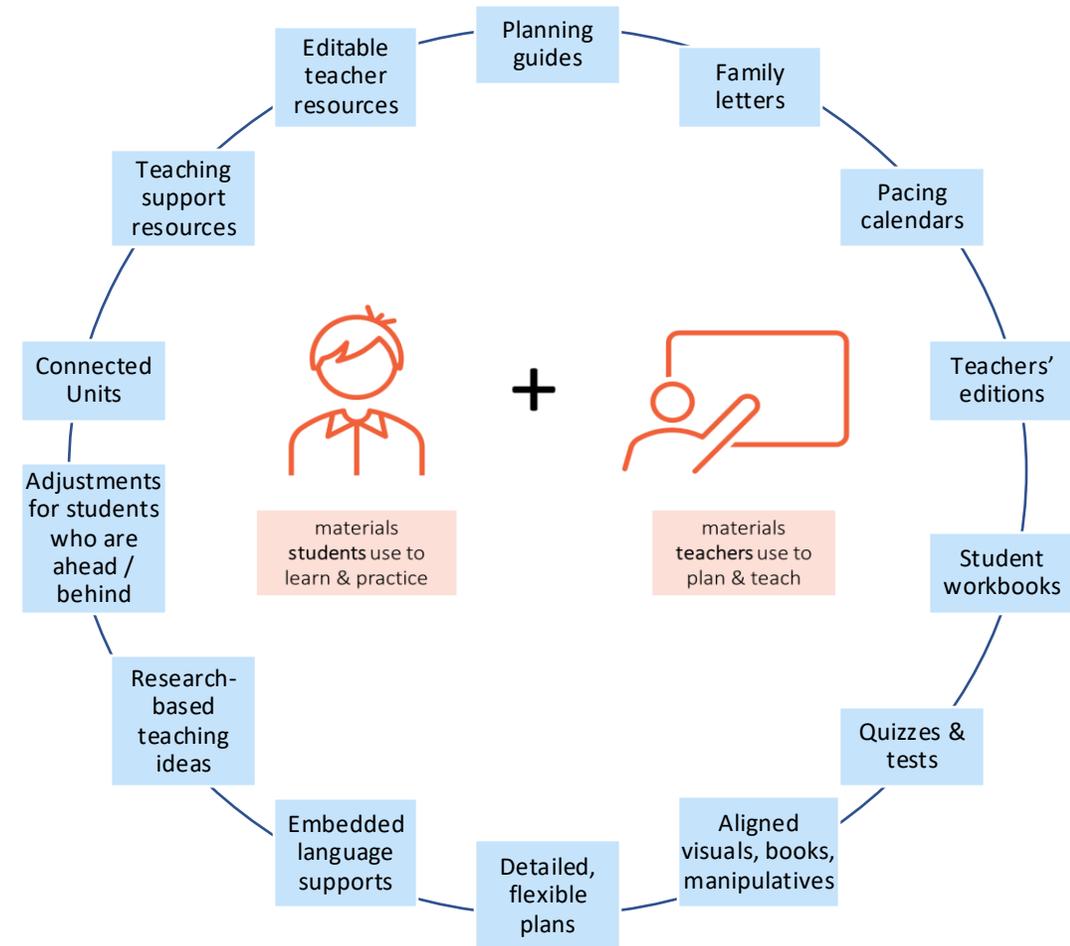
It includes:

- A. material used by a teacher;
- B. material used by a principal; and
- C. material used by a student.

Open Education Resources

“reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others”

effectively, they are: **State-owned “textbooks+”**
that can be modified over time



House Bill (HB) 1605: High Quality Curriculum



- Establishes an expanded process for the SBOE to review and approve high quality textbooks and instructional materials, supported by TEA, and repeals prior law authorizing TEA instructional materials portal and quality reviews
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE-approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer bound to 8-year cycle, no longer limited to 50% of TEKS
- Districts exempted from RFP processes if purchasing SBOE-approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- **Requires the TEA to develop state-owned textbooks in certain grades and subjects, which are subject to approval by SBOE**
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator preparation programs to support
- Prohibits three-cueing in early literacy instruction

Selection of Instructional Materials Continues to Be a Local Decision

Under state law, **school systems in Texas have flexibility and final authority to choose the instructional materials** (e.g., lessons, books, videos, tutoring content, textbooks, etc.) **used with students**, as long as those instructional materials, in total, cover the SBOE-adopted TEKS, and do not:

- violate provisions of Texas Education Code (TEC), [§28.0022](#) covering “Certain Instructional Materials and Prohibitions”;
- violate TEC, [§28.0062.\(a-1\)](#), covering the exclusion of three-cueing in phonics instruction; or
- violate any other law or regulation that protects students from obscene or harmful content.

In addition to ensuring the instructional materials do not violate these provisions, local boards are responsible for ensuring:

- the teaching of informed American patriotism, Texas history, and the free enterprise system in the local adoption of instructional materials¹;
- at least one literary work chosen by the SBOE to be taught in each grade level as outlined in the TEKS²;
- personal financial literacy courses use materials approved by the SBOE³; and
- instructional materials for health meet the standards outlined in statute⁴.

A local board of trustees is responsible for selecting instructional materials for the district⁵, and responsible for certifying annually to the SBOE and Commissioner that they have procured enough instructional material for every child to cover all the elements of the TEKS in the required curriculum, other than physical education.^{6,7}

¹[TEC, §28.002\(h\)](#)

²[TEC, §28.002\(c-4\)](#)

³[TEC, §28.0021\(b\)](#)

⁴[TEC, §28.004](#)

⁵[19, TAC Chapter 66, Subchapter C, §66.104.\(a\)](#).

⁶[TEC, §31.1011.](#)

⁷[19, TAC Chapter 66, Subchapter C, §66.105.](#)

Key Takeaways–The Importance of HQIM

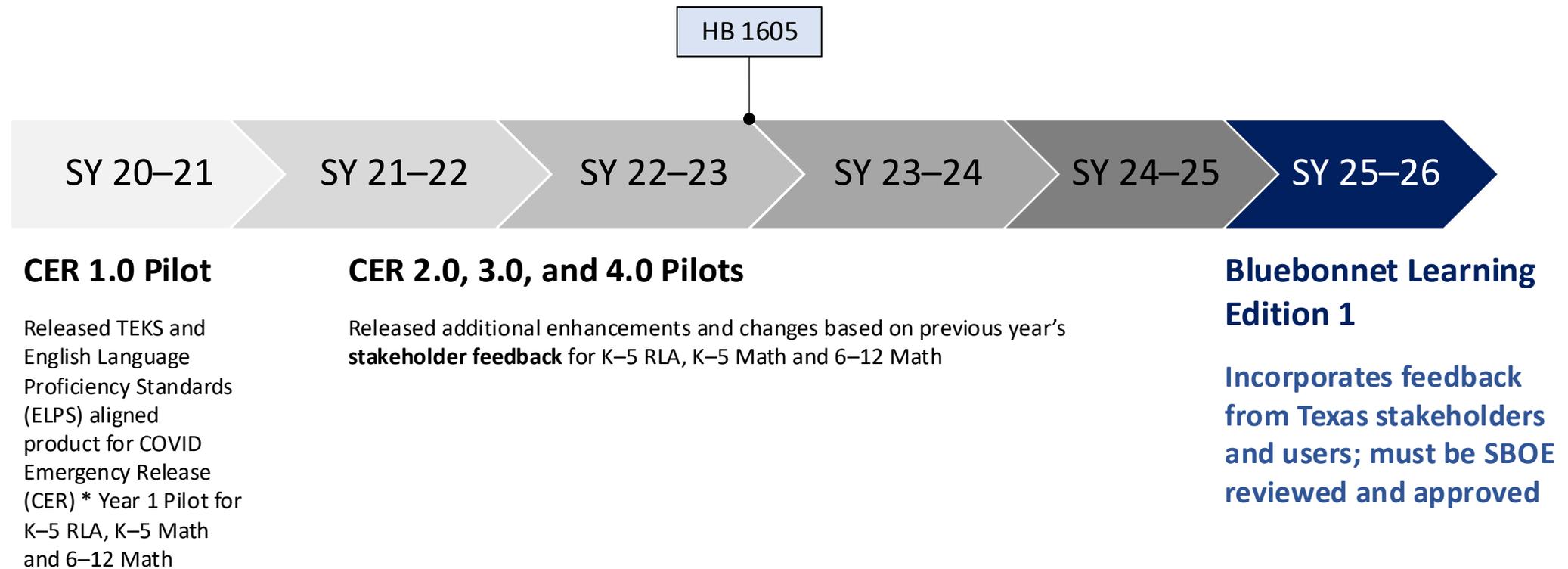
- **HQIM** are key components to improving student outcomes.
- The **IMRA** process is a review conducted by the **SBOE** to determine the quality of instructional materials.
- Bluebonnet Learning Edition 1 is **one HQIM option** available to Texas schools.
- Selection of instructional materials continues to be a **local decision**.

Q & A

What are the Bluebonnet Learning Edition 1 Products?

The Evolution of TEA's Available Instructional Materials

A process of continuous improvement:



*CER; originally published as part of Texas Home Learning (THL)

Bluebonnet Learning Edition 1 Content Areas, Grade Levels, and Languages

Due for SY 25–26 Implementation *(Pending SBOE Approval)*

- K–3 Skills Edition 1 (English)
- K–5 RLA Edition 1 (English)
- K–5 Math Edition 1 (English)
- Secondary Mathematics Edition 1 (English–G6, G7, G8, Alg I)

November 2024 IMRA Approval
Implementation SY 2025–26



Due for SY 25–26 Pilot

*Concurrent pilot with Edition 1 English products
(Spanish Ed 1 will be submitted to IMRA 2025 for SBOE Approval)*

- K–3 Skills Edition 1 (Spanish)
- K–5 RLA Edition 1 (Spanish)
- K–5 Math Edition 1 (Spanish)

November 2025 IMRA Approval*
Pilot SY 2025–26

All timelines pending SBOE approval and are subject to change

Key Takeaways–Bluebonnet Learning Edition 1 Products

- Previous versions of TEA’s available instructional materials are considered COVID Emergency Release (**CER**).
- **Bluebonnet Learning Edition 1** materials are the products that incorporate feedback from Texas stakeholders, are being reviewed by the SBOE, and, pending approval, will be available for implementation in SY 2025–26.
- **English Edition 1 materials** in K–5 RLA, K–5 Math, and Secondary Mathematics are currently undergoing IMRA review. **Spanish Edition 1 materials** will undergo IMRA review next year (2025) but will still be available for pilot implementation with English materials in SY 2025–26.

Q & A

What You Need to Know About Bluebonnet Learning Edition 1 **K–Algebra I Mathematics**

In Math, Bluebonnet Learning Products are Designed to Align to the TEKS and with Student Learning Research

Materials Not Aligned with Research

Stand-alone scope and sequence and modules

Isolated practice of skills by standard, at one point in the year

Prioritize procedural skill and fluency at expense of strong Tier 1 instruction

Below grade-level tasks grounded in remediation

Problems requiring one word or numerical answer without justification

Materials Designed Based on Research

Strategic and coherent modules and lessons sequenced to build upon learning within modules and across grades

Concentrates time and effort on going deep on the most important topics for the grade level

Balances conceptual understanding, procedural skill and fluency, and application

All students working on grade-level tasks

Provides multiple opportunities for practice, discussion, representation, and writing

Bluebonnet Learning Edition 1 Mathematics is Aligned to the Math RBIS

1

Balance Conceptual and Procedural

Pursue **rigor by balancing conceptual understanding, procedural skill and fluency.** Apply this balanced understanding to mathematical **applications** as required by the standards in the TEKS.

2

Depth of key concepts

Focus on math content that **aligns to and meets the rigor of the TEKS** for each grade level, **while concentrating time and effort** on going deep on the **most important topics** for the grade level.

3

Coherence of Key Concepts

Connect concepts within and across grades along a strategic progression of learning so that new understandings are built on previous foundations. Mathematics tells a **continuous, connected story.**

4

Productive Struggle

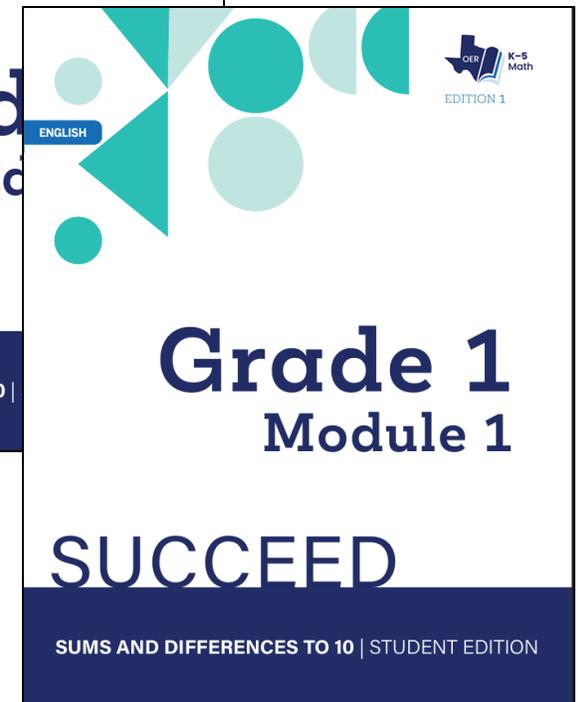
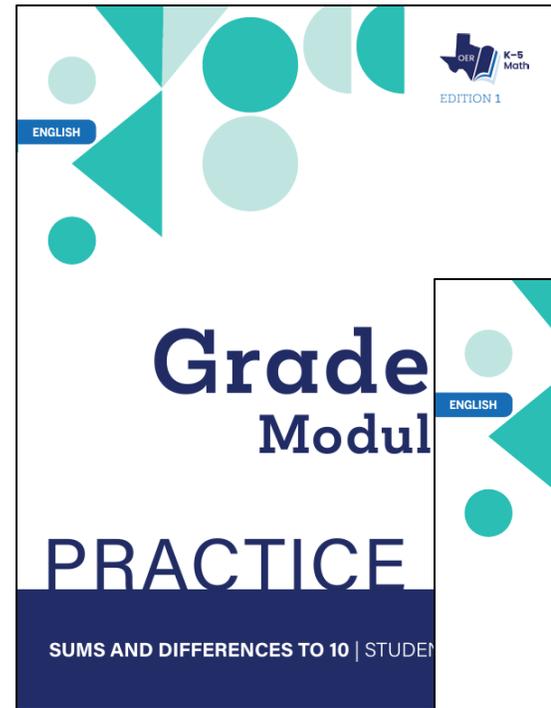
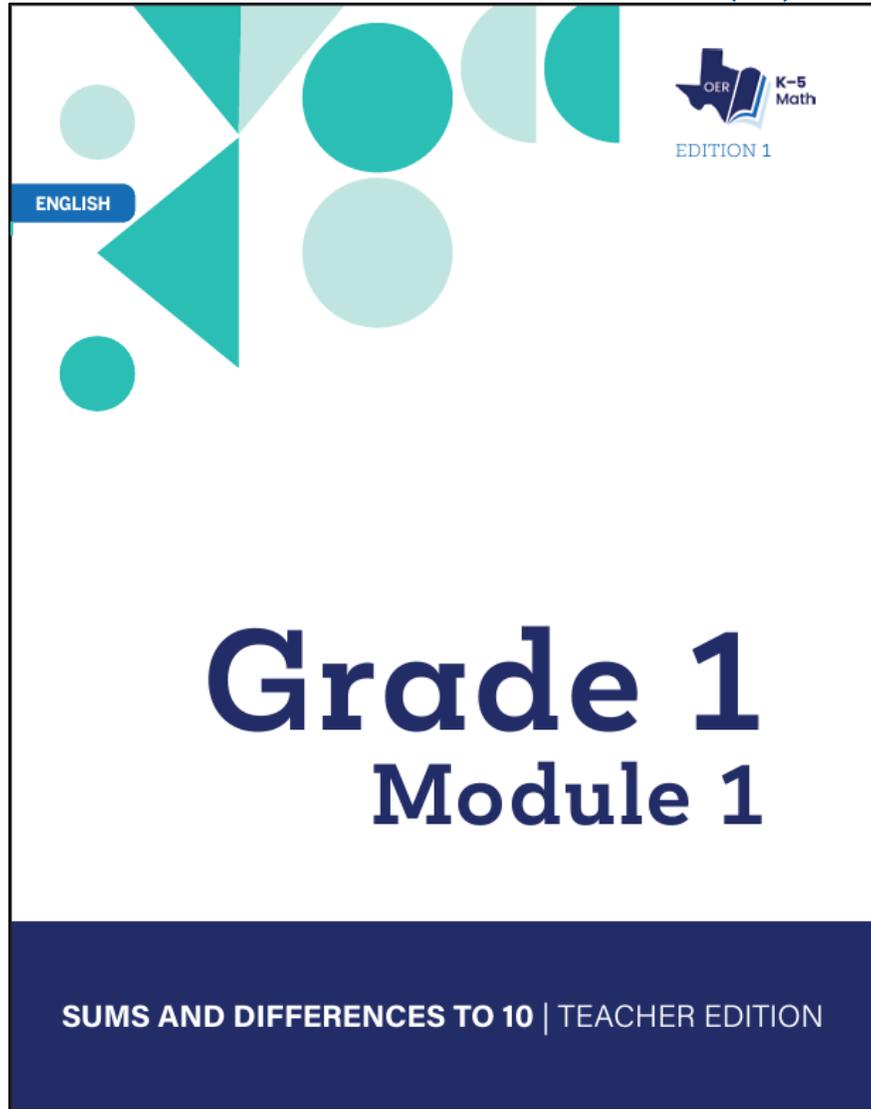
Students engage in productive problem solving, engaging in **multiple opportunities for practice, discussion, representations, and writing** that requires them to explain and revise their thinking.

Mathematics RBIS

Bluebonnet Learning Edition 1 K–5 Math

	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	
1	Numbers to 10	Sums and Differences to 10	Sums and Differences to 10	Properties of Multiplication & Division & Solving Problems with Units of 2-5 and 10	Place Value Rounding, and Algorithms for Addition and Subtraction	Place Value and Decimal	1
2	Two- and Three- Dimensional Shapes	Intro to Place Value through Addition and Subtraction Within 20	Addition and Subtraction of Length Units	Place Value and Problem Solving with Units of Measure	Unit Conversion and Problem Solving with Metric Measurement	Multi-Digit Whole Number and Decimal Operations	2
3	Comparison of Length, Weight, Capacity Numbers to 10	Ordering and Comparing Length Measurements and Numbers	Place Value, Counting, and Comparison of Numbers to 1,200	Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10	Multi-digit Multiplication and Division	Addition and Subtraction of Fractions	3
4	Number Pairs, Addition and Subtraction to 10	Place Value, Comparison, Addition and Subtraction to 40	Addition and Subtraction within 200 with Word Problems to 100	Multiplication and Area	Angle Measure and Plane Figures	Multiplication and Division of Fractions	4
5	Numbers 10-20, Counting to 100 and Subtracting Work	Identifying, Composing and Partitioning Shapes	Addition and Subtraction within 1,000 with Word Problems to 1,000	Fractions and Numbers on the Number line	Fraction Equivalence, Ordering and Operations	Addition and Multiplication with Volume and Area	5
6	Analyzing, Comparing and Composing Shapes	Place Value, Comparison, Understanding Income with Addition and Subtraction to 100	Foundations of Multiplication, Division and Area	Financial Literacy and Data	Introduction to Decimal and Financial Literacy	Problem Solving with the Coordinate Plane	6
7	N/A	N/A	Problem Solving with Length, Money and Data	Geometry and Measurement Word Problems	Exploring Measurement with Multiplication and Data	N/A	7
8	N/A	N/A	Time, Shapes, and Fractions as Equal Parts of Shapes	N/A	N/A	N/A	8
	ADSY	ADSY	ADSY	ADSY	ADSY	ADSY	

Bluebonnet Learning Edition 1 K–5 Math (1/3)



Bluebonnet Learning Edition 1 K–5 Math (2/3)

ENGLISH



Grade 1 Module 1

SUMS AND DIFFERENCES TO 10 | TEACHER EDITION

Module Overview

OER K-5 MATH

Grade 1 • Module 1 Sums and Differences to 10

OVERVIEW

In this first module of Grade 1, students make significant progress towards fluency with addition and subtraction of numbers to 10 (1.3B) as they are presented with opportunities intended to advance them from counting all to counting on, which leads many students then to decomposing and composing addends and total amounts.

Topic A continues the work of developing this ability with all the numbers within 10 in joining situations (1.3B, 1.5D), with a special focus on the numbers 6, 7, 8, and 9, since recognizing how much a number needs to make 10 is simpler for most students. Students decompose numbers into two sets, or conceptually subitize (1.2A), in Lessons 1 and 2, and record their decompositions as number bonds.

T: How many dots do you see?
S: 8.
T: What two parts do you see?
S: I see 5 and 3.
T: Did you need to count all the dots?
S: No! I could see the top row was a full five, so I just said 6, 7, 8.

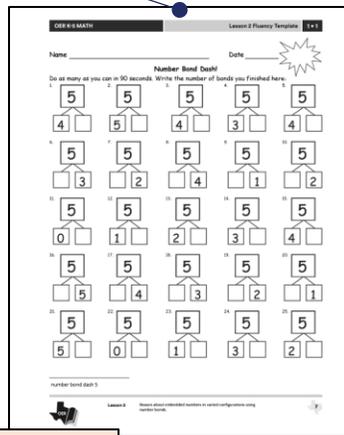
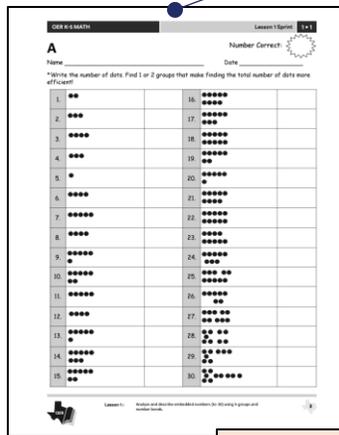
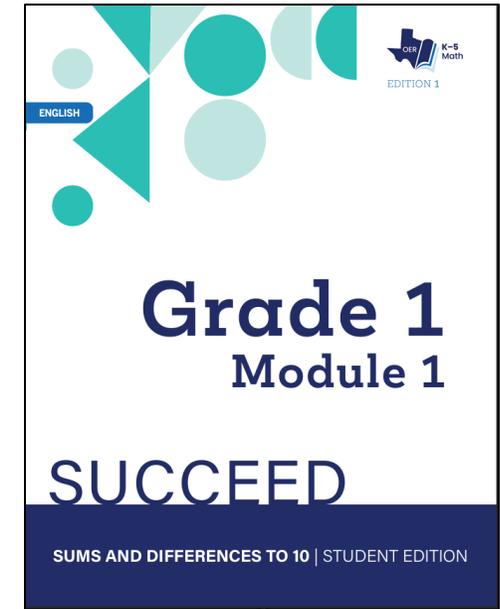
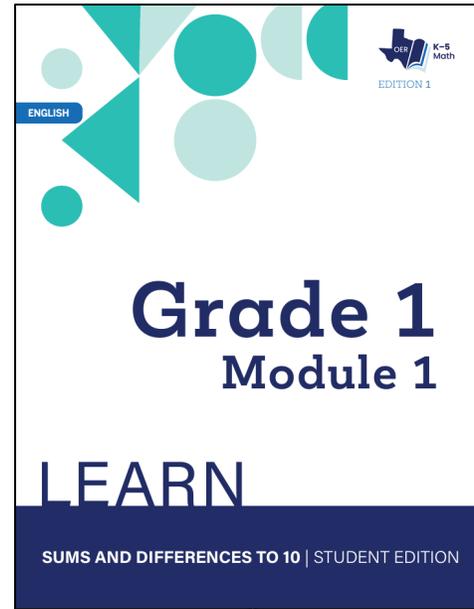
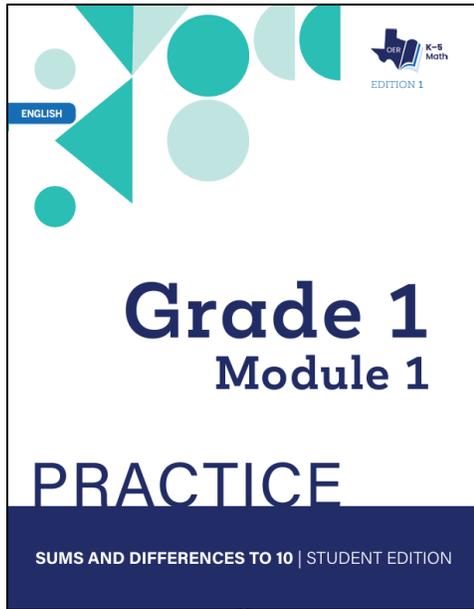
In Lesson 3, students see and describe 1 more as + 1. They use the structure of the first addend rather than its cardinality (1.2A), just as the student speaking in the above vignette used the five. The number 1 is a unit to which they can add one, or count on by one, without recounting. All three lessons in Topic A prepare students to solve addition problems by counting on rather than counting all (1.3B).

Topic B continues the process of having the students compose and decompose. They describe joining situations (pictured to the right) with number bonds and count on from the first part to totals of 6, 7, 8, 9, and 10 (1.3B, 1.3D, 1.5D). As they represent all the partners of a number, they reflect and see the decompositions. "Look at all these ways to make 8. I can see connections between them."

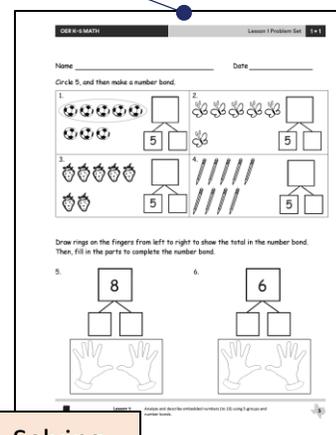
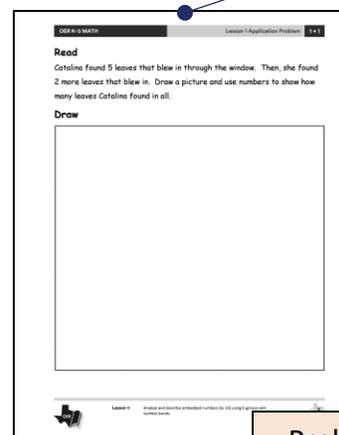
Through dialogue, they engage in seeing both the composition invited by the joining situation and the decomposition invited by the number bonds. Expressions are another way to model both the stories and the bonds, the compositions and the decompositions (1.3B, 1.5D).

The work with story problems in Topic C provides students with the opportunity to connect the mathematics to real-world situations. Students advance beyond the kindergarten word problem types to solve add to with change unknown problems such as:

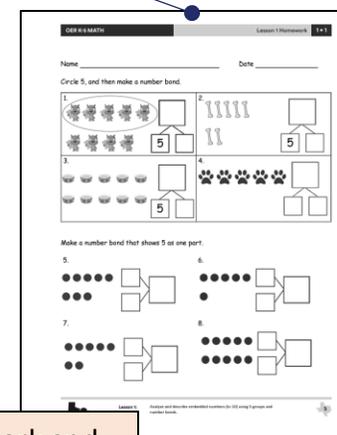
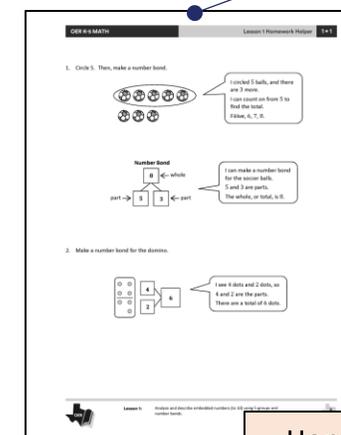
Bluebonnet Learning Edition 1 K–5 Math (3/3)



Fluency Practice



Problem Solving and Problem Sets



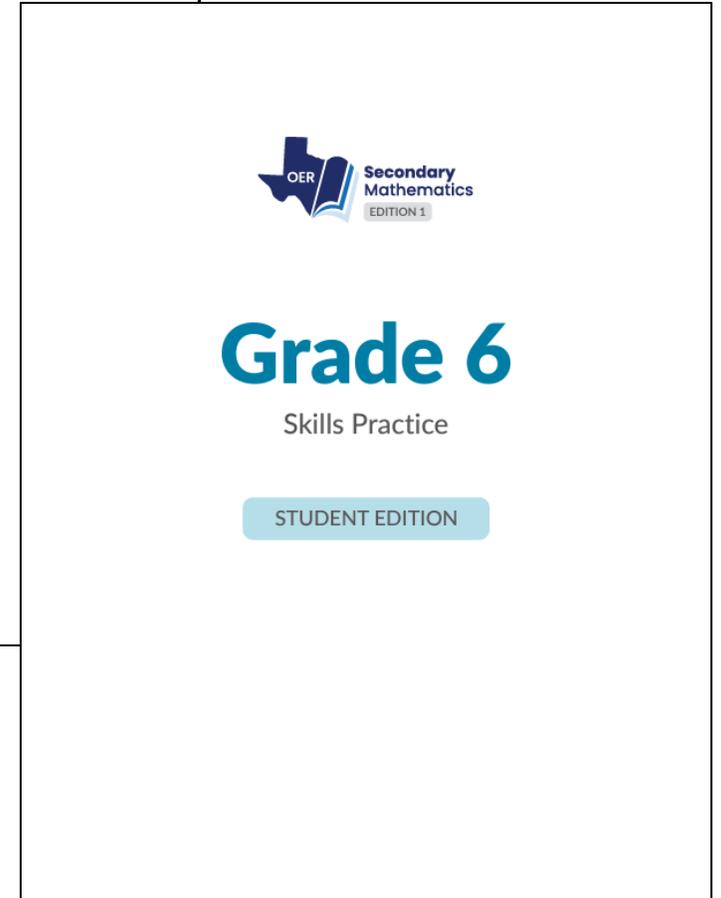
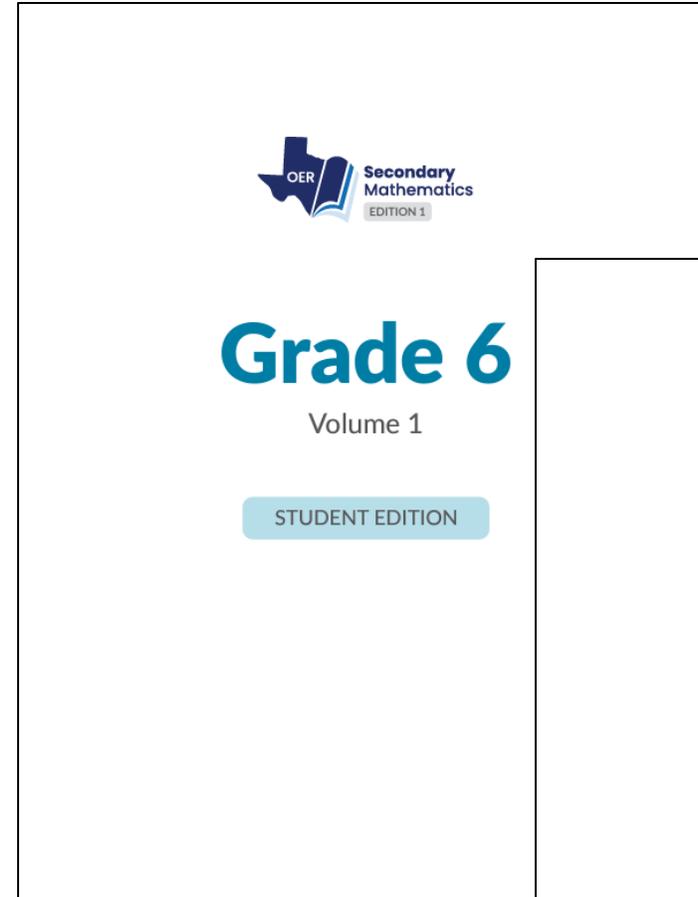
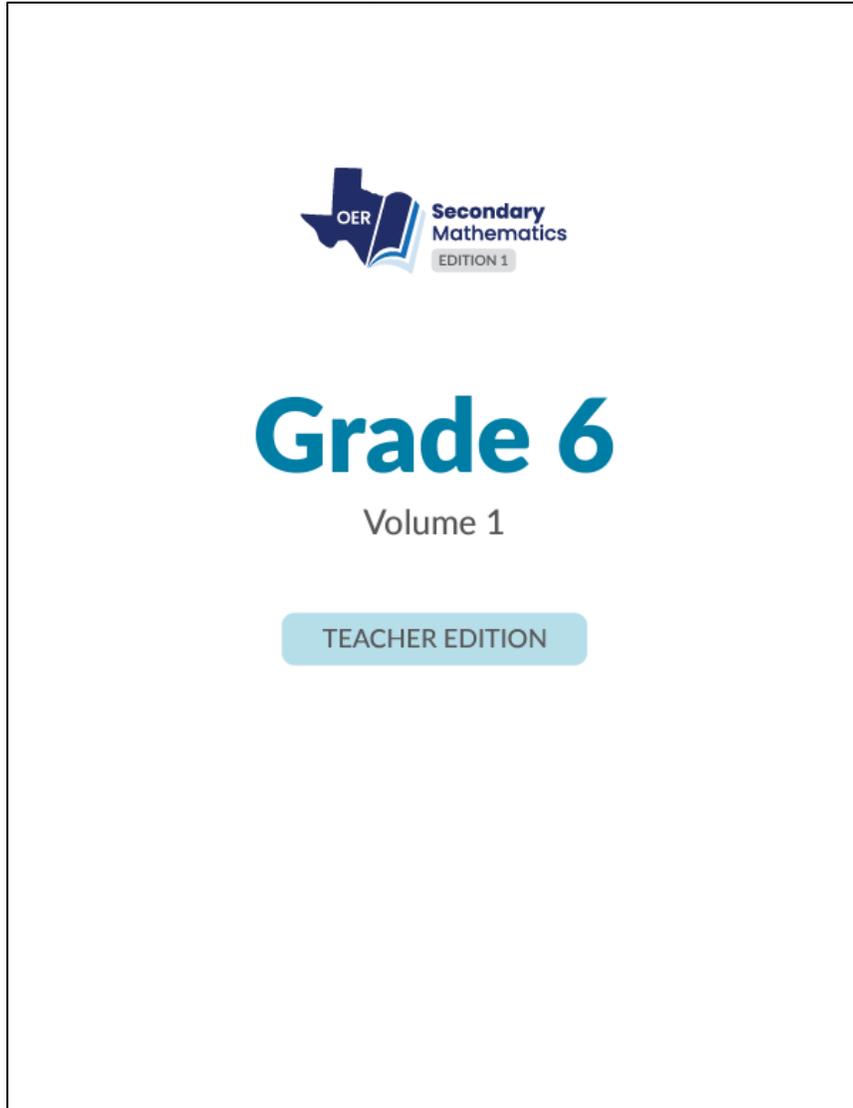
Homework and Homework Helpers

Bluebonnet Learning Edition 1 Secondary Mathematics

	Grade 6	Grade 7	Grade 8	Algebra I	
1	Composing and Decomposing	Thinking Proportionally	Transforming Geometric Objects	Searching for Patterns	1
2	Relating Quantities	Applying Proportionality	Developing Function Foundations	Exploring Constant Change	2
3	Moving Beyond Positive Quantities	Reasoning Algebraically	Data Data Everywhere	Modeling Linear Equations and Inequalities	3
4	Determining Unknown Quantities	Analyzing Populations and Probabilities	Modeling Linear Equations	Investigating Growth and Decay	4
5	Describing Variability of Quantities	Constructing and Measuring	Applying Powers	Maximizing and Minimizing	5

Bluebonnet Learning Edition 1

Secondary Mathematics (1/3)



Bluebonnet Learning Edition 1 Secondary Mathematics (2/3)



Grade 6

Volume 1

TEACHER EDITION

Topic Overview

TOPIC 1 OVERVIEW

Factors and Multiples

How are the key concepts of **Factors and Multiples** organized? Students begin the topic with an introductory lesson on problem solving. They will use this model throughout the course when solving problems. Students then extend their knowledge of area and numbers to compose and decompose areas that represent numeric expressions. They decompose numbers into factors and apply the distributive property to compute products efficiently. Students use the distributive property to express the sum of two numbers as a product of two factors. They then use their knowledge of factors to determine the greatest common factors and least common multiples.

Students continue to engage in reasoning as they create and use physical models to represent and compare fractions as well as to determine equivalent fractions. They begin moving from concrete models to abstract thinking when they connect strip diagrams to number lines to represent and compare fractions. Students reason about the relative size of a fraction by comparing it to a benchmark fraction and investigating the relationship between the numerator and denominator. Students then consider how to decompose area models that represent fraction multiplication. They relate multiplication and division before investigating strategies for dividing fractions. Learning multiple division strategies and using visual models focuses students on reasoning and conceptual understanding as they increase fluency with dividing fractions.

Math Representation

The model shows $\frac{2}{3} \div \frac{1}{4}$.

The division expression asks, "How many $\frac{1}{4}$ s are in $\frac{2}{3}$?"



Although algorithms for fraction multiplication and division are discussed in this topic, students may not achieve fluency within the timeline allowed for this topic. Fluency requires time and practice, and students will continue to develop fluency with fraction operations throughout the course.

Pacing Guide

MODULE 1, TOPIC 1 PACING GUIDE

165-Day Pacing

1 DAY PACING = 45-MINUTE SESSION

Day 1	Day 2	Day 3	Day 4	Day 5
TEKS: 6.7D Introduction to the Problem-Solving Model and Lesson Resources GETTING STARTED ACTIVITY 1 TALK THE TALK	TEKS: 6.7D, 6.8D LESSON 1 Writing Equivalent Expressions Using the Distributive Property GETTING STARTED ACTIVITY 1 TALK THE TALK	TEKS: 6.7A, 6.8D LESSON 2 Identifying Common Factors and Common Multiples GETTING STARTED ACTIVITY 1 ACTIVITY 2	LESSON 2 continued ACTIVITY 4 TALK THE TALK	LEARNING INDIVIDUALLY Skills Practice This is a suggested placement. Move based on student data and individual needs.
Day 6	Day 7	Day 8	Day 9	Day 10
TEKS: 6.4E, 6.5C LESSON 3 Dividing a Whole Into Fractional Parts GETTING STARTED ACTIVITY 1 TALK THE TALK	TEKS: 6.2D, 6.4F LESSON 4 Benchmark Fractions GETTING STARTED ACTIVITY 1 TALK THE TALK	TEKS: 6.3B, 6.3E LESSON 5 Multiplying Fractions GETTING STARTED ACTIVITY 1	LESSON 5 continued ACTIVITY 2 TALK THE TALK	LEARNING INDIVIDUALLY Skills Practice This is a suggested placement. Move based on student data and individual needs.
Day 11	Day 12	Day 13	Day 14	Day 15
TEKS: 6.2E, 6.3A, 6.3E LESSON 6 Fraction by Fraction Division GETTING STARTED TALK THE TALK	LESSON 6 continued ACTIVITY 2 ACTIVITY 3	LESSON 6 continued ACTIVITY 4 TALK THE TALK	LEARNING INDIVIDUALLY Skills Practice This is a suggested placement. Move based on student data and individual needs.	END OF TOPIC ASSESSMENT

*Bold TEKS = Readiness Standard

Detailed Lessons

1 Writing Equivalent Expressions Using the Distributive Property

LESSON OVERVIEW

Students divide area models in different ways to see that the sum of the areas of the smaller regions equals the area of the whole model. They then rewrite the product of two factors as a factor times the sum of two or more terms, leading to the formalization of the distributive property.

MATERIALS
None

GRADE 6 TEKS

Mathematical Process Standards

1) The student uses mathematical processes to acquire and demonstrate mathematical understanding.

The student is expected to:

6.1A apply mathematics to problems arising in everyday life, society, and the workplace

6.1C select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.

6.1D communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

6.1E demonstrate mathematical proficiency with operations and algebraic thinking.

6.1F apply mathematical processes to solve problems.

6.1G determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms before dimensions are positive rational numbers.

6.1H apply mathematical processes to solve problems.

6.1I apply mathematical processes to solve problems.

6.1J apply mathematical processes to solve problems.

6.1K apply mathematical processes to solve problems.

6.1L apply mathematical processes to solve problems.

6.1M apply mathematical processes to solve problems.

6.1N apply mathematical processes to solve problems.

6.1O apply mathematical processes to solve problems.

6.1P apply mathematical processes to solve problems.

6.1Q apply mathematical processes to solve problems.

6.1R apply mathematical processes to solve problems.

6.1S apply mathematical processes to solve problems.

6.1T apply mathematical processes to solve problems.

6.1U apply mathematical processes to solve problems.

6.1V apply mathematical processes to solve problems.

6.1W apply mathematical processes to solve problems.

6.1X apply mathematical processes to solve problems.

6.1Y apply mathematical processes to solve problems.

6.1Z apply mathematical processes to solve problems.

ELPS

1) Learning Strategies

The student is expected to:

1)1 translate new tasks and academic language by using and making it in meaningful ways in speaking and writing activities that build concept and language attainment.

1)2 reading

The student is expected to:

1)2.1 expand and internalize initial English vocabulary by hearing and using high-frequency English words necessary for identifying and describing people, places, and objects.

1)2.2 identify and describe people, places, and objects by reading simple stories and texts, information represented or described by pictures, and by hearing and using routine language needed for classroom communication.

1)2.3 learn using grade-level content area vocabulary to content to translate new English words and build academic language proficiency.

1)3 writing

The student is expected to:

1)3.1 expand and internalize initial English vocabulary by hearing and using high-frequency English words necessary for identifying and describing people, places, and objects.

1)3.2 identify and describe people, places, and objects by reading simple stories and texts, information represented or described by pictures, and by hearing and using routine language needed for classroom communication.

1)3.3 learn using grade-level content area vocabulary to content to translate new English words and build academic language proficiency.

1)4 speaking

The student is expected to:

1)4.1 expand and internalize initial English vocabulary by hearing and using high-frequency English words necessary for identifying and describing people, places, and objects.

1)4.2 identify and describe people, places, and objects by reading simple stories and texts, information represented or described by pictures, and by hearing and using routine language needed for classroom communication.

1)4.3 learn using grade-level content area vocabulary to content to translate new English words and build academic language proficiency.

1)5 listening

The student is expected to:

1)5.1 expand and internalize initial English vocabulary by hearing and using high-frequency English words necessary for identifying and describing people, places, and objects.

1)5.2 identify and describe people, places, and objects by reading simple stories and texts, information represented or described by pictures, and by hearing and using routine language needed for classroom communication.

1)5.3 learn using grade-level content area vocabulary to content to translate new English words and build academic language proficiency.

1)6 thinking

The student is expected to:

1)6.1 expand and internalize initial English vocabulary by hearing and using high-frequency English words necessary for identifying and describing people, places, and objects.

1)6.2 identify and describe people, places, and objects by reading simple stories and texts, information represented or described by pictures, and by hearing and using routine language needed for classroom communication.

1)6.3 learn using grade-level content area vocabulary to content to translate new English words and build academic language proficiency.

1)7 social interaction

The student is expected to:

1)7.1 expand and internalize initial English vocabulary by hearing and using high-frequency English words necessary for identifying and describing people, places, and objects.

1)7.2 identify and describe people, places, and objects by reading simple stories and texts, information represented or described by pictures, and by hearing and using routine language needed for classroom communication.

1)7.3 learn using grade-level content area vocabulary to content to translate new English words and build academic language proficiency.

ESSENTIAL IDEAS

- The area of a rectangle is the product of its length and width.
- You can illustrate the distributive property using an area model of a rectangle with side lengths a and $(b + c)$.
- The distributive property states that for any numbers a , b , and c , $a(b + c) = ab + ac$.
- You can rewrite equivalent expressions using properties.

Student Responses

Lesson 1 Assignment

Write

Explain the distributive property in terms of composing and decomposing numbers.

Remember

There are many ways to rewrite equivalent expressions using properties. The distributive property of multiplication over addition states that for any numbers a , b , and c , $a(b + c) = ab + ac$.

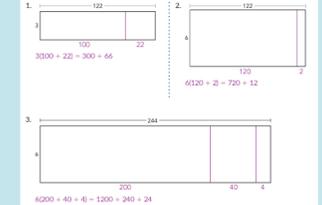
Write

Sample explanation: When you have a rectangle that is composed of two smaller rectangles, the area of the rectangle is equal to the sum of the two smaller rectangles, $a \cdot b + a \cdot c$, where a and b are the dimensions of one rectangle and a and c are the dimensions of the second rectangle. This area is equal to the area of the large rectangle, determined by multiplying the shared side length times the sum of the two other side lengths, or $a(b + c)$.

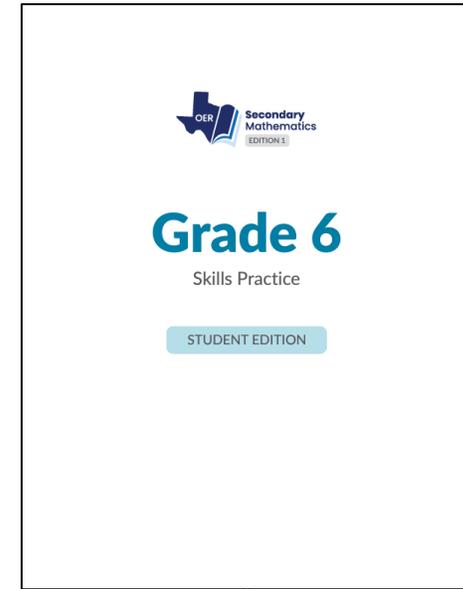
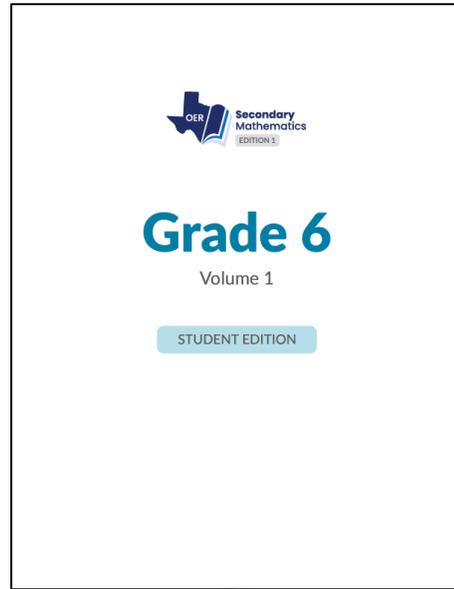
Practice

Decompose each rectangle into two or three smaller rectangles to demonstrate the distributive property. Then, write each area in the form $a(b + c) = ab + ac$.

Sample answers:



Bluebonnet Learning Edition 1 Secondary Mathematics (3/3)



Research-Based Strategies

Worked Example
Other students worked
Use a factor tree to write the prime factorization for 30.
• Begin with the number 30.
• Pick any whole number factor pair of 30 other than 1 and 30.
• Draw a branch from 30 to each factor 2 and 15.
• Since one of the factors is not prime, you are not finished.
• Use branches to write a factor pair for 15.
• Because 2, 3, and 5 are all prime, this factor tree is complete.

Ask Yourself ...
• What is the main idea?
• How would this work if I changed the numbers?
• How I used these strategies before?

Check Your Understanding
• Write the prime factorization for 48.
• Write the prime factorization for 60.
• Write the prime factorization for 72.
• Write the prime factorization for 90.
• Write the prime factorization for 108.
• Write the prime factorization for 120.

Worked Examples

Resources for Students and Families

Course Family Guide
The Course Family Guide provides you and your family with an overview of the course design. The guide details the resources available to support your learning, such as the High Glossary, the Topic Family Guide, the Topic Self-Reflection, and the Topic Surveys.
The purpose of the Course Family Guide is to bring your learning to the classroom to your learning at home. The goal is to empower you and your family to understand the concepts and skills learned in the classroom so that you can review, discuss, and identify the understanding of these key concepts together.

Family Guides

1 Writing Equivalent Expressions Using the Distributive Property

OBJECTIVES
• Write, read, and evaluate equivalent numeric expressions.
• Identify the adjacent side lengths of a rectangle as factors of the area value.
• Write equivalent numeric expressions for the area of a rectangle by decomposing one side length into the sum of two or more numbers.
• Apply the distributive property to rewrite the product of two factors.

NEW KEY TERMS
• numeric expression
• equation
• distributive property

Lessons

Lesson 1 Assignment

Write
Explain the distributive property in terms of comparing and decomposing numbers.

Remember
There are many ways to rewrite equivalent expressions using properties. The distributive property of multiplication and addition states that for any numbers a , b , and c ,
 $ab + c = a(b + c)$

Practice
Decompose each rectangle into two or three smaller rectangles to demonstrate the distributive property. Then, write each area in the form $ab + c = a(b + c)$.

Application

Skills Practice TOPIC: Factors and Multiples

Name: _____ Date: _____

1. Writing Equivalent Expressions Using the Distributive Property

Topic Practice
A. Complete each equation to represent the model.

1. $7(3 + 2) = 7 \cdot 3 + 7 \cdot 2 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

2. $8(5 + 6) = 8 \cdot 5 + 8 \cdot 6 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

3. $3(2 + 3) = 3 \cdot 2 + 3 \cdot 3 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

4. $13(4 + 3) = 13 \cdot 4 + 13 \cdot 3 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

Topic Practice

Spaced Practice TOPIC: Factors and Multiples

Calculate the area of each rectangle.

1. Width = 5 feet
Length = $\frac{1}{2}$ foot

2. Width = 10 feet
Length = $\frac{1}{2}$ foot

3. Width = 12 inches
Length = $\frac{1}{2}$ inch

4. Width = 20 inches
Length = $\frac{1}{2}$ inch

Spaced Practice

Key Takeaways–Bluebonnet Learning Edition 1 Mathematics

- Bluebonnet Learning Edition 1 Mathematics materials are available for **Kindergarten–Algebra I**.
- Bluebonnet Learning Edition 1 Mathematics provides **full coverage of the math TEKS** and is **aligned to the math RBIS**.
- Materials are designed to develop **teachers’ pedagogical content knowledge** in mathematics.
- Materials are built around **fluency, conceptual and procedural understanding, and application**.

Q & A

What You Need to Know About Bluebonnet Learning Edition 1 **K-5 RLA**

Bluebonnet Learning RLA Products Align with TEKS and ELPS, and Student Learning Research

Materials Not Aligned with Research

Stand-alone scope and sequence and units

Skills-based reading comprehension instruction

Units are **not cross-curricular** in design

Leveled reading in Tier-1 instruction

Writing grounded in personal experience

Materials Designed Based on Research

Strategic and **coherent units and lessons sequenced** to build upon learning within units and across grades

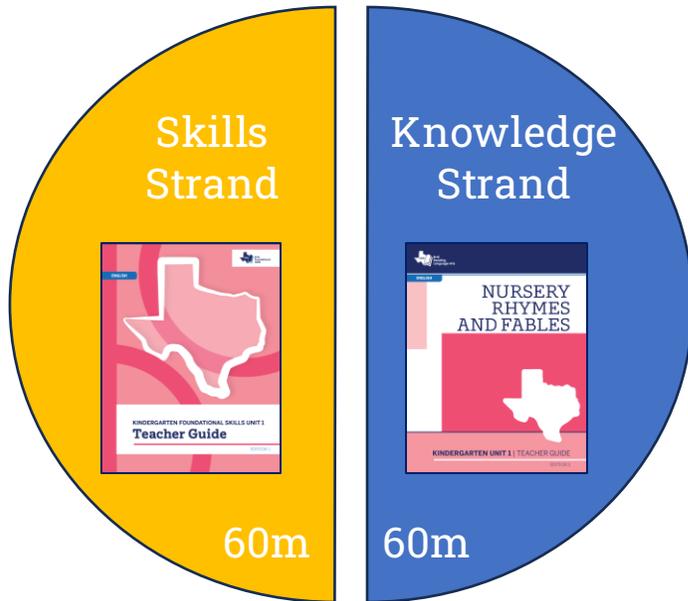
Knowledge-based instruction, connecting topics within and across grades

Cross-curricular content to build knowledge in science and social studies

All students reading **grade-level, complex texts**

Writing and responses based on **evidence from text**

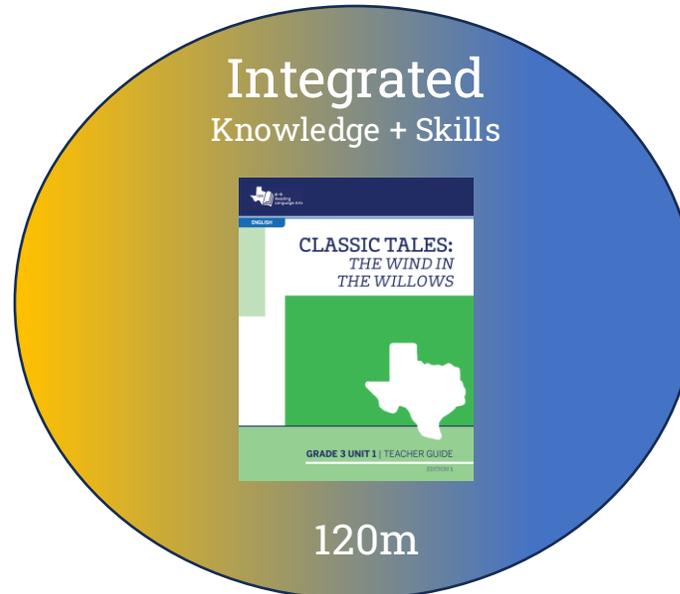
Foundational Skills and Knowledge Strands



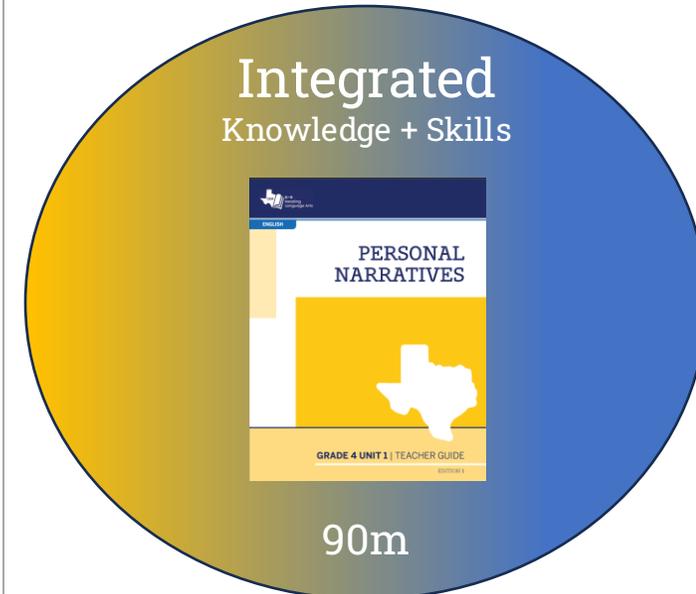
Kindergarten–2
120 minutes



OR

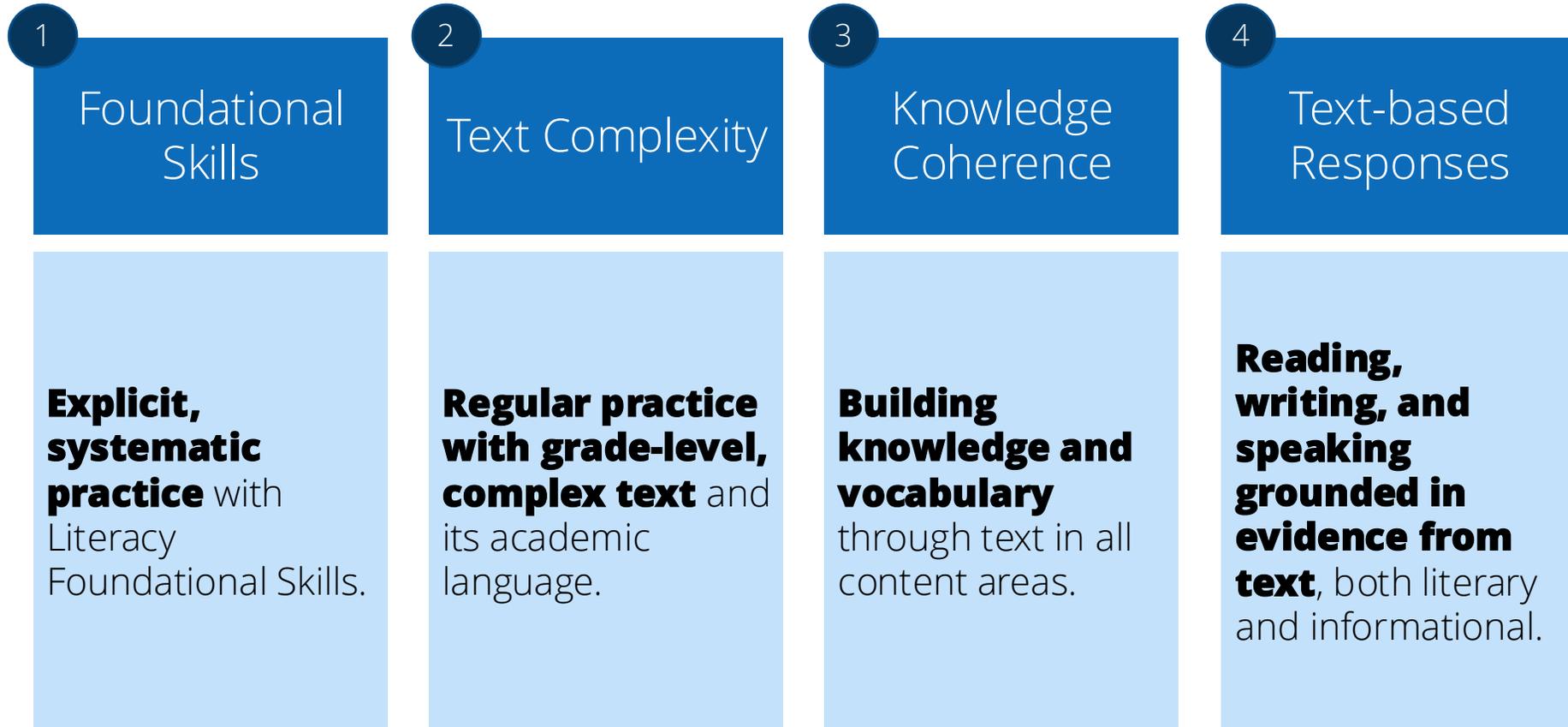


Grade 3
120 minutes



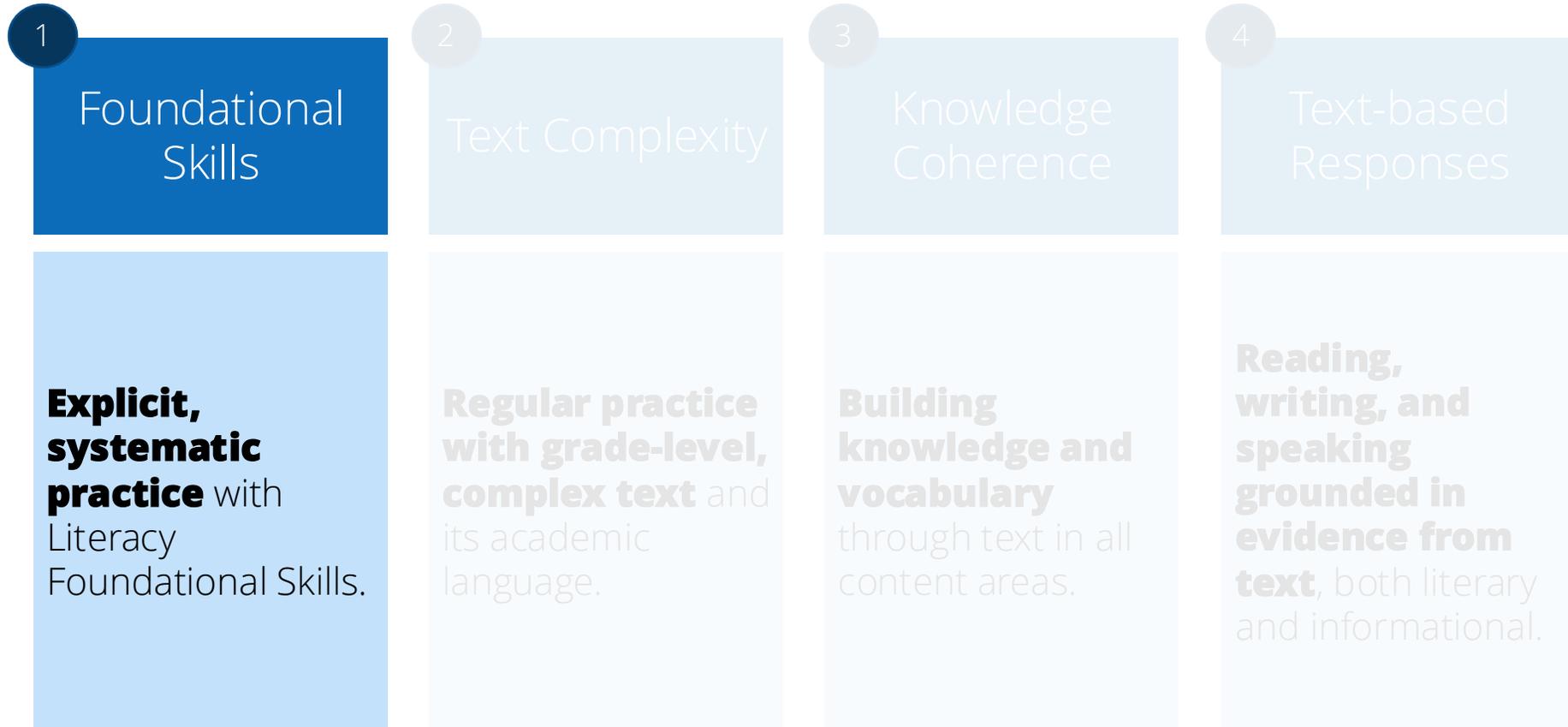
Grades 4–5
90 minutes

Bluebonnet Learning Edition 1 RLA is Aligned to the RLA RBIS



RLA RBIS

Bluebonnet Learning Edition 1 RLA and RBIS 1: Foundational Skills



RLA RBIS

Bluebonnet Learning Edition 1 K–3 Foundational Skills

	Kinder	1st Grade	2nd Grade	3rd Grade	
1	Skills 1	Skills 1	Skills 1	Skills 1	1
2	Skills 2	Skills 2	Skills 2	Skills 2	2
3	Skills 3	Skills 3	Skills 3	Skills 3	3
4	Skills 4	Skills 4	Skills 4	Skills 4	4
5	Skills 5	Skills 5	Skills 5	Skills 5	5
6	Skills 6	Skills 6	Skills 6	Skills 6	6
7	Skills 7	Skills 7	N/A	Skills 7	7
8	Skills 8	N/A	N/A	Skills 8	8
9	Skills 9	N/A	N/A	Skills 9	9

Explicit Practice with Handwriting and Letter Formation

ENGLISH

- Tell students some uppercase letters have a different shape than their lowercase partners. Students will learn to recognize and write several uppercase letters over the next few lessons.
- **Uppercase Letters: 'A', 'B', 'C', 'D'**
- Tell students you are going to show them how to write uppercase letters for the first four letters of the alphabet, 'A', 'B', 'C', and 'D'.
- Mark primary handwriting guidelines on the board/chart paper. Write a lowercase 'a'.
- Ask students to name the letter and point out this is a lowercase 'a'. Also point out the letter is written completely below the dotted line.
- Write an uppercase 'A' next to the lowercase 'a', describing what you are doing using the phrases provided.
- Tell students the uppercase letter 'A' starts at the top line. It touches both the top line and the bottom line. All uppercase letters stretch from the top line to the bottom line.
- Point out uppercase 'A' has a very different shape than the lowercase 'a'.
- Model writing the 'A' two or three times, using the writing stroke cues.
- Have students write the uppercase and lowercase letters, 'A' and 'a' in the air with a pointed finger while saying whether the letter is uppercase or lowercase.
- Repeat these steps for 'B', 'C', and 'D', pointing out which uppercase letter looks more or less like the lowercase letter ('C') and which ones do not ('B' and 'D').

Start on the top line. 1. diagonal left (lift) 2. diagonal right (lift) 3. line across	Start on the top line. 1. long line down (lift) 2. half a circle to the right 3. half a circle to the right	Start just below the top line. 1. most of a circle to the left	Start on the top line. 1. long line down (lift) 2. half a circle to the right

16 Foundational Skills 9

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 9
Teacher Guide
EDITION 1

ENGLISH

NAME: _____ 1.1 Activity Page
DATE: _____
Print the caps and the words.

A A A B B B
C C C D D D

word word
when when

Foundational Skills 9 1

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 9
Activity Book
EDITION 1

Direct Instruction and Practice with Sound-Spelling Connections

ENGLISH

LESSON

1

BASIC CODE
Introduce /ee/ > 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills
 Students will read one-syllable words with /a/ > 'a', /e/ > 'e', /i/ > 'i', /o/ > 'o', and /u/ > 'u'. **TEKS 1.2.B.I**
 Students will listen to and orally produce the /ee/ sound at the beginning, middle, and end of words. **TEKS 1.2.A.vii**
 Students will read and write one-syllable words spelled with the vowel digraph /ee/ > 'ee'. **TEKS 1.2.B.III**
 Students will decode words with open syllables. **TEKS 1.2.B.III**

Reading
 As the teacher reads "Gran's Trips" aloud, students will identify features of a sentence, as well as answer questions about literal and evaluative questions about key details, characters, and main events of the story.
TEKS 1.6.G; TEKS 1.11.D.IX
 Students will develop handwriting by printing legibly and leaving appropriate spaces between words. **TEKS 1.2.F**

FORMATIVE ASSESSMENT

Observation	Discussion Questions "Gran's Trips"
Activity Page 1.2	Story Questions "Gran's Trips"
	TEKS 1.6.G
	TEKS 1.6.G

Lesson 1 Basic Code: Introduce /ee/ > 'ee'

GRADE 1 FOUNDATIONAL SKILLS UNIT 1
Teacher Guide

EDITION 1

ENGLISH

NAME: _____ DATE: _____ **1.1 Activity Page**

ee

bee

seen

feet

queen **sheep**

bee **teeth**

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

Directions: Have students write each word under its matching picture.

GRADE 1 FOUNDATIONAL SKILLS UNIT 1
Activity Book

EDITION 1

Decodable Text for Student Practice: Kindergarten–Grade 2

Sam and his dad fish in a pond.

Sam's dad brings a rod.

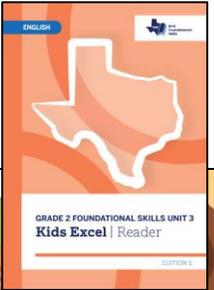
Sam brings a net.



Grade K Skills – Unit 8 – Big Book



Grade 2 Skills – Unit 3 – Student Reader



Karen and Gail smiled.

Karen whispered to me, “When we were dating, David used to write me notes. They were so cute, but there were some spelling mistakes in them.”

“When could you tell Gail was a hot shot at spelling?” I asked.

“Well,” David said, “I could tell she was good at it, but I did not see just how good she was for a long time. Shucks, I am so proud of her!”

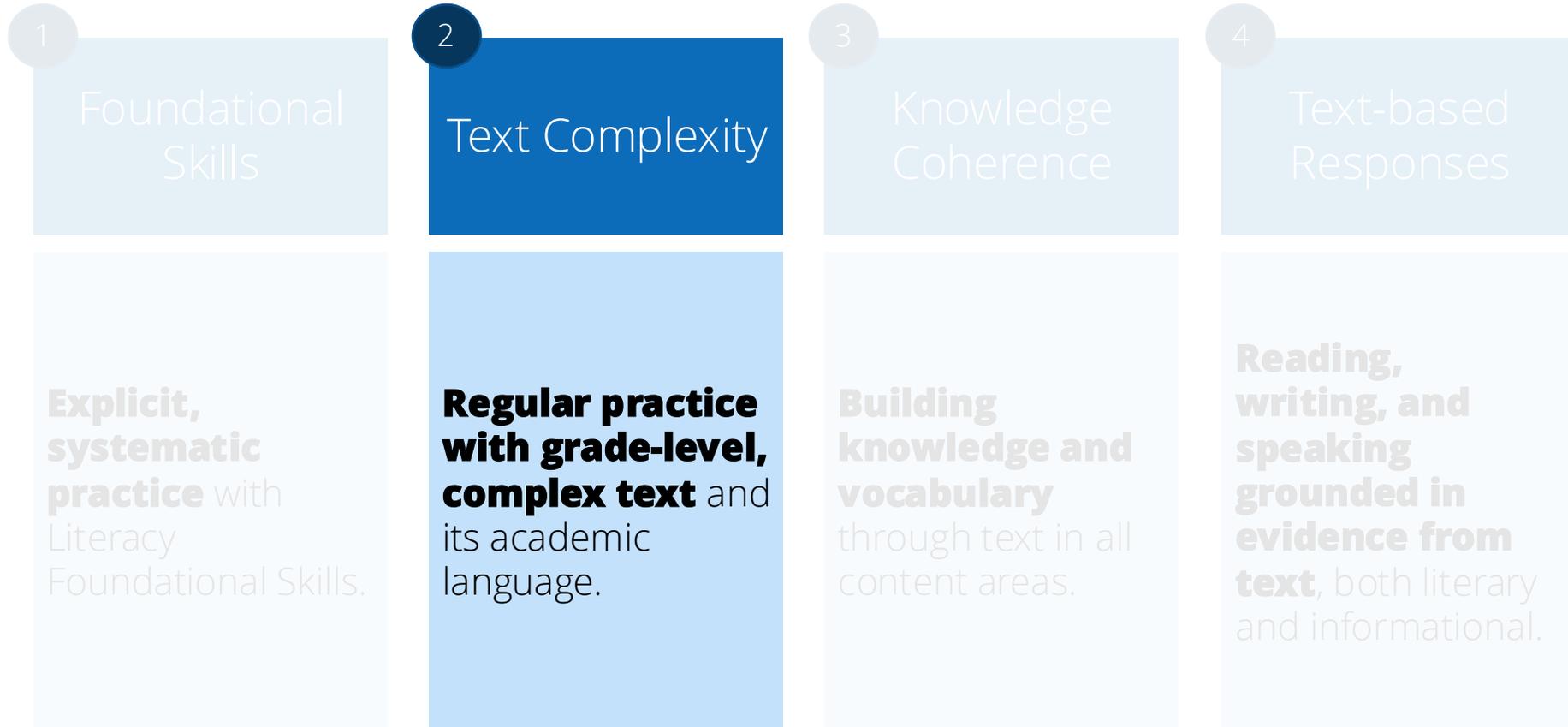
“When I look back on it,” Karen Day said, “it seems to me it all started in second grade, when Gail was in Miss Baker’s class.”

Gail nodded and said, “It was Miss Baker who got me started. Miss Baker was the best!” 🏆

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Bluebonnet Learning Edition 1 RLA and RBIS 2: Text Complexity



RLA RBIS

Read-Alouds On or Above Grade Level



“GEORGE WASHINGTON CARVER” (15 MIN.) TEKS K.9.E



Show image 11A-2: George Washington Carver

Today you are going to hear about another man who, like Johnny Appleseed, became famous because of his love for plants. *Do you remember what Johnny Appleseed did that made him famous?* He, too, lived many years ago, though not quite as long ago as Johnny Appleseed. His name

was George Washington Carver. He became famous throughout the United States as a **botanist**—which is a scientist who studies plants. George first developed his interest in plants as a young boy.



Show image 11A-3: Young George

As a child, George used his free time to explore the forests surrounding his home on a farm in Missouri. *[On a map, point to Texas, then point to Missouri.]* He spent many hours roaming the woods discovering all sorts of wonderful things. George liked to collect things that caught his eye.

PLANTS: HOW DO THEY GROW?



Read-Alouds Develop Tier 2 and 3 Vocabulary

Lesson 1: Insects Everywhere!
Read-Aloud 30M

Reading: Students
Language: Students
 habitats. **TEKS 2.6.G**

PURPOSE FOR

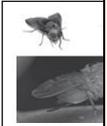
- Tell students world.

"INSECTS EV

Note: The Read-Aloud think your students answer. If rhetorical questions to pause, simplify



billions of cousins

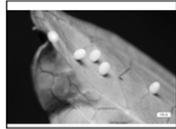


difference between

TEKS 2.6.G Evaluate details the meaning of unfamiliar

Support

Host can also mean a person who is having a party.



Show Image 1A-6: Insect eggs on leaf
 Many insects depend on plants to live. Many insects eat plants and some lay their eggs on plants. The plant on which an insect lays its eggs, and which provides food for its young, acts as a host and is called a host plant. A host is a plant or animal on which, or in which, another thing lives. Each host plant attracts

different types of insects. Many insects have developed very specific diets and would die without their host plants.



Show Image 1A-7: Grasshopper, leafhopper, aphids
 Many meadow plants attract grasshoppers. [Point to the insect in the top left corner.] Grasshoppers feed on the leaves and stems of the alfalfa plant. Harder to spot is the tiny leafhopper. [Point to the insect in the bottom left corner.] but this wedge-shaped insect

Lesson 1 habitats insects social solitary	Lesson 4 colonies cooperate drones pollen	Lesson 7 adapt armor beetles mimicry
Lesson 2 abdomen antennae exoskeletons microscopic thorax	Lesson 5 aggressive chambers destructive emit nurseries	Lesson 8 entomologist extinction foe pesticides pollinators
Lesson 3 larva molt nymph progression pupa	Lesson 6 bioluminescence communicate lanterns	

OER K-5 Reading Language Arts

ENGLISH

INSECTS: ALL AROUND

GRADE 2 UNIT 6 | TEACHER GUIDE

EDITION 1

Student Readers Start in Grade 3

Chapter 5 Hernando de Soto

On May 30, 1539, the veteran **conquistador** Hernando de Soto led a group of Spaniards ashore on the western coast of Florida. De Soto staked a flagpole into the sandy beach and claimed the land for the king of Spain on behalf of the Spanish King and Queen who had provided the resources for the journey.



*De Soto's landing in Florida and map of prior Florida **exploration**.*

34



Hernando de Soto preparing for the expedition.

was rumored to be there. De Soto invested much of his own money in his Florida **expedition**, and he prepared for it carefully. De Soto signed up lots of other experts, including soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the seven hundred men on his **expedition** were Spaniards, but there were a number of recruits from other countries in Europe. The **expedition** sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.

36

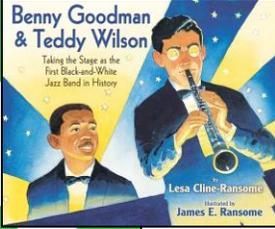
THE AGE OF EXPLORATION



Trade Book Units and Lessons Throughout the Materials

ENGLISH

ALL THAT JAZZ

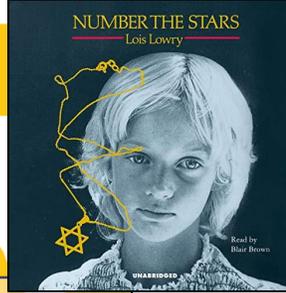


GRADE 3 UNIT 10 | TEACHER GUIDE

EDITION 1

ENGLISH

NOVEL STUDY: NUMBER THE STARS



GRADE 4 UNIT 10 | TEACHER GUIDE

EDITION 1

ENGLISH

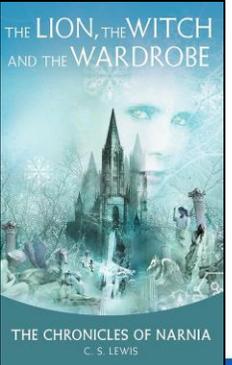
EXPLORING ART: THE BEAUTY WE SEE



KINDERGARTEN UNIT 11 |

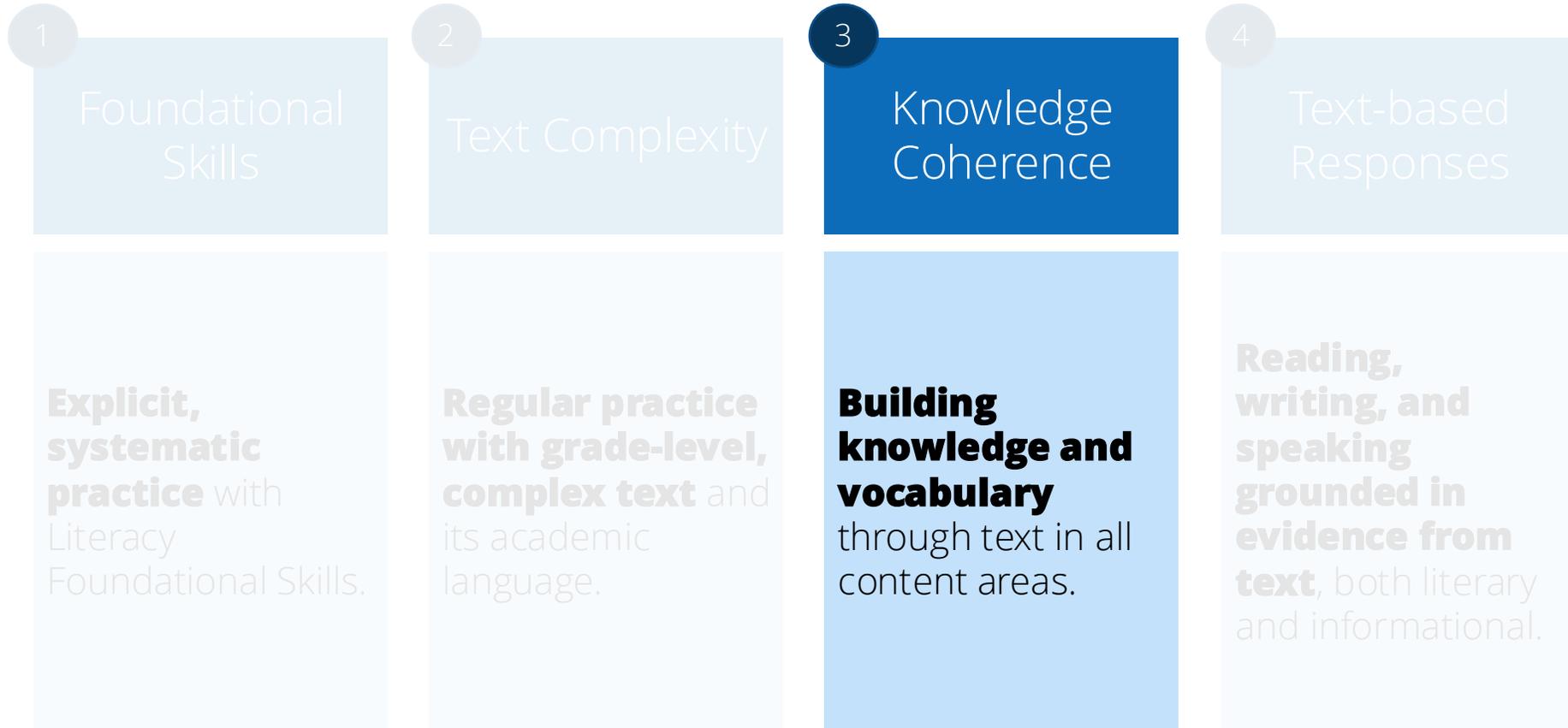
ENGLISH

NOVEL STUDY: THE LION, THE WITCH AND THE WARDROBE



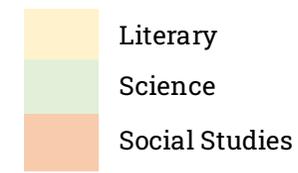
GRADE 5 UNIT 10 | TEACHER

Bluebonnet Learning Edition 1 RLA and RBIS 3: Knowledge Coherence



RLA RBIS

Bluebonnet Learning Edition 1 K–5 RLA Knowledge Map (Topic Progression)



	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	
1	Nursery Rhymes & Fables	Sharing Stories	Fairy Tales and Tall Tales	<i>The Wind in the Willows</i>	Personal Narratives	Personal Narratives	1
2	The Five Senses	The Human Body	The Ancient Greek Civilization	Animal Classification	Eureka!	The Renaissance	2
3	Fairy Tales and Folktales	Early American Civilization	Stories of the Ancient Greeks	The Human Body	<i>Letters from Heaven</i>	Early American Civilizations	3
4	Plants	Astronomy	The War of 1812	Ancient Rome	The Middle Ages	<i>Don Quixote</i>	4
5	Farms	This Planet Rocks	Cycles of Nature	Exploring Sight and Sound	American Revolution	Poetry	5
6	Colonial & Native Americans	Animals and Habitats	Insects	Astronomy	<i>Treasure Island</i>	<i>Midsummer Nights Dream</i>	6
7	Serving Our Neighbors	Fairy Tales	The US Civil War	The Frontier	Poetry	World War II	7
8	Kings and Queens	American Independence	The Human Body	Early Explorations of N America	Geology	Chemical Matter	8
9	Seasons and Weather	Frontier Explorers	Land of Opportunity	Colonial America	Energy	Juneteenth and Beyond	9
10	America: Our Great Country	Adventure Stories	Fighting for a Cause	All That Jazz	Novel: Number the Stars	Novel: <i>Lion, Witch, and Wardrobe</i>	10
11	Exploring Art	N/A	Flight Story of Aviation	N/A	N/A	N/A	11

Science Connections: Grade 4

OER K-5 Reading Language Arts

ENGLISH

GEOLOGY: THIS ROCK YOU'RE STANDING ON



GRADE 4 UNIT 8 | TEACHER GUIDE

EDITION 1

Chapter 1 Earth's Changing Surface

THE BIG QUESTION
How did people's understanding of what was happening on Earth's surface change over time?



1570 AD world map

If you had lived in Europe, you might have had the idea that the earth changed over time. At that time, people believed that other landscape features had changed, too. They thought natural **catastrophes** sometimes happened. For example, volcanoes erupted, and in some places, volcanoes erupted and lava, or red-hot melted rock, flowed out. People did not think these were processes that changed the earth.

2

Chapter 8 Earth's Undersea World

THE BIG QUESTION
How does the movement of tectonic plates shape and change the seafloor?

Think of the last time you put ice in a glass of tea or lemonade. The ice floated, right? Ice floats because it is less dense than water. We often think about the fact that the continents are less dense than the seafloor. "What if continents could float on the seafloor? What if continents could move around?"

In 1915, Wegener published *Continents and Oceans*. In it, he presented his theory that continents had moved over time.

Wegener estimated that a huge landmass. He described it as a single supercontinent from the Greek word *pangaea*, which means "all together." Pangaea broke up, and the pieces moved away from each other. As the pieces moved apart, rock formations split. New mountains formed between the landmasses. Groups of islands together were separated. As continents moved, Antarctica's climate, for example, changed, and animals died. Only their fossils remained.

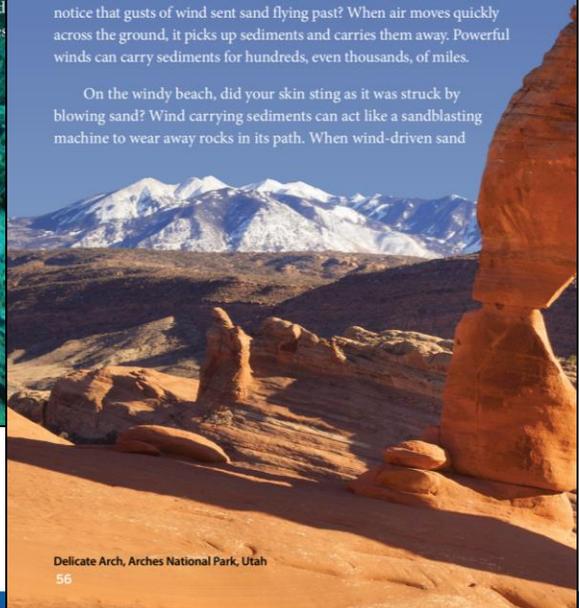
Imagine that you are looking down at the Atlantic Ocean. The ocean floor is darker and darker. So dark, in fact, that the ocean bottom completely disappears. Peaks of dark volcanic ridges mark the boundaries of tectonic plates. Portions of these plates are moving apart.

Sediments on the Move

Geologists describe erosion as any process or force that moves sediments to new locations. Wind, flowing water, moving ice, and gravity all transport sediments from place to place. These forces are the primary causes of erosion.

Have you ever stood on a sandy beach on a windy day? Did you notice that gusts of wind sent sand flying past? When air moves quickly across the ground, it picks up sediments and carries them away. Powerful winds can carry sediments for hundreds, even thousands, of miles.

On the windy beach, did your skin sting as it was struck by blowing sand? Wind carrying sediments can act like a sandblasting machine to wear away rocks in its path. When wind-driven sand



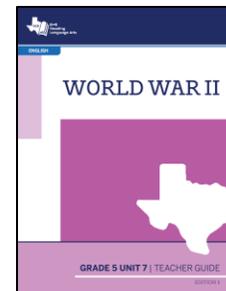
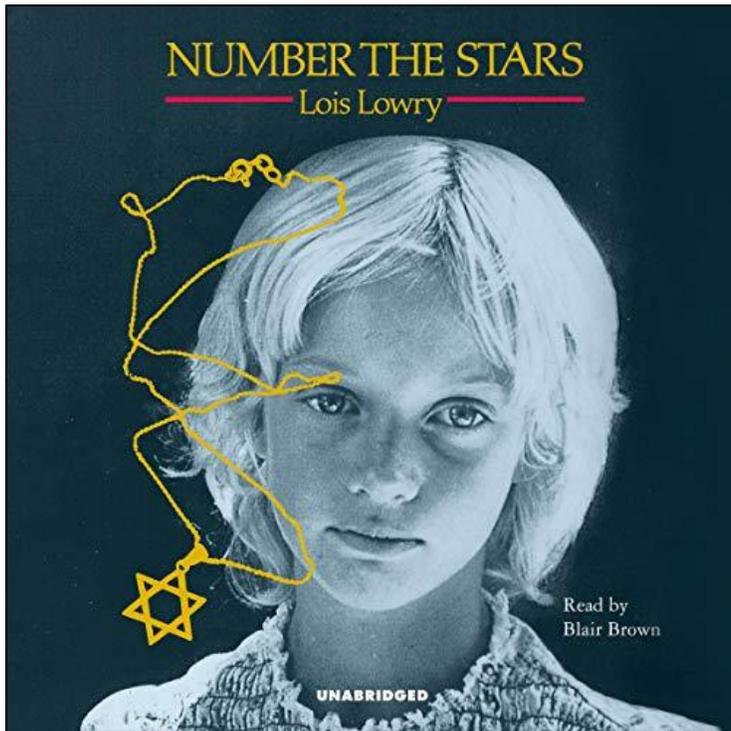
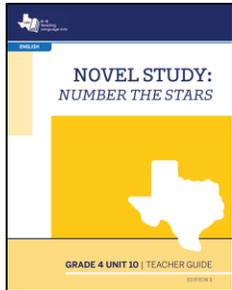
Delicate Arch, Arches National Park, Utah

56

Social Studies Connections: Grade 4–5

WHY THE NOVEL NUMBER THE STARS IS IMPORTANT

Showing elementary-aged students what it was like to live in Europe during World War II with a hopeful tenor, *Number the Stars* presents a prime opportunity to connect to themes around the importance of courageous adherence to one's ideals. This belief was exemplified by the Danish during World War II and by the main characters in this book. The Danish population may not have been able to match the might of the German military the way Allied forces did, but they mentally resisted, which young people can relate to and be inspired by. In addition, it offers the opportunity for students to learn about World War II as they build background knowledge in preparation for reading the story.



Chapter 9

The Holocaust

THE BIG QUESTION
What was the Holocaust, and how did it affect the lives of Jewish people during World War II and after?

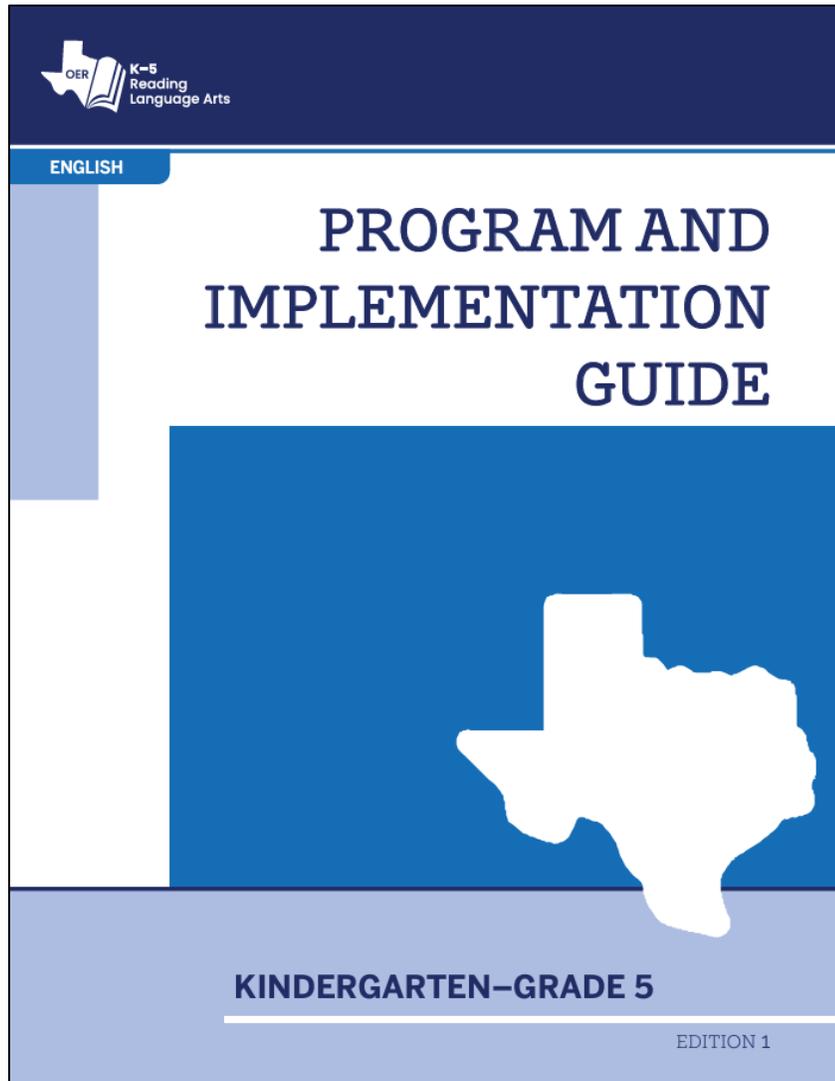
The Holocaust was the state-sponsored, systematic persecution and murder of six million Jews by the Nazi regime and its collaborators during World War II. This **atroc**ity was fueled by **antisemitism**, which is prejudice against Jews. Antisemitism existed long before the Nazis came along. Learning about what happened during the Holocaust allows people today to recognize the dangers of antisemitism. It also helps us work to prevent something so horrific from happening again.



Map showing Europe, North Africa, and the Middle East

Jewish people have lived in Europe and North Africa since ancient times. By the early 1900s, Jewish people could be found in every country on the continent. While they were a small minority group in these countries, they generally lived in relative harmony with their neighbors. In Germany, the law had considered them regular citizens.

Bluebonnet Learning Edition 1 RLA Program and Implementation Guide



Religious Source Material in Reading Language Arts

[I]t might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment.

—US Supreme Court, *Abington School District v. Schempp*, 1963

The study of Reading Language Arts gives students access to rich texts that further their understanding of our society, including our history, economy, and culture. Rich texts are interspersed throughout this product for that purpose, and they periodically include content that comes from different religious traditions, including various monotheistic and polytheistic faiths around the world.

It is important to note that including content from or about religious source material in these instructional materials is not for the purpose of advancing any particular religious belief. Rather, it is included for the literary and historical value of the content and its connection to creating a strong background of knowledge for students.

Rationale and Relevance

There are varied religious source materials used in this product. One example of this is content that comes from the Hebrew Scriptures, also known as the Tanakh, which are viewed as sacred texts by members of the Jewish religion. Another example is the Bible, which is a collection of books, including those of the Old Testament and the New Testament, that are viewed as sacred texts by members of the Christian religion. Other examples include content that comes from faiths of ancient civilizations, including the polytheism of ancient Greece and the ancient Maya. Students will also encounter content that would be recognized by those who practice Islam, Buddhism, and other faiths. Regardless of the nature of the religious source material used, content is chosen for its relevance both to our students' future academic studies and to their adult lives in our country.

OER K-5 Reading Language Arts

Program and Implementation Guide 23

is found in content that comes from the Bible. The Bible exists in those translations, is the most printed book produced in human history. American culture is demonstrated by the inclusion of biblical references in historical texts, laws, and symbols. For example, the Liberty Bell is inscribed with verses from Exodus and Leviticus served as an inspiration for multiple laws. Many of the country's founders, abolitionist leaders, and civil rights leaders viewed the Bible as critical in informing the laws for which they advocated.

Works of Western literature cannot be fully understood without a knowledge of the Bible, requiring students to be taught these narratives to fully engage with the text. Authors such as William Faulkner, Nathaniel Hawthorne, Herman Melville, and Toni Morrison have written novels that are rich with biblical imagery and references. Many works in the English language have their origin in the Bible. For example, the idiom "wisdom of Solomon" refers to someone described as a person who has the "wisdom of Solomon" or that the saying "My cup runneth over" means that the person is very fortunate.

Understanding the complexity and imagery of the written language is essential for students. Understanding archaic language and religious source material is essential to building reading comprehension skills. Content that originated in a language other than English, effort was taken to ensure that the content is widely recognized and that have an open copyright.

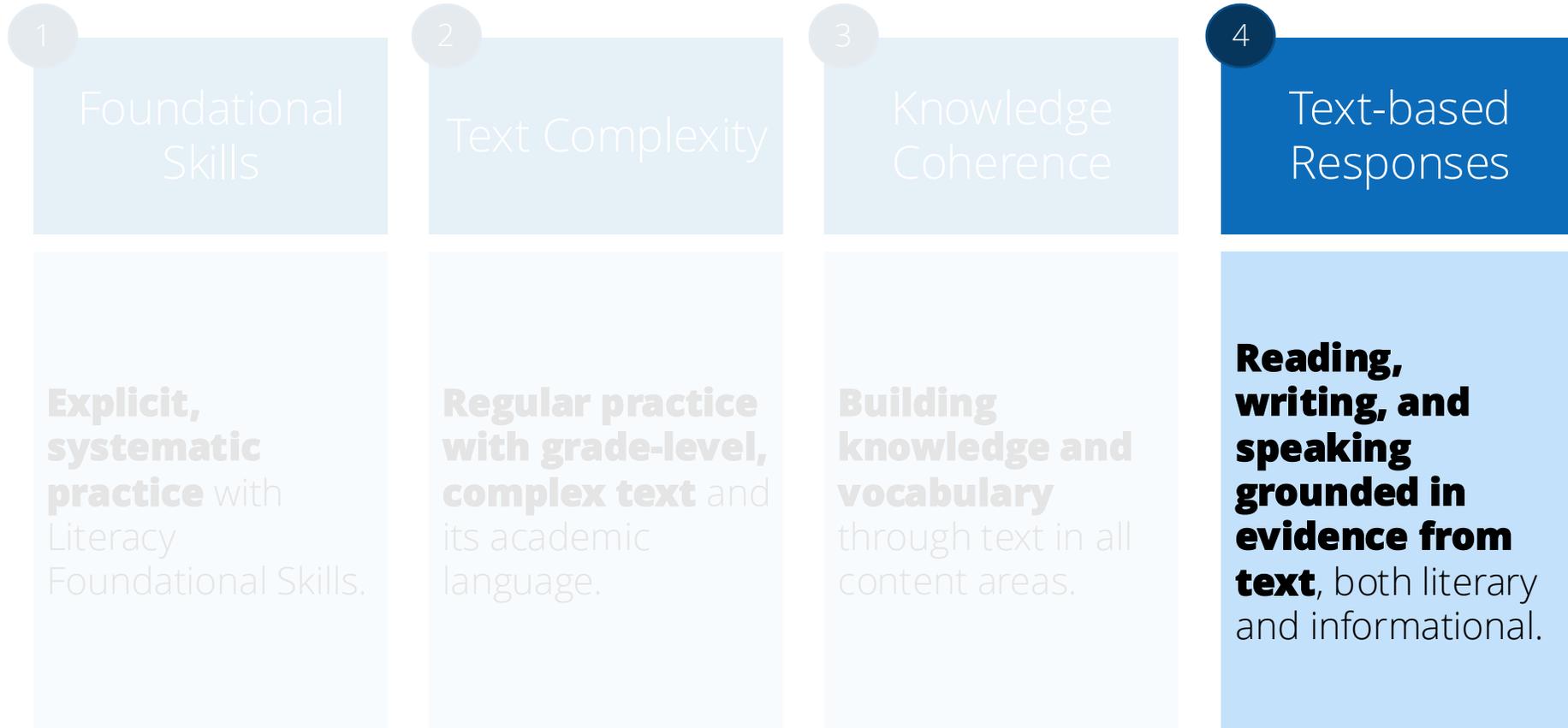
Supporting the Teacher in Rich Discussions

When discussing content from religious source materials, some students may have preconceptions during the discussion that do not occur with other reading materials. These discussions are not prohibited in public schools, as students have a constitutional right to be their religious selves at school. But as would occur with any other text or lesson, teachers should focus class discussions on the lesson's learning standards, objectives, and activities.

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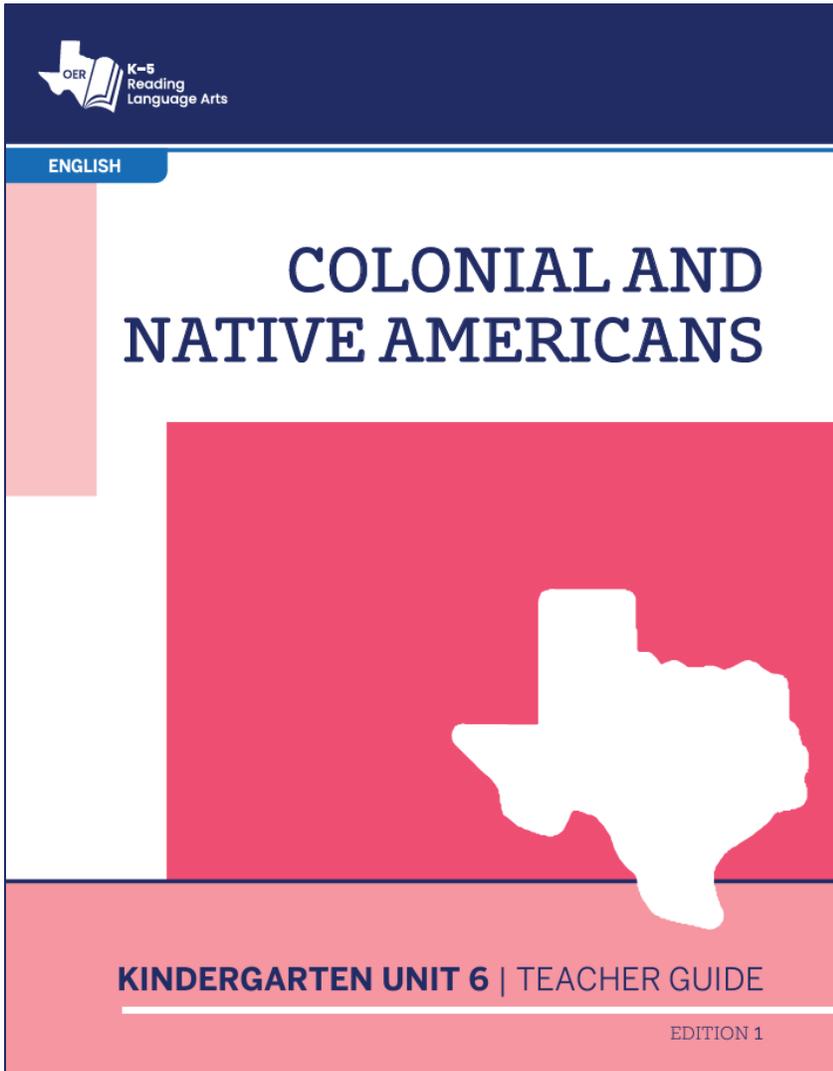
OER K-5 Reading Language Arts

Bluebonnet Learning Edition 1 RLA and RBIS 4: Text-Based Responses



RLA Research-Based Instructional Strategies (RBIS)

Developing the Craft of Writing Connected to Reading-Kindergarten



Lesson 6: Colonial Life
Application

Writing: With assistance, students will edit drafts using standard English conventions, including complete sentences, capitalization, and end punctuation.

→ **TEKS K.10.D.i; TEKS K.10.D.vii; TEKS K.10.D.viii**

Students will share their pamphlets with a partner or in small groups.

→ **TEKS K.10.E**

20M

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→ **TEKS K.10.E**

Flip Book Poster 3M

Support

Have students circle what they think is the most important item on the checklist and edit their work for only that one item. If time, students can go back and choose the next most important item to edit for as well.

Challenge

Explain to students what a proper noun is. Have students check for correct capitalization of proper nouns when editing their work.

MULTIPLE MEANING WORD

Sentence in Context
Show Poster 3M: Well

- Remind students that in the sentence, "Well, I guess we can have five more minutes of recess today," the word *well* means a hole in the ground to get water from.
- Have students turn and talk about other ways they have heard the word *well* used.
- Allow time for students to share some of their ideas.
- Explain that the word *well* can be a thing (a noun)—a hole in the ground to get water from. The word *well* can also describe something (an adverb)—you might say "I'm not feeling well today," which means you might feel sick or not good for some reason. The word *well* can also be used as a pause to think about something. Your teacher might say, "Well, I guess we can have five more minutes of recess today."
- After explaining each of these three meanings of the word *well*, have students turn and share with a partner a sentence that uses the definition.

PAMPHLET ACTIVITY (15 MIN.)

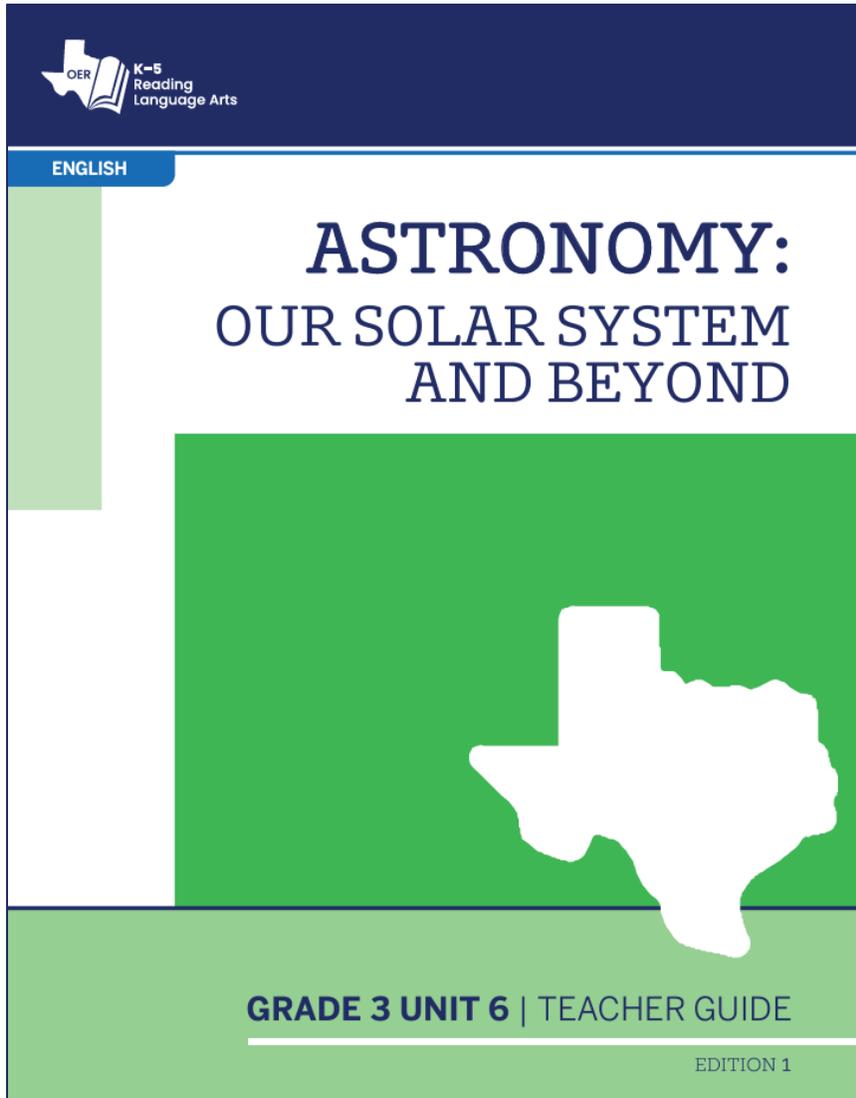
Writing: Editing Pamphlets
Display Editing Checklist

- Remind students that they revised their pamphlets to make them better by adding details.

→ **TEKS K.10.D** Edit drafts with adult assistance using standard English conventions, including: (i) complete sentences, (vi) capitalization of the first letter in a sentence and name, (viii) punctuation marks at the end of declarative sentences. **TEKS K.10.E** Share writing.

92 Unit 6 Colonial Life

Developing the Craft of Writing Connected to Reading—Grade 3



Informative Writing

PRIMARY FOCUS OF LESSON

INFORMATIVE WRITING: PLAN AND DRAFT (50 MIN.) TEKS 3.11.B.I-III

Structure of Writing

- Make sure that students have plenty of writing paper.
- Tell students that today they will be finishing planning their informative piece on a day in the life of an astronaut on the International Space Station.
- Remind students that a well-written informative introduction, a logical structure, and key ideas.
- Ask students what informational text structure writing project. (Answers will vary, but descriptions would work best.)
- Explain to the students that for descriptive information want to organize their paragraphs and writing Routines. Eating, Sleeping, etc., and give details.
- Explain that for a chronological writing, they want to know what the astronaut does first, what they do second, and what they do third. The readers would need clue words like *first/second/third* to understand the chronology better.
- Have students take a few minutes to review their drafts and are going to structure their writing.

Writing an Introduction

- Tell students that writing a strong introduction that captures the reader's interest, is very important in informative writing.
- Read the following two introductions below. Ask students to share their attention more.
 - Life aboard the International Space Station don't mind taking a shower while floating in space.
 - Astronauts live, work, eat, and sleep on the International Space Station.
- Explain that both of these sentences describe which one makes you want to read more? (Life on the International Space Station is just like life on Earth, if you don't mind taking a shower in space!) Why? (It sounds interesting.)
- Give students several minutes to write their own introductions. Have students share theirs with the class.
- Provide support for students to write complete answers legibly in cursive leaving appropriate margins in this unit. **TEKS 3.2.B**

TEKS 3.2.B Write complete words, thoughts, and answers legibly in cursive in this unit.

Lesson 17 Informative Writing

INFORMATIVE WRITING: DRAFTING/REVISING (45 MIN.) TEKS 3.11.C

- Tell students that as they are finishing their drafts and beginning their revising, they should look for places to add more information, details, or descriptive words that will help the readers visualize the International Space Station and what the astronaut is doing or what they are experiencing.
- Tell the students that they also might want to revise their drafts so that the sentences flow better or make more sense to the reader.
- Copy Activity Page 18.1 onto chart paper or the board. Go through the Revision Checklist with students.

1.	Do I have a good topic sentence?	
2.	Do I have a good conclusion?	
3.	Are there any parts that are missing?	
4.	Do my sentences flow well?	
5.	Do I have a good variety of sentence structures?	
6.	Could I combine any of my sentences?	
7.	Do I have a good variety of words?	
8.	Is my writing interesting?	
9.	Is this my best work?	

INFORMATIVE WRITING: EDITING/PUBLISHING (45 MIN.)

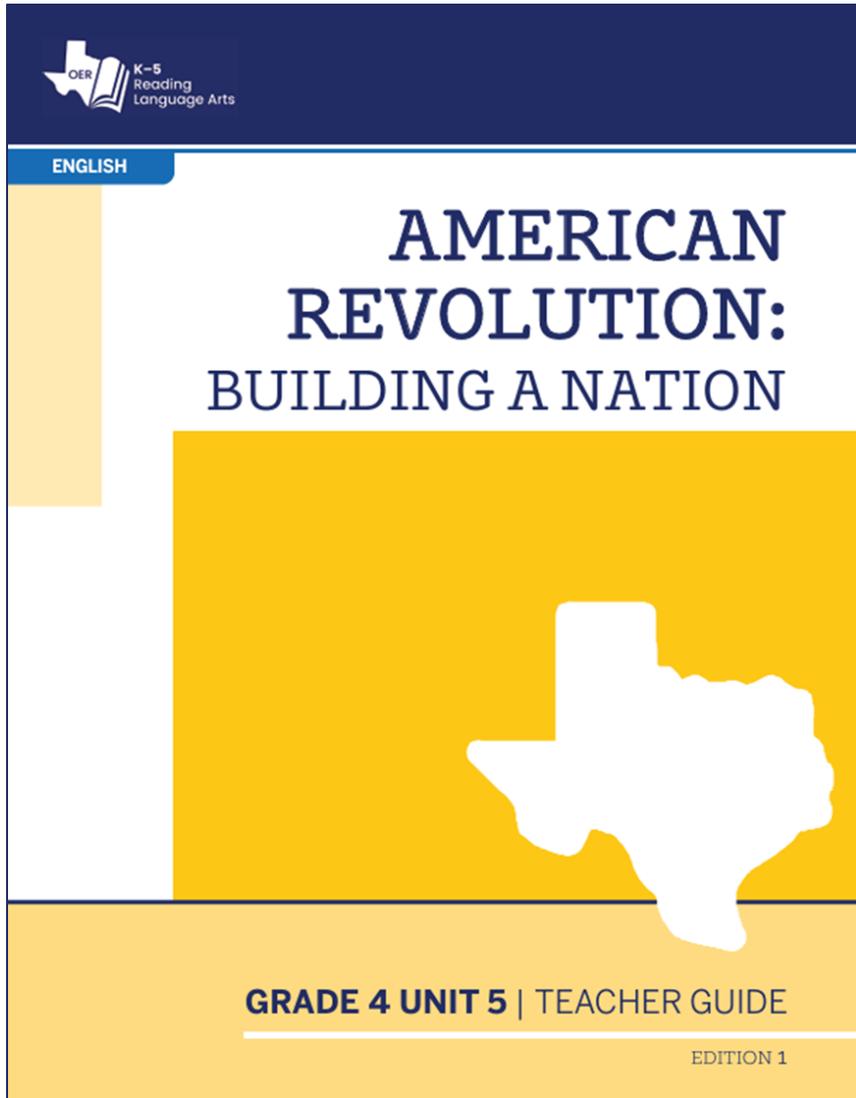
TEKS 3.2.D; TEKS 3.11.D.i-vii, ix-xi; TEKS 3.11.E; TEKS 3.13.H

- Have students complete their revisions if they haven't already done so.
- Draw on chart paper or on the board or use the previously prepared Editing Checklist Chart (DP.U6.L18.2).

Projection DP.U6.L18.2

1.	Do I have a fitting title?	
2.	Do all of my sentences start with a capital letter?	
3.	Do all of my sentences end with the correct punctuation?	
4.	Have I spelled all of my words correctly?	
5.	Have I used correct grammar?	
6.	Does each sentence provide a complete thought?	

Developing the Craft of Writing Connected to Reading—Grade 4



Lesson 8: The Continental Army's Plight

45M

Writing

Primary Focus: Students will use paragraph writing skills to reflect on the role the first shot fired in Lexington played in igniting the American Revolutionary War referencing lesson text, additional sources, and a graphic organizer.

TEKS 4.2.C; TEKS 4.11.A; TEKS 4.11.B.i; TEKS 4.11.B.ii; TEKS 4.12.B; TEKS 4.13.C

Plan Body Paragraph 3

Use the word bank to complete the graphic organizer below.

Paul Revere, William Dawes, Samuel Prescott	British Parliament	British soldiers
colonial militia	King George	

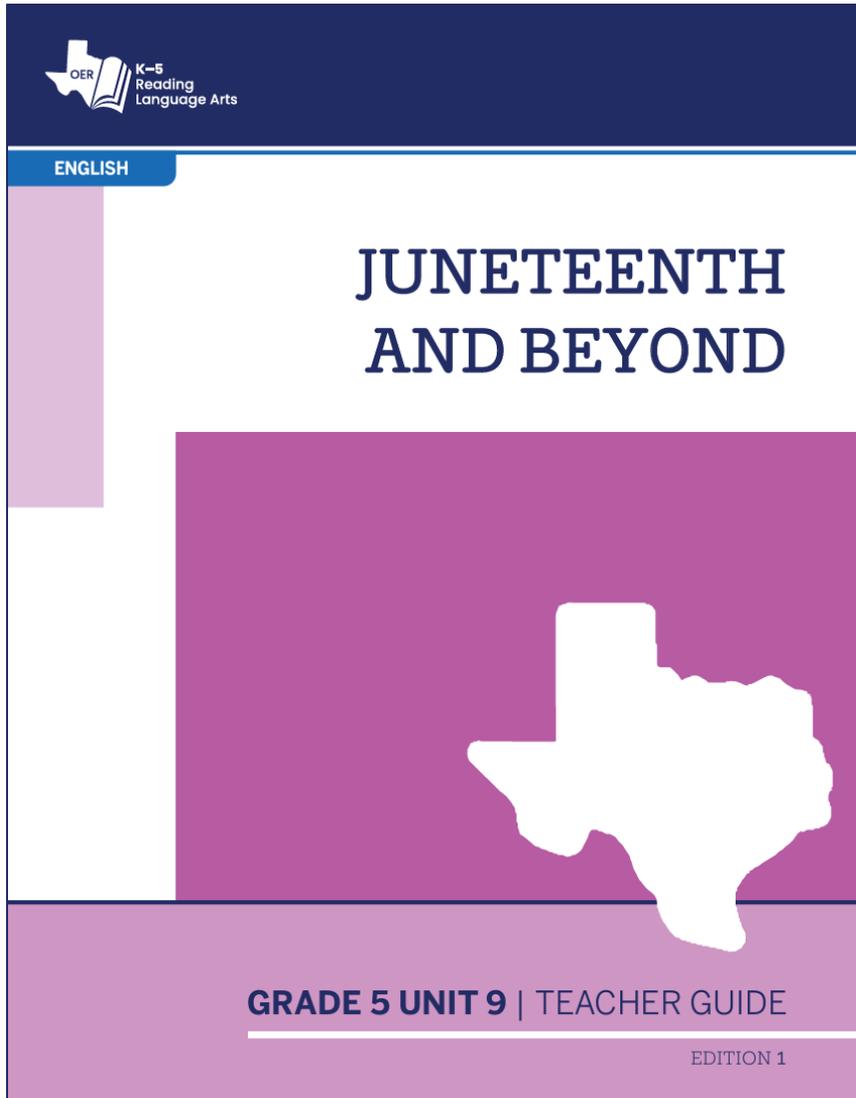
Events	Dates	People
British Parliament reacts to colonists' preparations by sending more soldiers to Boston		

Writing prompt: No one knows who fired the first shot at the battle in Lexington. If a stray shot had not been fired, do you think the Revolutionary War would have started? Explain what led to the first shots of the war.

Choose words from the word bank to use in your response to the writing prompt.

quietly	belfry	stockpile	volley	Paul Revere
Lexington	militiamen	confiscate	Concord	

Developing the Craft of Writing Connected to Reading—Grade 5



Lesson 1: Framing Freedom Writing 40M

Primary Focus: Students will identify relevant information from various sources. **TEKS 5.2.C:** TE

RESEARCH PREPARATION (

- Tell students that, in this unit, the historical experiences of Africa
- Explain that, throughout the unit, with a table of contents, bibliography from the texts that they will read
- Tell students that the first chapter start of the knowledge sequence
- Inform students that the following any ideas/topics they choose to
- Tell students that research is often
- Explain to students that they will texts they read.
- Tell students that they will be able ideas in the texts.
- Explain that they will use provided self-select texts and answer the

Note: Students will be conducting teacher guidance and supervision

- Project or display Digital Comp paper for students to refer back

TEKS 5.2.C Write legibly in cursive. **TEKS 5.13.C** Identify and gather relevant information from a variety of sources.

20 Unit 9 Juneteenth and Beyond

	Advanced	Proficient	Basic
Ideas	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details, using varied word choice.	The writing draft has a clear purpose in the form of a research question, clear ideas with facts and details.	The writing draft does not have a clear purpose in the form of a research question, clear ideas, or facts and details.
Organization	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close) as well as transitions within the body paragraphs.	The writing draft is organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.	The writing draft is not organized using an introduction, at least four transitions (to open, connect, and close), and a conclusion.
Conventions	The writing draft uses complete sentences, correct spelling, punctuation, and capitalization of proper nouns.	The writing draft uses complete sentences, correct spelling, capitalization, or punctuation.	The writing draft does not use complete sentences, correct spelling, capitalization, or punctuation.

Students Study Authors and Develop Writing in Different Genres According to Grade-Level TEKS

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Genre	N/A	Reading Response	Reading Response	Reading Response	Reading Response	Reading Response
	Literary	Literary	Literary	Literary	Literary	Literary
	Information	Information	Information	Information	Information	Information
	Correspondence	Correspondence	Correspondence	Correspondence	Correspondence	Correspondence
	N/A	N/A	N/A	Argumentative/ Opinion	Argumentative/ Opinion	Argumentative/ Opinion

Key Takeaways–Bluebonnet Learning Edition 1 RLA

- Bluebonnet Learning Edition 1 RLA is made up of **Foundational Skills (K–3)** and **Knowledge (K–5)**.
- Bluebonnet Learning Edition 1 RLA provides **full coverage of the RLA TEKS** and is **aligned to the RLA RBIS**.
- **Knowledge coherence** includes **literary, science, and social studies units**, as well as **religious source material** and **other rich texts** to build students' background knowledge and improve language comprehension.
- Responses **grounded in text evidence** are a daily part of each lesson, building to **extended written responses** according to the grade-level TEKS.

Q & A

Contacts and Resources

Email

- For questions about OER products, please email us at openeducationresources@tea.texas.gov.
- For information on printing instructions or options for purchasing print please contact us at printoperations@tea.texas.gov

Web

- OER Website: [TEA Available Instructional Materials | Texas Education Agency](#)
- Digital Access to Bluebonnet Learning Edition 1: [All materials can be accessed via the SBOE's Instructional Materials Review and Approval webpage](#)