

# Spalding Education International

## English Language Arts and Reading, 6

### The Writing Road to Reading: Sixth Grade

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
<b>Full-Subject, Tier-1</b>	<b>9781935289500</b>	<b>Both Print and Digital</b>	<b>Static</b>

#### Rating Overview

TEKS SCORE	ELPS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
33.33%	57.69%	Not Applicable	Not Applicable	0	Flags Addressed	Flags in Report	3

#### Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. <a href="#">Intentional Instructional Design</a>	16 out of 28	57%
2. <a href="#">Progress Monitoring</a>	12 out of 26	46%
3. <a href="#">Supports for All Learners</a>	14 out of 27	52%
4. <a href="#">Foundational Skills</a>	15 out of 43	35%
5. <a href="#">Knowledge Coherence</a>	7 out of 30	23%
6. <a href="#">Text Quality and Complexity</a>	13 out of 29	45%
7. <a href="#">Evidence-Based Tasks and Responses</a>	46 out of 55	84%

#### Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	1	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	6
Category 6: Promoting Sexual Risk Avoidance	0

# IMRA Quality Report

## 1. Intentional Instructional Design

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

### 1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials do not include a scope and sequence outlining the TEKS and ELPS.	2/4
1.1b	The materials do not include a pacing guide or calendar to support effective implementation for various instructional calendars (e.g., 165, 180, or 210 instructional days).	1/2
1.1c	The materials do not include a rationale for unit order throughout the course.	1/2
1.1d	The materials do not include protocols with correspondence for unit internalization.	1/2
1.1e	All criteria for guidance met.	2/2
—		<b>TOTAL</b> 7/12

#### **1.1a – Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.**

The grade 6 materials include a two-part Scope and Sequence that outlines weekly and daily lesson objectives for spelling, writing, and reading. Objectives integrate language content and acquisition skills, though the materials do not identify specific TEKS or ELPS within these sequences. The Scope and Sequence Part 1: Program Objectives provides a week-by-week outline of skills in spelling, writing, and reading, and the Scope and Sequence Part 2: Lesson Objectives details general pacing guidance for 32 weeks of instruction. TEKS and ELPS references are not embedded within these components. The materials do not include a TEKS correlation guide or an ELPS framework, and there is no documentation of TEKS or ELPS progression across the year.

#### **1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days-165, 180, 210).**

The grade 6 materials include a pacing framework spanning 31–32 weeks of instruction, with daily objectives in spelling, writing, and reading. Each instructional day is structured for approximately 120 minutes, integrating all language arts components through the Spalding Language Arts Circle. The Scope and Sequence Part 2: Lesson Objectives, located in the *Teacher's Guide*, outlines suggested pacing for

each academic week, reinforcing a consistent weekly routine and skill integration across strands. The materials do not provide alternative pacing options for shorter or extended instructional calendars and do not include modifications for varied academic year lengths.

**1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.**

The grade 6 materials include a recommended instructional progression that begins with an emphasis on spelling and gradually increases focus on reading and writing as students build foundational language skills. The *Teacher's Guide* includes At a Glance sections for spelling, writing, and reading, each highlighting how the components are interconnected and build upon one another over time. The Reading Lesson at a Glance section explains when and how comprehension strategies are introduced, based on student readiness. The materials include overviews for each subject area that describe skill connections across the year. The *Teacher's Guide* provides an explanation for skill integration across strands and a clear sequence of instructional complexity.

The *Teacher's Guide* provides an explanation for skill integration across strands and a clear sequence of instructional complexity, but does not include an explicit rationale for the order of units.

**1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.**

The grade 6 materials include a four-step instructional design framework that guides teachers in selecting objectives, assigning instructional delivery levels, aligning lesson content, and preparing lesson introductions and conclusions. This structure supports consistent instructional planning aligned to The Spalding Method. The *Teacher's Guide* and accompanying *Practicing and Assessing Comprehension Guide* provide procedures for comprehension instruction that correspond with the broader program overview. The materials also include a Daily Integrated Language Arts Lesson Objective Template, offering structured fields for lesson components and objective writing across reading, writing, and spelling. The materials do not provide explicit guidance to support teacher internalization of the full unit. Prompts and scaffolding strategies are noted within the framework, but specific examples for scaffolds or processes for internalizing the unit sequence are not included.

**1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.**

The materials include a website [spalding.org/courses](http://spalding.org/courses) that suggests two professional development courses to support implementation. This on-site professional development offers options for content specialists, coaches, or administrators to schedule and attend on-site professional development sessions or access pre-recorded videos with the guidance of an on-site facilitator to assist teachers in implementing the curriculum. These courses are available at an additional cost of \$1,000.

The materials outline ancillary professional development opportunities for instructional specialists through Leadership Conventions. The Courses page on [spalding.org](https://spalding.org) offers options to register for 45 hours of on-site or hybrid training in Reading Foundations and 45 hours of onsite or Zoom training in Effective Strategies for Writing and Reading. Both courses are marked appropriate for curriculum specialists, content specialists, and administrators.

## 1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	Materials do not contain support for families in Spanish for each unit or suggestions on supporting the student progress.	1/2
—		<b>TOTAL</b> 3/4

### **1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.**

The grade 6 materials embed academic vocabulary into daily spelling, writing, and reading instruction through clearly defined lesson objectives. Weekly objectives integrate high-frequency vocabulary with grammar and comprehension strategies. Academic vocabulary is introduced with definitions and instructional examples, supporting consistent use of terminology across lessons. The Planning section of the *Teacher's Guide* includes explanations of academic vocabulary within weekly objectives. The materials provide background content knowledge through instructional guidance, sample dialogues, and planning routines aligned to The Spalding Method. Additional vocabulary support is available through a curated list of terms for grades K–6 in *The Writing Road to Reading*, Sixth Edition. The materials include academic vocabulary embedded in lesson plans and weekly tables, supporting instructional delivery. The Scope and Sequence and weekly/daily lesson objectives function as structured guides for planning instruction, similar in purpose to unit overviews. Additionally, materials are designed to comprehensively support teachers by outlining the content to be taught, providing detailed procedures for teaching it effectively, defining necessary academic vocabulary, and offering supplementary instructional resources.

### **1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.**

The grade 6 materials include publicly accessible videos and downloadable PDFs on the publisher's website that explain instructional methods such as The Spalding Method and components of spelling instruction. These resources provide background information and definitions of key terms to support general understanding.

The site features resources such as the Phonogram Introduction with Handwriting video and a Spelling Dictation PDF which outline instructional purpose and strategies. A document labeled Parent/Caregiver Guide is also available, but it is not specifically tailored for family engagement or at-home student support.

The resources are only available in English and are not tailored to each unit. Materials are not directed specifically at families and do not include tools to help parents support student progress at home. The materials do not include resources in Spanish.

## 1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not meet content or language standards aligned to the TEKS or ELPS.	4/8
1.3b	The materials do not include a lesson overview listing the teacher materials necessary to effectively deliver the lesson.	2/3
1.3c	The materials do not include guidance on effectively using lesson materials for extended practice (e.g., homework or enrichment).	0/1
—		<b>TOTAL</b> 6/12

### **1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).**

The grade 6 materials include a four-step planning framework that guides teachers in developing instruction using daily objectives, instructional tasks, and assessments aligned to lesson content. Objectives are consistently formatted as "The student will . . ." and appear across spelling, writing, and reading components in the Planning section of the *Teacher's Guide*. Lesson procedures include recommendations for modeling, checking for understanding, coaching, and assessing. Assessment strategies, such as multiple-choice reading assessments, are outlined in the *Sixth Grade Teacher's Classic Guide* and are used to evaluate students' understanding of text structures. Materials needed for instruction are not consistently listed in the sidebar under the Tips section. Weekly lessons do not consistently include a clear inventory of worksheets, texts, or supporting materials required for lesson delivery. Objectives and assessments are not aligned to the TEKS or ELPS (content or language standards).

### **1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.**

The grade 6 materials include general guidance for instructional time, recommending approximately 120 minutes daily for integrated language arts instruction. Suggested time allocations are provided for spelling, writing, and reading in the Week 1 Planning section of the *Teacher's Guide*, with flexibility to adjust based on student mastery and lesson needs. Each academic day includes a time breakdown by lesson component, such as Spelling – 45 minutes, Writing – 30 minutes, and Reading – 45 minutes. Lesson overviews in Academic Weeks 1 and 2 provide step-by-step guidance for instructional delivery and list key materials, including graphic organizers and student worksheets. The materials do not consistently break down time by individual lesson components across all weeks, and required materials are not

systematically listed per lesson or day. Some resources are embedded or accessible via the publisher's Dropbox, but there is no comprehensive day-by-day instructional materials checklist or pacing breakdown by task type.

**1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).**

The grade 6 materials include diagnostic routines such as "M/CK/C" to monitor student mastery and guide in-class instructional adjustments. The *Teacher's Guide* emphasizes formative checks for understanding and strategies for scaffolding during lesson delivery. The publisher provides supplemental intervention and enrichment materials for reading and writing in a shared Dropbox. These include generalized resources aligned to grade 3 objectives that are also appropriate for grade 6 students. The *Spalding Writing Enrichment Guide* and *Spalding Reading Enrichment Guide* offer a limited number of homework activities. *The Writing Road to Reading* outlines four strategies for extending learning—expand, integrate, encourage reflection, and encourage exploration—but these are not linked to specific lessons or grade-level objectives. The materials do not include grade-specific extended practice or enrichment tasks tied directly to the grade 6 Scope and Sequence. Home Education Student Materials available on the publisher's website offer general spelling tools (e.g., Word Builder Cards and notebooks), but no guidance is provided for their use in structured homework or enrichment contexts.

## 2. Progress Monitoring

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

### 2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	Materials do not include a variety of instructional assessments at the unit level (summative) that vary in types of tasks and questions.	3/9
2.1b	All criteria for guidance met.	2/2
2.1c	Materials do not include teacher guidance to ensure consistent administration of instructional assessments.	1/2
2.1d	Materials do not include diagnostic, formative, and summative assessments that are aligned to the TEKS of the course, unit, or lesson.	3/6
2.1e	Instructional assessments do not include TEKS-aligned items at varying levels of complexity.	0/2
—		<b>TOTAL</b> 9/21

#### **2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.**

In grade 6, the materials include a variety of instructional assessments at the lesson and week level, including diagnostic, formative, and some summative components, though the program is not organized by traditional units. The materials guide teachers to assess students through a range of formative tools, such as daily oral and written phonogram checks, sentence analysis, spelling quizzes, comprehension questions, fluency trackers, and written response tasks. Teachers also monitor student progress through writing journals and classroom observations.

Formative assessments are embedded throughout the curriculum and vary in type, providing teachers with opportunities to evaluate student understanding of phonograms, spelling, vocabulary, and comprehension skills during regular lessons. Teachers are encouraged to develop their own questions for each lesson and utilize informal assessment strategies aligned to lesson objectives.

Diagnostic assessments are present in the form of a spelling pretest administered on Academic Day 1, which establishes a baseline for students' phonics knowledge and writing skills. This same spelling list is reassessed at the end of the year as a summative measure of growth and mastery. Additional summative assessment opportunities include monthly spelling evaluations and a final end-of-year summative spelling assessment. Students also participate in a range of writing assignments, such as reports, poems, letters, and summaries, although these are not explicitly designated as end-of-unit or culminating performance tasks.

The materials do not follow a unit-based structure, and assessment pacing is organized by academic weeks, with variability by subject. There are consistent weekly and monthly spelling and reading assessments. There is no evidence of end-of-week, end-of-unit, or comprehensive summative assessments for reading or writing. Assessment items are primarily limited to multiple-choice questions and brief written responses, with few open-ended questions, projects, or performance tasks that integrate multiple standards.

Overall, the materials offer a variety of diagnostic and formative assessments at the lesson and week level, but they do not provide a comprehensive variety of summative assessments, assessments structured by units, or culminating performance tasks.

## **2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.**

In grade 6, the materials include clear definitions and intended purposes for the various types of instructional assessments embedded throughout the program. Teachers administer diagnostic pretests in spelling, phonemic awareness, and phonogram knowledge on the first academic day of school, with formal Spalding Spelling Assessment forms used to evaluate phonogram sounds, handwriting formation, and spelling accuracy. The materials explicitly define these diagnostic assessments and explain that their primary purpose is to establish a baseline for student learning and guide instructional planning to address individual needs.

The materials provide rubrics and scoring guides for formative and summative reading assessments. For example, a fluent and expressive reading rubric allows teachers to document student mastery and determine areas that require reteaching. Reading comprehension questions and related scoring tools include clear definitions and intended purposes, enabling teachers to monitor ongoing understanding and to plan targeted small-group or whole-class instruction.

Throughout the school year, teachers have access to monthly progress-monitoring assessments and an end-of-year outcome assessment, which serve as summative measures to confirm growth and mastery. The materials define assessment types (informal and formal), clarify their intended functions, and describe how data collected from these assessments should be used to inform instructional adjustments, such as reteaching skills, adjusting pacing, or providing scaffolds for reading, writing, and spelling objectives.

The *Teacher's Guide* outlines the purposes of each assessment type. For example, pretests identify mastery and learning gaps, while ongoing formative and summative assessments track progress over time and inform instructional responses. The materials also include definitions for criterion-referenced and informal assessments, helping teachers understand both the "what" and "why" of assessment practices.

Overall, the materials provide comprehensive guidance on assessment definitions and intended purposes, supporting teachers in collecting and interpreting student data to drive instructional decisions and close learning gaps.

**2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.**

In grade 6, the materials include guidance for teachers to ensure consistent administration of some instructional assessments. However, they do not provide sufficient guidance to ensure accurate administration across assessment types.

The *Teacher's Guide* includes a section titled Assessing, which provides step-by-step, bulleted instructions for formal assessments such as the Initial Spelling Assessment. Teachers are instructed to prepare the classroom environment, deliver scripted introductions, dictate a specific number of words based on student experience, and collect papers immediately. These procedures support uniform implementation across classrooms. Scripted guidance addresses pronunciation, sentence delivery, and student behavior management to promote consistency. The materials also include tools such as the Sentence Writing Checklist to help evaluate student writing based on structure, clarity, and mechanics. For reading, the materials reference general readiness indicators tied to genre-specific comprehension, supporting shared teacher expectations.

The materials do not include time limits or detailed protocols for all assessment types, particularly those delivered informally or through the Model, Check, Coach (M/CK/C) strategy. Reading comprehension and writing assessments lack structured procedures and timing expectations, which may lead to varied testing conditions and impact the accuracy of results. Rubrics and informal checks are available, but are not accompanied by comprehensive delivery guidance.

The absence of detailed timing information and complete administration protocols across assessment types limits accurate implementation and results in a loss of credit for this indicator.

**2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.**

In grade 6, the materials include diagnostic, formative, and summative assessments that are aligned to daily and weekly lesson objectives for spelling, writing, and reading. Explicit connections to the TEKS are not present. Teachers can view and reference objectives in the Scope and Sequence; these objectives drive instruction and are addressed through modeled and coached activities using the M/CK/C routine. For example, students compose complex sentences and analyze texts using skills introduced and practiced during the week, and teachers are encouraged to observe student mastery through ongoing classroom activities.

The materials provide alignment between diagnostic spelling assessments, reading assessments, and lesson objectives. In Academic Week 1, students complete written and oral phonogram reviews, and engage in fluent and expressive reading using texts such as *Amelia to Zora: Twenty-Six Women Who Changed the World*. Teachers utilize assessment checklists to monitor progress. Formative spelling assessments continue through daily and weekly spelling quizzes, and writing progress is monitored through formative assessments given after students learn specific sentence types and advance to paragraph construction. Monthly Spalding Spelling Assessments and a comprehensive end-of-year assessment are administered to evaluate student growth and mastery of spelling patterns and phonograms.

Summative assessments are noted in the assessment portion of the *Teacher's Guide*, in which teachers are instructed to "dictate 70 phonograms in any order at the end of the year." The materials mention multiple assessment options, but do not label objectives or assessments with TEKS codes or standards, nor do they include rubrics that reference the TEKS. There are no formal directions for when to assign assessments in direct connection to particular objectives or specific units.

Overall, the materials support assessment practices aligned to the lesson and weekly objectives. The materials do not include explicit alignment of diagnostic, formative, and summative assessments to the TEKS or unit objectives.

**2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.**

In grade 6, the materials include informal assessment activities such as sentence composition, oral reading, and vocabulary application. These tasks are not structured as formal assessments and are not aligned to the TEKS. The materials do not include clear evidence of assessments designed to measure student mastery of grade-level standards.

The *Practicing and Assessing Comprehension Teacher's Manual* contains reading passages that increase in difficulty across the year, with readability levels ranging from 5.8 to 9.3. This progression reflects some variation in text complexity, but is not paired with assessment items that reflect a range of complexity levels. Most questions are multiple-choice, and there are no performance tasks or open-ended response items that would allow students to demonstrate understanding at different cognitive levels.

The materials reference a TEKS correlation document available on the Spalding website. This document is not up to date and does not align with the current TEKS. Spelling assessments are presented as "eight, standardized fifty-word tests of equal difficulty," which further limits opportunities to assess varying levels of complexity.

The instructional assessments do not include current TEKS-aligned items or demonstrate more than two levels of complexity. The lack of alignment and limited depth of assessment design does not meet the expectations of the indicator.

## 2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Instructional assessments do not include scoring information that provides guidance for interpreting student performance.	1/2
2.2b	All criteria for guidance met.	1/1
2.2c	The materials do not include tools for students to track their own progress and growth.	1/2
—		<b>TOTAL</b> 3/5

### 2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

The *Spalding Spelling Assessment Scoring Guide* provides proficiency levels by linking correct word counts to Grade Status and S/V Word List Sections. These scores are used to adjust instructional content, but this guidance applies only to spelling. The Fluent and Expressive Reading Checklist includes criteria (e.g., fluency, phrasing, and intonation,) to identify specific phonograms needing reteaching. The checklist supports diagnostic observations, but is limited to oral reading fluency. The Sentence Writing Checklist and Paragraph Writing and Composition Checklist allow teachers to mark objectives with an "M" for mastery. The materials do not provide guidance on how many "M's" are needed to determine mastery of each category or the assessment overall. Materials do not include tools or reports that support interpretation of comprehension data, TEKS mastery, or student trends. The Comprehension Assessment Class Progress Report only collects raw scores without actionable analysis or diagnostic support.

### 2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

Materials include guidance across spelling, fluency, writing, and comprehension for interpreting assessment results and adjusting instruction accordingly—meeting all criteria for this indicator. *Sixth Grade Teachers Classic Guide Third Edition*, under Evaluating Spelling, Writing and Reading Assessment, outlines how to use performance data to address challenges such as spelling errors and difficulties with compound and complex sentence construction. The 05\_SSA Analyzing Data.pdf (located in the 04\_Spalding Spelling Assessment (SSA) Forms by Grade Level folder of the Assessments Checklists, Forms & Analyses Dropbox) provides direction on evaluating spelling skills and selecting instructional word lists—e.g., reteaching phonograms or usage rules based on student scores. The Analyzing Fluent and Expressive Reading Data section of the *Teacher's Guide* and Chapter 4 of *The Writing Road to Reading* offer strategies for identifying trends in fluency, comprehension, and vocabulary; teachers are guided to differentiate pacing, reteach phonograms, or modify lesson content in response.

**2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.**

The materials include several teacher-facing tools to monitor student progress and growth over time. These include the Spalding Spelling Class Progress Report, which allows teachers to record scores across monthly assessments, and the Comprehension Assessment Class Progress Report, which tracks raw scores from ten comprehension assessments. These tools support teachers in evaluating trends and making instructional adjustments.

Teachers also use sentence and paragraph writing checklists to mark student mastery on specific writing skills; these are stored in student portfolios, but are designed for teacher use. There is no structured process for students to review or reflect on these tools independently.

There are some informal references to self-monitoring, such as proofreading assignments and comparing notebooks, but there are no student-facing tracking tools or reflection forms that allow students to take ownership of their progress in a consistent, structured way. Students are not provided with dedicated tools or systems to independently track or reflect on their learning.

### 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

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	Materials do not include teacher guidance for differentiated activities for students who have not yet reached proficiency on grade-level content and skills.	2/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	<b>TOTAL</b>	6/7

#### **3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.**

*The Writing Road to Reading* provides teacher guidance for differentiating instruction through "flexible small-group practice" in phonemic awareness, grammar, and fluency. For example, in Phonemic Awareness and Phonics, students observe mouth position using mirrors or feel airflow changes to distinguish consonant sounds. In grammar, teachers model and coach sentence construction for students who struggle with compound and complex sentence formation.

Scaffolds appear in High-Frequency Vocabulary and Writing Instructional Strategies and Procedures, in which students compose oral sentences before writing, and instruction is adjusted for those with fine-motor or language challenges. In fluency lessons, teachers identify problem words and reteach associated phonograms or rules.

The materials include generic templates and blank planning forms for instructional variation. There are no embedded differentiated activities. Teachers must design all practice tasks; there is no activity-level support for students who test below proficient.

#### **3.1b – Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)**

*The Writing Road to Reading* includes consistent pre-teaching of figurative language and academic terms. In Academic Weeks 6, 12, and 14, students explore similes using examples like "the fire was moving like

"an ocean surf on a sand beach" from the text *The Great Fire*, and revisit metaphors, imagery, and symbolism across lessons before identifying them in texts such as *The False Prince*.

Academic vocabulary is introduced through student-friendly definitions, teacher modeling, and sentence construction activities. For instance, students define "symbolism" in Academic Week 9 and compose sentences using symbolic examples.

The materials also pre-teach literary terms and references, such as "text features" and "person against person conflict," prior analyzing *The Great Fire* and *The Egypt Game*, supporting comprehension before students engage with grade-level texts.

**3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.**

*The Writing Road to Reading* instructs teachers to "identify and design independent activities and assignments for those students who need challenge," outlining four enrichment paths that are aligned with the objective: "expand the day's lesson objective," "integrate cross-curricular content," "encourage reflection," and "encourage exploration."

Extension tasks for proficient students include writing or illustrating a favorite scene or a character insight, composing multi-paragraph reports that weave in current spelling words or science/social studies topics, and selecting a self-chosen book to analyze text structure, main idea, or fluency using a graphic organizer.

The Introduction to Evaluating Skills Mastery emphasizes daily diagnostics and flexible grouping within Tier 1 instruction, providing higher-order questions and independent projects that keep advanced learners engaged and continuously challenged.

### 3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	Materials do not include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	1/2
3.2c	All criteria for guidance met.	3/3
—		<b>TOTAL</b> 8/9

#### **3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.**

*The Writing Road to Reading* includes clear prompts and structured guidance for modeling and explaining new content. The Planning section codes objectives with M/CK/C to signal when to model, check for understanding, and coach. In phonics and spelling dictation lessons, teachers are directed to model specific phonograms using precise dialogue (e.g., "Model and coach say the sound(s) of the eight phonograms that begin at 2 on the clock"), and to demonstrate cursive formation and blending steps on the board.

The Framework for Designing Lessons instructs teachers to "plan a strong model" and emphasizes that clear explanations reduce the need for reteaching. The *Introduction to Instructional Delivery* identifies modeling as a core behavior of The Spalding Method and encourages visible thinking through teacher demonstrations and think-alouds.

Across content areas, scripted dialogues guide teachers in naming, defining, modeling, and explaining concepts—such as nouns, precise language, and the writing process—using sample student responses, visual tools like posters or organizers, and checks for understanding to reinforce clarity and engagement.

#### **3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.**

*The Writing Road to Reading* includes two instructional approaches: whole-group and small-group teacher-facilitated lessons, and peer collaboration routines. Students engage in partner work during spelling rule practice, text analysis, and peer review during the editing stage of writing. Teachers use flexible small groups for reteaching phonics, vocabulary, and handwriting skills, based on observed student needs.

The materials do not include consistent guidance for delivering lessons through varied instructional strategies. Most lessons follow the same structured format, and student-facing activities lack accompanying teacher-facing delivery recommendations. There is no evidence of additional approaches beyond modeling, group discussion, and peer sharing.

**3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.**

*The Writing Road to Reading* provides teacher guidance for structuring whole-group, small-group, and individual instruction. Teachers introduce new content through whole-group modeling, reteach or enrich in small groups, and assign individual tasks based on ongoing assessment data. Students independently apply spelling and punctuation rules, review previously dictated words, and complete self-paced activities using their notebooks.

Lessons support guided, independent, and collaborative practice. Teachers coach students through oral and written sentence construction, then prompt students to apply skills independently. Collaborative routines include "pair, share, and repair" peer review and sentence composition in pairs before whole-group editing.

The Framework for Designing Lessons details each phase of instructional delivery, from selecting objectives to planning demonstrations and aligning tasks, supporting effective implementation across all practice types and group structures.

### 3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency as defined by the ELPS, which are designed to engage students in using increasingly academic language.	0/2
3.3b	The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual and ESL programs.	0/1
3.3c	The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3d	This guidance is not applicable to the program.	N/A
—		<b>TOTAL</b> 0/11

#### **3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.**

*The Writing Road to Reading* does not provide teacher guidance for offering linguistic accommodations aligned to varying levels of language proficiency. The materials mention the needs of "students whose primary language is not English," but do not include differentiated supports tied to ELPS proficiency levels (e.g., beginning, intermediate, advanced, and advanced-high).

Suggestions such as providing additional models, using oral composition, and reteaching word parts are general and not designed as structured, sequenced language development strategies. There are no embedded lesson components, sentence stems, or scaffolds to build academic language progressively across domains.

The materials are designed for a monolingual audience and do not include ELPS-aligned instruction, targeted vocabulary routines, or guidance to help teachers deliver academic content alongside second language acquisition support.

**3.3b – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.**

*The Writing Road to Reading* does not include guidance for using the materials in state-approved bilingual or ESL programs.

Mentions of "Limited English Proficiency" students and an oral phonogram assessment are generic and unaccompanied by program models, language objectives, or teacher routines that support bilingual and ESL implementation.

**3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.**

*The Writing Road to Reading* does not include embedded teacher guidance for supporting emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections through oral or written discourse. References to students "whose primary language is not English" are general and do not address varied proficiency levels or include structured supports.

*The Writing Road to Reading* mentions that teachers should "listen carefully to students' oral language" and "elicit oral responses," yet it supplies no embedded routines—no sentence stems, speaking frames, or proficiency-leveled prompts—to grow academic vocabulary, comprehension, background knowledge, or cross-linguistic insight through speaking and listening.

Written tasks such as daily phonogram drills and weekly sentence construction are the same for all learners; the program offers no leveled writing frames, multilingual cognate cues, or guidance for connecting English structures to students' first languages. Written discourse does not build academic language, comprehension, background knowledge, or cross-linguistic awareness.

Generic statements ("students whose primary language is not English may need extra help . . .") and an oral phonogram assessment are included, but the materials do not contain lesson-embedded strategies—no targeted vocabulary routines, no scaffolded discourse activities, and no tools for contrasting English with other languages.

**3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.**

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

## 4. Foundational Skills

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

### 4.A Oral Language

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.A.1a	The materials do not include teacher guidance to support students in expressing opinions and organizing presentations for specific purposes and audiences according to grade-level TEKS.	0/4
4.A.1b	The materials do not include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level English language arts TEKS.	0/6
4.A.1c	All criteria for guidance met.	4/4
—		<b>TOTAL</b> 4/14

#### **4.A.1a – Materials include teacher guidance to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level TEKS. (T)**

The materials do not provide teacher guidance for supporting students in expressing opinions and organizing presentations for specific purposes and audiences according to grade-level TEKS. There is no evidence of explicit opportunities or guidance for organizing presentations by specific purpose or audience; written work is considered "published" when reading aloud or posting, but not structured as a presentation for a defined audience or purpose. The Oral Presentation Rubric is present but is not accompanied by instructional guidance or TEKS-aligned activities that require students to organize and deliver presentations tailored to specific purposes or audiences. There is no evidence of alignment to grade-level TEKS for organizing presentations or expressing opinions for specific audiences and purposes.

#### **4.A.1b – Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level English language arts TEKS. (S)**

The materials do not provide explicit, TEKS-aligned opportunities for students to follow oral instructions; examples are limited to students responding to teacher-led prompts such as, "listen to the teacher model *McCall-Crabbs E 15*; underline essential words and take notes to derive an implied main idea," or correcting errors through the "pair, share, and repair" process. There is no evidence of students restating oral instructions; while students restate information or responses—such as, "A main character is the person or animal who is described the most"—they are not guided to restate directions or instructions.

The materials do not offer authentic opportunities for students to give oral instructions to peers; while students "dictate the sound(s) for each phonogram they have written" or "dictate syllables for multi-syllable words," these tasks are limited to verbalizing language components and do not constitute giving directions to others.

Guidance and opportunities to follow, restate, and give oral instructions are not addressed or aligned with grade-level TEKS.

**4.A.1c – Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)**

Materials include opportunities for students to listen actively, such as during spelling and language instruction where students "explain application of the rule(s) to the new spelling word(s)" and listen to teacher and peer explanations.

Students are explicitly guided to ask questions and engage in discussion; lesson materials prompt students to "develop a list of questions that you think the class should discuss about Chapter 6" and encourage "thought-provoking questions that encourage the class to consider many ideas." Authentic discussion and sharing of information are embedded throughout lessons; students "discuss with a group the narrative and informative elements that move the reading along" and "explain their decisions" when sorting and categorizing spelling words with peers.

In lesson closures, students are prompted to "share what they mentally summarized about the lesson's critical aspects," ensuring all four components—active listening, questioning, discussion, and sharing ideas—are addressed in alignment with the standard.

## 4.B Phonics (Encoding/Decoding)

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.2a	Materials do not include a systematic sequence for introducing regular and irregular high-frequency words.	Not Scored
4.B.2b	All criteria for guidance met.	Not Scored
4.B.2c	All criteria for guidance met.	Not Scored
4.B.2d	Materials do not include a variety of activities or resources (including memory-building strategies) for students to read and write high-frequency words in connected text (e.g., within sentences).	Not Scored
—		<b>TOTAL</b>
		—

#### **4.B.2a – Materials include a systematic sequence for introducing regular and irregular high-frequency words.**

The materials do not provide a systematic sequence for introducing regular and irregular high-frequency words; the Spelling/Vocabulary (S/V) Word List is presented in alphabetical sections without organization by spelling pattern, regularity, or frequency. No rationale or explanation is provided for the order of words introduced, and there is no evidence of intentional progression aligned to complexity or usage. Daily practice through segmenting and blending with the Spalding Marking System does not connect to a structured sequence across lessons or grade level. Instruction does not establish a consistent plan for introducing high-frequency words at any point in grade 6.

#### **4.B.2b – Materials include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (T)**

The materials provide explicit, step-by-step guidance for teachers to directly instruct decoding and encoding of regular and irregular high-frequency words, beginning in Academic Week 1 that include reviewing phonemic awareness, segmenting and blending sounds, and mastering all 70 phonograms. Teachers are guided to introduce spelling and language rules systematically, model fluent and expressive reading during daily read-alouds, and apply decoding strategies such as syllable division and word analysis; procedures include "teach each rule before it is needed to spell a word," with direct references to rule numbers for irregular patterns (e.g., rule 19 for vowel sounds, rule 17 for consonant doubling, and rule 12 for *ei/ie* patterns). Instructional routines for the S/V Word List begin in Academic Week 2 and continue throughout the school year, supporting teachers in reviewing essential concepts—syllables, vowel sounds, spelling rules, and coding patterns—across multiple days and lesson components. Daily practice includes reading, segmenting, blending, spelling dictation, and applying rules to high-frequency words, with structured opportunities for students to analyze and explain irregular spellings during weekly lessons.

**4.B.2c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (S)**

*The Writing Road to Reading* provides a wide range of activities and resources for students to develop, practice, and reinforce decoding and encoding of both regular and irregular high-frequency words through cumulative review.

Phonemic awareness instruction begins on Academic Day 1 with segmenting, counting, and blending sounds, establishing the foundation for encoding skills and fluent reading. Daily routines include spelling dictation of high-frequency words recorded in Spelling/Vocabulary Notebooks and revisited through sound, syllable, and whole-word reading to build accuracy and retention across the school year. Lessons incorporate interactive activities such as Meet Your Match, where students pair words with corresponding rules or markings and explain how those rules apply; students share findings aloud to reinforce mastery of word patterns and spelling rules. Word Sorts aligned to each vocabulary list provide repeated opportunities for students to decode and categorize words by Spalding Spelling Rules, reinforcing understanding of regular and irregular patterns. Cumulative review is supported through varied practice, including reading newly dictated words, applying rules for irregular spellings, and analyzing syllable division patterns, ensuring systematic development of decoding and encoding skills throughout grade 6.

**4.B.2d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to read and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences). (S)**

Materials do not provide systematic opportunities for students to read high-frequency words within connected text; recommended literature is referenced in lesson objectives but not included in the program. There is also no structured practice for applying high-frequency words in extended reading passages.

*The Writing Road to Reading* offers regular activities for students to read and write high-frequency words in isolation through structured spelling dictation, phonogram review, and daily word lists recorded in Spelling/Vocabulary Notebooks.

Students engage in segmented and fluent reading of dictated words, apply spelling rules through markings, and reinforce understanding with cursive handwriting and word analysis routines—supporting memory and skill development at the word and sentence level rather than in full texts.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.3a	Materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	Not Scored
4.B.3b	All criteria for guidance met.	Not Scored
4.B.3c	All criteria for guidance met.	Not Scored
4.B.3d	Materials do not include a variety of activities or resources for students to practice decoding and encoding multisyllabic words using knowledge of syllable types and division principles in connected text that builds on previous instruction.	Not Scored
—		<b>TOTAL</b>
		—

### **4.B.3a – Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.**

Materials do not include a systematic, TEKS-aligned sequence for introducing required syllable types and syllable division principles; instruction lacks alignment to grade-level expectations. Materials introduce general syllable concepts, such as starting with one-syllable words and progressing to multisyllabic words, but do not address all required syllable types or follow a sequence aligned to the TEKS. Instruction is based on the Spalding Marking System, which uses underlines, numbers, and brackets to identify syllables and phonemes, but this method is not aligned to the TEKS and omits essential patterns. There is no evidence of a structured progression or mastery check before advancing to more complex syllable types, and instruction is not designed to meet the specificity or rigor outlined in the standards.

### **4.B.3b – Materials include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)**

Materials include explicit teacher guidance for modeling and applying knowledge of syllable types and division patterns to decode and encode multisyllabic words using the High-Frequency Vocabulary section of each academic week.

Lessons provide routines for introducing and applying open, closed, silent e, and consonant + /e syllables in Academic Week 1, followed by explicit objectives in Academic Week 2, such as "explain syllabication" for words like *appreciative*, *sincerely*, and *extreme*.

Teachers guide students in segmenting and blending words by sound or syllable and use Spelling/Vocabulary Notebooks to support encoding and decoding practice with multisyllabic words such as *triangle* and *vicinity*.

**4.B.3c – Materials include a variety of activities and/or resources for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)**

Materials include decoding and encoding worksheets, Spalding Level 2 Word Builder Cards, and structured word analysis routines that support development, practice, and reinforcement of multisyllabic word skills throughout the school year.

Worksheets include tasks such as recording multisyllabic words, counting syllables, analyzing word structure, and identifying syllabication patterns—providing flexible tools that can be used with any word, syllable type, or division principle. Word Builder Cards, such as *quit + ing*, are used to model syllable division and spelling patterns; teachers introduce the concept with guided instruction, and students revisit the cards independently during small-group time for continued practice. Materials provide ongoing, systematic opportunities for students to encode and decode multisyllabic words by analyzing, segmenting, and blending, with skills reinforced through cumulative review, hands-on practice, and repeated exposure across lessons.

**4.B.3d – Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction. (S)**

Materials do not include activities or resources for students to apply knowledge of syllable types and division principles in decodable connected texts; there is no evidence that skills practiced in isolation extend to reading passages or texts that build on previous instruction. There is no indication that assigned reading or writing activities require students to decode or encode multisyllabic words using syllable knowledge within authentic or decodable text. Students engage in decoding and encoding of isolated multisyllabic words through daily spelling dictation, word sorting, and notebook routines—such as categorizing words like *between* by syllable type (e.g., CV for open syllables) and analyzing division patterns. Students read and evaluate each other's Spelling/Vocabulary Notebook entries aloud, identifying syllable types and correcting errors, but these practices remain at the word and sentence level rather than being integrated into extended, connected reading tasks.

## 4.B.4 Morphological Awareness

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.4a	Materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	0/1
4.B.4b	Materials do not include teacher guidance to provide explicit instruction for using common morphemes' meanings (e.g., affixes, roots, and base words) to support reading comprehension.	3/4
4.B.4c	All criteria for guidance met.	3/3
4.B.4d	Materials do not include activities or resources for students to decode or encode words with morphemes in connected text that builds on previous instruction.	2/4
—		<b>TOTAL</b> 8/12

### 4.B.4a – Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

Materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

There is no evidence of TEKS alignment in the order or progression of morpheme instruction; prefixes, suffixes, and Latin and Greek roots (e.g., *libr/ liber*, *duct*, and *techne*) are introduced throughout the school year, but not in a systematic or TEKS-aligned order.

Writing skills trace and Prefix/Suffix Chart indicate when word parts are introduced, but instruction occurs without a logical or grade-level sequence, and students are exposed to new morphemes in a non-sequential manner (e.g., prefixes and suffixes in Academic Weeks 1–4, roots in Week 5, and then cycling back without clear progression).

Students compose oral or written sentences using words with morphemes (e.g., *library*, *librarian*, and *liberty*), but there is no evidence of a grade-level, TEKS-aligned sequence for instruction or reinforcement.

### 4.B.4b – Materials include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (T)

Materials include daily teacher guidance and multisensory routines for supporting recognition and application of common morphemes (e.g., affixes, roots, and base words) to support decoding and encoding. For example, students break apart and define words such as *productive* (root: *duct*, prefix: *pro*, suffix: *ive*), *library* (root: *libr/ liber*), and *convenient* (root: *veni*, prefix: *con*, suffix: *ent*).

Lessons direct teachers to model and coach how prefixes and suffixes change the meaning or part of speech of a word (e.g., *re-* meaning *again*, *ful* meaning *full of*, *or-* meaning *condition*), with students composing oral and written sentences using derived words.

Spalding Level 2 Word Builder Cards and related activities provide step-by-step practice for adding affixes and analyzing high-frequency base words, supporting decoding and encoding through repeated teacher modeling and student explanation.

Materials do not include explicit teacher guidance for supporting reading comprehension using morpheme knowledge.

**4.B.4c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (S)**

Materials include structured activities for students to develop, practice, and reinforce grade-level morphological skills, such as adding suffixes (*ment*, *ion*, *sion*, *ation*, and *ity*) to base words and using derived words in original sentences or stories.

Students regularly engage with organizers and charts to categorize words by part of speech, select and apply suffixes, record derived words, and explain word meanings, supporting ongoing morphological analysis and word study.

Resources include the Spalding Intermediate Spelling/Vocabulary Notebook and Level 2 Word Builder cards, which provide explicit guidance and repeated practice for encoding words with affixes and roots throughout the instructional period.

**4.B.4d – Materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences). (PR 2.A.1 & 2.A.3) (S)**

Materials do not include activities or resources for students to decode or encode words with morphemes in decodable connected text that builds on previous instruction; all practice occurs in isolation, such as in word lists, or sentence-level tasks.

Materials provide decoding and encoding practice with morphemes in isolation, such as sorting word cards by rule (e.g., adding suffixes), completing organizers with affixed words, and writing sentences with derived words.

There is no evidence of students applying morphological skills within authentic, decodable passages or texts.

## 4.C Vocabulary Support

### 4.C.1 Vocabulary Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.C.1a	The materials do not include teacher guidance to provide explicit (direct) instruction on the purpose and use of both print and digital resources, such as dictionaries, glossaries, e-books, and online dictionaries.	0/4
4.C.1b	The materials do not include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin, and part of speech of vocabulary.	0/5
4.C.1c	The materials do not support students in using context to determine the meaning of unfamiliar words according to grade-level TEKS.	0/1
—		<b>TOTAL</b> 0/10

#### **4.C.1a – Materials include teacher guidance to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T)**

The materials reference *Merriam-Webster's Collegiate Dictionary* as a tool for teachers to verify pronunciation during spelling assessments, but do not include guidance for teaching students the purpose or use of print resources like dictionaries or glossaries.

Students are directed to construct a math dictionary using terms from *Math Trek: Adventures in the Math Zone*, but this activity is not accompanied by teacher guidance and does not support general vocabulary development.

Glossaries appear as one of several listed text features. There is no explicit instruction on how students should use them to define unfamiliar words or enhance comprehension.

The materials do not include digital resources such as e-books or online dictionaries, and there is no guidance for teachers to support students in using these tools to build vocabulary or determine word meaning.

#### **4.C.1b – Materials include print and digital resources to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)**

The materials include weekly instruction on syllabication and pronunciation using isolated word lists (e.g., *telescope*, *cemetery*, and *discern*), but no print or digital reference tools—such as dictionaries, glossaries,

or online platforms—are provided to support students in determining meaning, pronunciation, syllabication, word origin, or part of speech.

Vocabulary instruction occurs without structured support. On Academic Day 1, students are prompted to compose sentences using unfamiliar spelling and vocabulary words, but no tools or strategies are included to help students define or analyze these terms independently.

The Spalding Level 2 Word Builder Cards and Parts of Speech Posters are print resources intended for instruction and grammar reference, but they are not designed for student-directed analysis and do not support determining vocabulary meaning or part of speech.

*The Writing Road to Reading* briefly references Latin roots and parts of speech in the Delivering section, but it does not include embedded guidance, student-facing tools, or instructional activities for using print or digital resources—limiting students' opportunities to explore word origins or develop vocabulary independently.

#### **4.C.1c – Materials support students in using context to determine the meaning of unfamiliar words according to grade-level TEKS. (S)**

*The Writing Road to Reading* models an isolated think-aloud ("I understand every word except bifocals . . . I think bifocals means some kind of eyeglasses"), yet it never teaches TEKS-specific context-clue types, such as definition, synonym, antonym, restatement, or punctuation.

Lessons that ask students to "figure out the meaning" of sentences in texts like *The Great Little Madison* or *The False Prince* target sentence comprehension, not unfamiliar vocabulary, and provide no step-by-step context strategy. A teacher script using *tan* ("Our desks are tan or light brown") shows a single clue, non-example routine, but is not connected to grade-level TEKS, does not provide guided practice, and does not transfer to authentic reading.

Because instruction relies on morphology and prior-knowledge discussion rather than explicit TEKS-aligned context-clue routines, students receive no systematic support for determining the meaning of unfamiliar words.

## 4.D Fluency

### 4.D.1 Reading Fluency

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.D.1a	All criteria for guidance met.	1/1
4.D.1b	All criteria for guidance met.	1/1
4.D.1c	All criteria for guidance met.	1/1
4.D.1d	Materials do not include texts at different levels of complexity for building accuracy, fluency, prosody, and comprehension.	0/4
—		<b>TOTAL</b> 3/7

#### **4.D.1a – Materials include a variety of grade-level texts to support students to read fluently according to the reading purpose. (S)**

Materials include a variety of grade-level texts—such as novels (*The Great Fire*, *The False Prince*, and *The Great Little Madison*), informational texts, and biographies—to support students in reading fluently and expressively according to reading purpose.

Daily Literary Appreciation/Fluency objectives guide students to read aloud with phrasing, intonation, and expression, with instruction on interpreting punctuation and adjusting voice for meaning and comprehension.

Teachers identify students needing additional fluency support, provide targeted interventions, and model expressive reading, ensuring consistent opportunities for students to practice and apply fluent reading behaviors across genres.

#### **4.D.1b – Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)**

Materials provide daily opportunities for students to practice reading fluency in multiple settings, including whole-group, unison, and individual oral reading during the Literary Appreciation/Fluency block.

Instruction includes purposeful book selections (e.g., *Amelia to Zora: Twenty-Six Women Who Changed the World*, and *Blizzard*) and leveled readers designed to reinforce fluency and phonogram practice across narrative and informational genres.

Teachers model expressive reading and coach students in pacing, phrasing, and comprehension, with supplemental activities—such as poem analysis and class discussions—further supporting varied fluency practice.

**4.D.1c – Materials include materials and tools for teachers, with strategies to support students through self-sustained reading with high-quality grade-level texts. (T)**

Materials include tools and resources (such as perforated cards and classroom posters) that provide strategies for supporting students through self-sustained reading with high-quality, grade-level texts.

Teachers are guided to model and reinforce five key comprehension strategies—self-monitoring, making connections, predicting, reformatting, and summarizing—helping students develop independence in analyzing and understanding text during self-sustained reading.

Lessons consistently embed practice with grade-level texts; for example, students use the Five Mental Actions to monitor comprehension while reading texts like *The False Prince* and *Blizzard*, with comprehension activities and written responses reinforcing these strategies during independent reading.

The materials include ongoing comprehension checks (e.g., responding to text-dependent questions and using self-assessment checklists) that monitor student understanding and support growth in self-sustained, independent reading.

**4.D.1d – Materials include various texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.**

Materials do not provide texts at varying levels of complexity to address the needs of diverse learners; all students engage with the same grade-level texts, with no structured supports for scaffolding or differentiation.

Guidance for teachers to select alternative texts or adjust instruction for students needing more or less challenge is limited to general recommendations; actual texts at different levels are not included in the materials.

Short, leveled passages (e.g., *McCall-Crabbs Books A-E*) are available, but these selections are brief, primarily recall-based, and lack the complexity and depth necessary to build higher-order comprehension, prosody, or analytical reading.

Whole-group instruction centers on a single text at a time, and there are no embedded resources or directions for using texts of different complexities to support accuracy, fluency, prosody, and comprehension for students at various proficiency levels.

## 5. Knowledge Coherence

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

### 5.A Connected Knowledge Topics

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.1a	Materials do not include units designed to build knowledge in science, history, literature, or the arts.	0/4
5.A.1b	Materials do not provide resources, including a scope and sequence, to demonstrate the approach to knowledge building within and across grade levels.	0/2
5.A.1c	Materials do not include units designed for students to spend extended time (e.g., three weeks or more) on connected knowledge-building topics or texts.	0/1
5.A.1d	All criteria for guidance met.	1/1
5.A.1e	Materials do not include grammar or vocabulary activities that are connected to the knowledge-building topic of the lesson.	2/4
—		<b>TOTAL</b> 3/12

#### **5.A.1a – Units are designed to build knowledge based in the fields of science, history, literature, and the arts.**

The grade 6 materials provide exposure to a variety of science, history, and social studies topics through both literary and informational texts. Students engage with titles such as *The Great Fire*, *Blizzard*, and *Pyramid*, using these texts to identify narrative plot patterns, analyze text structures such as chronological order and cause-and-effect, and explore historical and scientific events. The *Teacher's Manual* features informative narratives addressing topics like atoms, weather events, conservation, and ancient Egyptian civilization and architecture.

The curriculum is organized by academic weeks rather than by units designed to build content knowledge within a specific discipline. For example, in Academic Week 9, students read and write *Blizzard*, focusing on the scientific and historical events surrounding the New York blizzard of 1888. In Academic Week 20, students read *Pyramid* by David Macaulay and explore ancient Egyptian civilization. The program also instructs teachers to assign *The Great Little Madison* by Jean Fritz and provides guidance for multi-week report-writing assignments on science or social studies topics, requiring students to incorporate direct quotes from source texts.

Students participate in cross-curricular assignments, such as multi-paragraph informative writing and reports on topics from science or social studies. These assignments span several weeks. For example, the

report-writing unit begins in Academic Week 5 and concludes in Academic Week 6. There is no evidence of coherent unit design or vertically aligned knowledge-building across grade levels. The inclusion of cross-curricular topics is not linked to an intentional sequence for developing deep disciplinary understanding or supported by inquiry- or research-based lesson design.

Overall, the materials offer access to science, history, and social studies topics through literature and informational texts, yet cross-curricular knowledge-building is not supported through coherent, unit-based, or vertically aligned instructional design.

**5.A.1b – Materials provide resources, including a scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels.**

The grade 6 materials include a comprehensive scope and sequence charting the progression of literacy skills—spelling, writing, and reading—across grades 3–6. Teachers can reference tables and charts that identify when each skill is introduced, practiced, mastered, reviewed, or presented as a challenge, using codes such as I/P (introduce and practice), P (practice), M (mastery), R (review to reinforce), and C (challenge). The *Teacher's Guide* provides Spelling, Writing, and Reading Skills Trace documents which list the academic weeks during which specific objectives are taught, with annotations indicating the original grade level where the skill was first introduced.

The vertical alignment chart demonstrates a clear progression of skills, such as writing phrases with proper adjectives, showing introduction in grade 3, practice in grade 4, mastery in grade 5, and review in grade 6. Instruction includes analysis of literary texts, such as examining conflict in *The Egypt Game* and exploring themes in *Far North* by Will Hobbs, as well as grammar instruction sequenced from grades 3 through 6. Each week includes a list of words for students to study and practice, with literacy objectives aligned by week and grade level.

Despite this vertical alignment of discrete literacy skills, the materials do not present a scope and sequence for intentional knowledge building within or across grade levels. Weekly word lists, themes, and topics appear disconnected, limiting opportunities for students to see how their learning connects over time. Knowledge building across content areas is not supported, and there is no evidence that the instructional structure facilitates the development of background knowledge or the ability to make connections and think critically about a broad range of topics beyond literacy.

Overall, the materials provide a clear vertical alignment of literacy skills, but do not offer a coherent approach to building content knowledge or connecting themes and topics within or across grade levels.

**5.A.1c – Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and texts.**

The grade 6 materials are organized by academic week rather than by instructional units. Students spend multiple consecutive weeks on select works of literature and informational texts, including *The False*

*Prince* during Academic Weeks 12–18, *Far North* during Academic Weeks 22–26, *The Great Little Madison* during Academic Weeks 27–30, and *The Egypt Game* during Academic Weeks 2–5. The *Teacher's Guide* recommends daily read-alouds and pacing strategies for these texts, with sidebars indicating how chapters may be distributed to support extended study over several weeks.

Students frequently revisit the same text to develop skills in writing literary responses, often applying new writing skills or strategies to material previously introduced during reading comprehension and literacy appreciation blocks. For example, in Academic Week 26, students return to a story first read in Academic Weeks 22–25 to construct an organizer and compose a multi-paragraph literary response essay. *The Great Fire* is assigned for reading in Academic Weeks 6–8, with writing activities about the text scheduled for Academic Weeks 5–6.

Students engage with individual texts across multiple weeks, but the materials do not intentionally connect lessons or texts to build content knowledge on common topics or themes. Weekly lessons remain isolated from one another, with no evidence that multiple texts are part of a broader sequence designed to guide students toward deeper or cumulative knowledge. The recommended book list includes titles about historical and scientific topics read for two to four weeks, but these texts are not thematically linked or supported by an overarching instructional design.

Overall, the materials provide repeated exposure to select texts for both reading and writing, but do not include extended units or intentionally connected topics that support knowledge-building across lessons or weeks.

**5.A.1d – Lessons are connected by anchoring texts or text sets designed to intentionally build connected student background knowledge over time.**

The grade 6 materials provide extended engagement with anchoring texts, guiding students to apply knowledge and skills from spelling, writing, and reading lessons within both literary and informational content. For example, students read *The False Prince* aloud daily over seven weeks, using this time to analyze character development, examine plot structure, and apply comprehension strategies, such as inferring meaning and analyzing complex sentences. Writing objectives are directly linked to the anchoring texts, including narrative summaries and cause-and-effect essays based on characters and events.

The curriculum supports connected knowledge building through thematically linked texts and extended study. At the start of the year, students read *The Egypt Game* over four weeks, followed by *Pyramid*, allowing them to deepen their understanding of ancient Egyptian civilization through multiple sources. Similarly, texts like *Blizzard* and *Far North* allow students to explore the impact of extreme weather events and expand their knowledge through a multi-text study of survival and environmental conditions.

The materials promote scaffolded comprehension and writing through repeated engagement with anchor texts. For example, students revisit selections such as *A Race to Mend a Dike* from *McCall-Crabbs* to

reinforce comprehension and written response strategies. Extended reading periods, including a four-week study of *The Great Little Madison*, support long-term knowledge development as students analyze complex historical content and add to cumulative notes and discussions.

Lessons are intentionally connected through text sets and thematic groupings that support sustained knowledge building. Across the year, students develop deeper content understanding through integrated reading, writing, and vocabulary instruction grounded in rich literary and informational texts.

**5.A.1e – Grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.**

The grade 5 materials include writing and discussion activities that are connected to the knowledge-building topic of the lesson. In Academic Week 7, students revise, edit, and publish an informative piece, building on knowledge introduced in Academic Week 6. Vocabulary and grammar instruction is present but not connected to the lesson's knowledge-building topic. Vocabulary lists include general or high-frequency words that are not drawn from the core texts, and grammar lessons focus on discrete skills without integration into the reading or writing tasks. Because grammar and vocabulary are taught in isolation, the materials do not fully meet the expectation that all language activities support the development of content knowledge.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.2a	Materials do not activate or supply background knowledge by making connections to previously learned content from prior grade levels.	0/1
5.A.2b	Materials do not activate or supply background knowledge by making connections across units within the grade level.	0/1
5.A.2c	Materials do not provide students with relevant or targeted background knowledge to enhance student engagement with the text.	0/1
—		<b>TOTAL</b> 0/3

### 5.A.2a – Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

The grade 6 materials include a chart that maps the progression of spelling, reading, and writing skills across grades 3–6. This chart outlines when specific literacy skills are introduced, practiced, and mastered, but focuses on discrete skill development rather than connecting content knowledge across grade levels.

The materials offer general descriptions of how literacy skills evolve over time, such as students in lower grades learning about setting and older students analyzing tone. These references provide background information for teachers, but do not supply explicit strategies or lesson components that activate students' prior knowledge from earlier grade levels.

Lesson planning guidance and introduction scripts include prompts like "Yesterday" and "You have been" that reference recent classroom instruction. These prompts support short-term recall but do not connect to learning from previous years.

The materials do not provide examples, embedded supports, or instructional routines that intentionally activate or build upon content from prior grade levels. Topics and lessons are not vertically aligned in a way that supports knowledge transfer across years. As a result, the materials do not meet the expectation for activating or supplying background knowledge from previous grade levels.

### 5.A.2b – Materials activate or supply background knowledge by making connections across units within a grade level. (S)

The grade 6 materials are organized by academic week rather than by instructional units, and the lesson content does not intentionally build upon or activate background knowledge within the grade level. Teachers are guided to teach language rules in advance of spelling lessons and to integrate spelling with language arts instruction; students write simple, compound, or complex sentences to demonstrate mastery of unfamiliar spelling and vocabulary words. Reading and writing lessons introduce elements

such as narrative, informative, and informative-narrative text structures, which students then apply in their own compositions. The materials do not indicate if spelling lessons are provided in advance or require teachers to assemble them independently.

Lesson objectives do not consistently reference or connect to previously taught concepts or texts. For example, in Academic Week 23, students read *Far North* by Will Hobbs, but no activities are included to activate prior knowledge or connect to other previously read texts. Lesson introduction scripts in *The Writing Road to Reading* include phrases such as "Yesterday," "You have been," and "You have identified" to prompt recall of recent classroom learning; these strategies activate short-term rather than long-term prior knowledge.

Occasional connections are made across weeks. In Academic Week 26, the composition lesson directs students to revisit the passage "Water for New York City," which was first introduced on Academic Day 1 and further explored in Academic Week 10. Students review their earlier notes before composing an informative paragraph summary, using a familiar foundation for new writing. Another example includes an activity in which students compose a persuasive letter to the mayor of Chicago from the perspective of a character in *The Great Fire*, drawing on previous reading for their argument.

Despite these isolated examples, the materials do not present a systematic or intentional approach for making connections between lessons or for building background knowledge within the grade level. New topics are generally introduced without explicit reference to prior texts or concepts, and most instruction is delivered as a series of week-by-week activities.

Overall, the materials provide some opportunities to revisit earlier content for writing or analytical tasks, but do not consistently activate or build background knowledge across lessons within the grade.

### **5.A.2c – Materials provide students with relevant and targeted context or background knowledge to enhance the student's engagement with the text. (T/S)**

The grade 6 materials encourage teachers to plan introductions that highlight new lesson content and connect it to students' prior learning. The *Teacher's Guide* does not supply pre-made introductions, contextual background, or explicit resources for teachers; instead, it requires teachers to independently design relevant context for each week's lessons to promote student engagement.

Lesson activities typically begin with direct reading or analysis without providing students with essential background knowledge or contextual information to support their understanding. For example, in Academic Week 14, students read *The False Prince* and take notes on the main character, but there is no evidence of background knowledge building about monarchies, civil war, or fantasy—key themes in the novel. In Academic Week 3, students read in *McCall-Crabbs E 29*, an informational text about Mount Vesuvius, with no supporting illustrations, maps, or diagrams to facilitate deeper engagement or understanding.

Teachers are directed to provide explanations of text structures before reading selections. For instance, on Academic Day 5, teachers introduce informative narratives and explain the author's purpose, narrative elements, and point of view before reading *Visit to Vesuvius*. This approach emphasizes comprehension strategies, but does not focus on building or providing historical, scientific, or thematic background knowledge for students.

Students revisit texts to deepen comprehension and refine skills—such as returning to *The Great Little Madison* in Academic Week 30 to compose, revise, and publish an essay comparing political views, but the materials do not offer explicit contextual information prior to reading. Similarly, new texts like *Blizzard* are introduced for reading aloud and practicing skills without supporting background knowledge.

Overall, the materials do not supply students with the contextual information needed to support or enhance engagement with complex or thematic texts. Teachers are expected to independently generate or provide background information.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.3a	The materials do not include questions and tasks that require students to engage with big ideas, topics, and themes.	0/1
5.A.3b	The materials do not include questions and tasks that prompt students to synthesize knowledge and concepts across texts within and across lessons and units.	0/2
5.A.3c	The materials do not include culminating tasks that require students to demonstrate their knowledge of the unit topic by making connections across related texts.	0/1
5.A.3d	The materials do not include opportunities to apply new understanding based on the topic to contexts beyond the classroom.	0/1
—		<b>TOTAL</b> 0/5

### 5.A.3a – Questions and tasks require students to engage with big ideas, topics, and themes (S)

Materials do not include questions or tasks that require students to engage with overarching ideas or thematic connections; instruction focuses on isolated comprehension and structural analysis skills. *The Writing Road to Reading* divides reading instruction into literary appreciation, text structure, and comprehension, revisited weekly without connection to a unit theme or big idea. Texts such as *The Great Fire*, *The False Prince*, and *Pyramid* are read across multiple weeks, but questions target specific skills (e.g., analyzing text features or identifying informational patterns) without prompting discussion of broader topics or thematic inquiry. Activities such as comparing the poem *Memories of You* to the text *The Egypt Game* ask students to identify themes in isolation; however, these tasks do not guide students in exploring big ideas across texts or connecting content to deeper conceptual understandings.

### 5.A.3b – Questions and tasks prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)

Materials do not include embedded questions that prompt students to synthesize knowledge across texts, lessons, or units; teachers are expected to generate higher-order prompts independently. In Academic Weeks 12 and 27, students complete writing tasks comparing *The Great Fire* with *Blizzard* and *The False Prince* with *Far North*, but the synthesis is not supported by teacher- or student-facing questions. Thematic connections (e.g., friendship in *The Egypt Game*, *Far North*, and *The Great Little Madison*) are explored through tasks such as analogies and written comparisons, but without embedded prompts that guide students in making deeper conceptual connections. Lessons include repeated opportunities to

practice skills like comparing point of view or theme across texts, but the materials lack structured questioning that supports synthesis beyond surface-level comparison.

### **5.A.3c – Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S)**

The grade 6 materials are organized by academic week rather than by instructional units. Students spend multiple consecutive weeks on select works of literature and informational texts, including *The False Prince* during Academic Weeks 12–18, *Far North* during Academic Weeks 22–26, *The Great Little Madison* during Academic Weeks 27–30, and *The Egypt Game* during Academic Weeks 2–5. The *Teacher's Guide* recommends daily read-alouds and pacing strategies for these texts, with sidebars indicating how chapters may be distributed to support extended study over several weeks.

Students frequently revisit the same text to develop skills in writing literary responses, often applying new writing skills or strategies to material previously introduced during reading comprehension and literacy appreciation blocks. For example, in Academic Week 26, students return to a story first read in Academic Weeks 22–25 to construct an organizer and compose a multi-paragraph literary response essay. *The Great Fire* is assigned for reading in Academic Weeks 6–8, with writing activities about the text scheduled for Academic Weeks 5–6.

Students engage with individual texts across multiple weeks, but the materials do not intentionally connect lessons or texts to build content knowledge on common topics or themes. Weekly lessons remain isolated from one another, with no evidence that multiple texts are part of a broader sequence designed to guide students toward deeper or cumulative knowledge. The recommended book list includes titles about historical and scientific topics read for two to four weeks, but these texts are not thematically linked or supported by an overarching instructional design.

Overall, the materials provide repeated exposure to select texts for both reading and writing, but do not include extended units or intentionally connected topics that support knowledge-building across lessons or weeks.

### **5.A.3d – Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)**

Materials do not include tasks that require students to apply new understanding in real-world contexts; application is limited to academic simulations and character-based exercises. In Academic Week 9, students write a formal letter to the mayor of Chicago from the perspective of a character in *The Great Fire*, but the fictionalized point of view keeps the task classroom-bound rather than rooted in authentic civic engagement. Tasks such as explaining storm impact in *Blizzard* or comparing political views of historical figures in *The Great Little Madison* remain focused on academic content without extending to students' own communities or real-life applications. The curriculum emphasizes skill development—e.g.,

composing various types of writing or analyzing characters in *The False Prince* and *Far North*—but these exercises are not designed to transfer learning beyond the classroom setting.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.4a	Materials do not include a year-long scope and sequence for building Tier 2 or Tier 3 academic vocabulary in the context of knowledge-building.	0/2
5.A.4b	Materials do not include specific practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate vocabulary for all learners.	0/2
5.A.4c	All criteria for guidance met.	1/1
5.A.4d	All criteria for guidance met.	1/1
—		<b>TOTAL</b> 2/6

### **5.A.4a – Materials include a year-long scope and sequence for building tier 2 and 3 academic vocabulary in the context of knowledge-building.**

Materials do not include a year-long scope and sequence for building Tier 2 and 3 academic vocabulary in the context of knowledge-building; vocabulary instruction focuses on high-frequency Tier 1 words. Vocabulary words listed in the Spelling/Vocabulary (S/V) Word List—e.g., *expression*, *narrow*, *capitol*, and *capital*—are organized by instructional week but are not categorized by vocabulary tier or aligned to thematic content. The Spelling Skills Trace outlines word groupings across 32 weeks, but the rationale for sequencing is unclear and unconnected to content-area knowledge or grade-level progression.

The Tips sections encourage adding 10 content-area words per week, but this integration is optional and left to the teacher, with no systematic plan for developing Tier 2 or 3 vocabulary across subjects.

### **5.A.4b – Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate vocabulary development for all learners. (S)**

Materials do not include content scaffolds or teacher guidance to differentiate vocabulary development for all learners; instructional support for tailoring vocabulary practice by learner needs is absent.

Weekly objectives emphasize morphological instruction—e.g., suffixes *-ent*, *-ence*, *-ity*, and root words like *pense*—and students are regularly asked to compose oral and written sentences using these words, but scaffolds are not differentiated.

Tools such as the Spalding Sentence Construction with High-Frequency Vocabulary (Model) provide universal language scaffolds (e.g., sentence stems and reflection questions), but not include tiered strategies to support varied language proficiencies. The Vocabulary Notebook serves as a reference for

spelling and usage of high-frequency vocabulary, but its use is not connected to content development or supported with instructional guidance for scaffolding across learner groups.

**5.A.4c – Materials include tasks designed to engage students in purposeful use of key academic vocabulary. (S)**

Students engage in the purposeful use of academic vocabulary through structured oral and written tasks—e.g., in Week 12, students compose a compare-and-contrast essay using connectors such as *alike*, *although*, *compared to*, and *in contrast* when analyzing two natural disasters (*The Great Fire* and *Blizzard*). Sentence Construction with Vocabulary Development lessons include explicit instruction on terms like *imagery* and guide students to compose original sentences using these terms—e.g., in Week 10, students explore how authors create mental images through word choice and practice applying this technique. Students regularly maintain Spelling/Vocabulary Notebooks to read, write, and blend assigned high-frequency and academic words, followed by composing oral and written sentences that demonstrate correct usage and meaning.

Academic vocabulary is embedded in content-area discussions—e.g., terms such as symbolism, imagery, and text features are introduced and then applied in tasks analyzing poetry and nonfiction texts (e.g., *The False Prince* and *The Great Fire*).

**5.A.4d – Materials include nonverbal teaching techniques to support students in the acquisition of key academic vocabulary, such as the use of images and visualization. (T)**

Materials include a variety of nonverbal teaching tools—e.g., Mental Action Posters, Spalding Word Builder Cards, Phonogram Cards, and Parts of Speech Posters—which visually reinforce the acquisition of key academic vocabulary and language concepts.

Posters serve as ongoing classroom references, featuring labeled visuals and definitions. For instance, a Narrative Elements poster includes icons such as eyes for Point of View, a clock and building for Setting, and a princess for Characters.

The Attributes of Fine Literature poster includes terms like Precise Language, Emotional Appeal, and Insight, each accompanied by symbols (e.g., a heart for emotional appeal and a magnifying glass for insight) to aid retention and conceptual understanding.

Posters aligned to comprehension strategies (e.g., Monitoring, Making Connections, Predicting, and Mentally Summarizing) include both icons and strategy descriptions—e.g., electrical cords joined for Making Connections—to support vocabulary learning through visual representation.

## 5.B Inquiry and Research

### 5.B.1 Recursive Inquiry Process

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	Materials do not include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources, and synthesizing information.	0/1
5.B.1b	All criteria for guidance met.	2/2
5.B.1c	Materials do not include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials.	0/1
—	<b>TOTAL</b>	2/4

#### **5.B.1a – Materials include opportunities for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources, and synthesizing the information (S).**

Materials do not support students in generating their own research questions or developing inquiry plans; all research assignments are based on topics presented by the teacher or drawn from class texts, rather than student-driven questioning.

Assignments focus on composing multi-paragraph reports or informative pieces using a basic prewriting organizer, but there are no graphic organizers, templates, or planning tools to guide students through the research process.

There is no evidence to show that students are directed to gather and synthesize relevant information from a variety of sources; reports are completed using facts from unspecified or curriculum-provided sources, without explicit instruction in source analysis or information integration.

The process emphasizes writing structure (e.g., thesis, body, and conclusion), but omits critical inquiry skills such as question formulation, research planning, evaluating source quality, and synthesizing evidence from multiple sources.

**5.B.1b – Materials include guidance and opportunities for students to differentiate between primary and secondary sources. (S)**

Materials provide explicit guidance and examples to help students distinguish between primary and secondary sources. Lessons introduce definitions, anchor statements (e.g., "I was there" for primary and "I read or learned about it from someone else" for secondary), and a range of examples (e.g., diaries, photographs, biographies, and documentaries).

Students engage in hands-on interactive activities such as cut-and-paste card sorting, two-voice journal writing (first-hand and second-hand perspectives), and matching statements to source types.

Practice activities deepen understanding of perspectives, including interviewing adults about past events (primary) and researching those events in books or online (secondary), followed by comparing viewpoints.

Materials include digital quizzes and discussion-based tasks (e.g., "Read vs. Retold" video analysis, Google Slides, or Kahoot games) to reinforce source classification and reasoning, ensuring students can consistently differentiate between primary and secondary sources.

**5.B.1c – Materials include a progression of focused research tasks to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6–8) (S).**

Materials do not provide a progression of focused research tasks that require students to analyze different aspects of a topic using multiple texts or diverse source materials (e.g., primary sources and multimodal texts); students are limited to core literature selections.

Students are guided to write structured research reports and essays (e.g., on historical figures, events, or scientific concepts), but do not generate research questions, identify or gather information from a variety of sources, or synthesize findings from multiple perspectives.

Inquiry assignments (e.g., comparing disasters in *The Great Fire and Blizzard*) are restricted to information found within the assigned texts, with no connection to broader research practices, such as consulting secondary or online sources.

Organizers and writing process supports are included, but the materials focus on essay structure and mechanics rather than authentic inquiry and knowledge-building through the integration of multiple sources, as required by the standard.

## 6. Text Quality and Complexity

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

### 6.1 High-Quality Grade-Level Texts

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	Core texts used for instruction are not written at grade level when evaluated using research-based measures of text complexity.	0/1
6.1b	Texts are not well-crafted and are not of publishable quality.	0/1
6.1c	The materials do not include diverse texts across multiple content areas.	3/4
6.1d	Texts do not include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences.	0/1
—		<b>TOTAL</b> 3/7

#### **6.1a – Core texts used for instruction are written at grade level when evaluated using research-based measures of text complexity.**

The materials provide a list of core texts with grade-level equivalencies and Lexile levels, such as *Amelia to Zora: Twenty-Six Women Who Changed the World* (5.8 grade level, 1040 Lexile) and *The Egypt Game* (5.9 grade level, 1010 Lexile), but the list does not include additional indicators or components of text complexity.

The referenced core texts are not included in the materials and must be purchased separately.

Texts are selected based solely on quantitative measures (Lexile levels), with no evidence of qualitative analysis, reader/task considerations, or research-based rationale for text or poem selections.

The materials do not provide a rationale for how or why texts are chosen, and do not address qualitative factors such as meaning, structure, language features, or alignment to reader and task.

#### **6.1b – Texts are well-crafted and are of publishable quality.**

The texts included in the materials, such as those in the *McCall-Crabbs Teacher's Manual*, are described as "not well-crafted," consisting of "notably brief and dated" selections originally published between 1926 and 1961, with "no updated illustrations, visuals, or photographs." Informational texts require "extensive background knowledge-building" and are described as "not relatable," with vocabulary that "has not been updated." Passages in the *Teacher's Manual* feature "outdated descriptions and simplified language," and their short length "does not allow for plot or character development." For example, Book E Passage 9 states, "This is the age of magic in science . . . Women wear nylon stockings that look like the finest silk but are made from coal, air, and water." Passage 14 states, "What queer creatures we would be if we

could hear with our eyes and see with our ears!" The evidence indicates that the texts are not of publishable quality or sufficiently well-crafted, and there is not any evidence of contemporary, high-quality literature included in the materials.

**6.1c – Materials include traditional, contemporary, classical, and diverse texts across multiple content areas.**

Materials include traditional, contemporary, and classical texts, such as *The Egypt Game* by Zilpha Keatley Snyder, *The False Prince* by Jennifer A. Nielsen, *The Great Fire* by Jim Murphy, and *Treasure Island* by Robert Louis Stevenson. Classical poetry is represented with selections like *If* by Rudyard Kipling and *Sea-Fever* by John Masefield, and the McCall-Crabbs Standard Test Lessons provide additional traditional and classical content, though these are described as "notably brief and dated." The materials list is less extensive compared to grade 5, with fewer texts cited and a narrower representation of content areas. There is a lack of diverse texts across multiple content areas; the materials do not consistently provide opportunities for students to engage with a broad range of cultural perspectives.

**6.1d – Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (S)**

The materials do not include texts that authentically reflect students' diverse backgrounds and experiences; texts like *Amelia to Zora: Twenty-Six Women Who Changed the World* offer only brief, general summaries with limited depth, and the overall selection lacks authentic representation. Many passages in the *Teacher's Manual* are described as notably brief and dated, with outdated descriptions and simplified language, such as, "This is the age of magic in science . . . Women wear nylon stockings that look like the finest silk but are made from coal, air, and water." Content is often not engaging or relevant; conservation texts include language and perspectives that do not connect to current student experiences or diverse viewpoints, and no updated illustrations, visuals, or photographs are included. Core and recommended texts are not included for review in the materials, making it impossible to verify the presence of relevant, engaging, or diverse content.

## 6.2 Interaction with Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	5/5
6.2b	Materials do not include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., author's purpose, structure, language, and vocabulary).	0/1
6.2c	All criteria for guidance met.	1/1
—		<b>TOTAL</b> 6/7

### **6.2a – Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level texts and justify their thinking orally and in writing. (S)**

Materials include daily opportunities for students to listen to grade-level texts, such as read-alouds from *The Egypt Game*, *The False Prince*, and *Far North*, where students are guided to "reflect on the author's use of attributes" and narrative elements.

Students are prompted to critically respond to texts both orally and in writing, for example, by explaining "why the featured woman deserves recognition for changing the world" in *Amelia to Zora: Twenty-Six Women Who Changed the World*, and supporting their opinion with text evidence.

Sentence stems such as "I think the main idea is . . ." and "I confirmed that the \_\_\_ sentence is the author's main idea" are provided to support students in articulating and justifying their thinking during discussions.

Written assignments require students to cite text evidence, compare character traits, and answer comprehension questions, ensuring consistent opportunities to justify their thinking both orally and in writing.

### **6.2b – Materials include opportunities in each lesson to discuss specific aspects of grade-level text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)**

The materials do not provide consistent, structured opportunities in each lesson for students to discuss specific aspects of grade-level text with their peers; lessons lack authentic student-to-student discourse or collaborative analysis. Instead, class discussions are limited to a call-and-response format, where the teacher poses questions and individual students answer, rather than facilitating peer dialogue or group discussion about literary elements. While objectives reference the analysis of text features such as theme, structure, and author's purpose, the materials do not outline time or guidance for students to engage in discussion with one another. The materials do not provide consistent opportunities in each

lesson for students to discuss specific aspects of grade-level text. The only opportunity is through teacher-led questions.

**6.2c – Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)**

The materials include opportunities in each lesson for students to engage with a variety of reading skills using grade-level texts, such as generating questions, making and confirming predictions, inferencing, analyzing, evaluating, and synthesizing. Students consistently use the Five Mental Actions—monitoring comprehension, making connections, predicting, reformatting, and mentally summarizing—when reading texts like *The False Prince*, *Pyramid*, and *The Great Fire*. Lessons prompt students to "predict which boy Conner is most likely to select at this point in *The False Prince*; cite examples from the story to support thinking," and require analysis of chronological order, plot, theme, foreshadowing, and character change. Students deepen comprehension and metacognitive skills by practicing these strategies and reading skills across a variety of texts and lesson activities.

## 6.3 Supporting Access to Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.3a	All criteria for guidance met.	2/2
6.3b	The materials do not provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.	0/1
—		<b>TOTAL</b> 2/3

### **6.3a – Materials include teacher guidance and supports to ensure all students can access grade-level text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)**

Materials embed explicit teacher guidance and scaffolds to ensure all students can access grade-level texts, including modeled think-alouds, targeted questioning, and sentence frames. Teachers guide students to compose sentences using figurative language such as similes and metaphors (e.g., "The fire was moving like an ocean surf on a sand beach" from *The Great Fire* and "The North star is a sparkling diamond.") and to demonstrate word meaning and usage through oral and written responses across lessons.

Teachers are provided with step-by-step supports to break down texts, model strategies like "stop and jot," and guide students through mental actions including reformatting and summarizing while reading. Sentence frames—such as "I think the main idea is," "I think \_\_ means \_\_ because . . .," and "I understand every word except . . ."—are initially modeled and then used by students to support comprehension and access complex texts.

Scaffolding is reinforced with routines that prompt students to explain their thinking during read-alouds. Teachers pose questions, elicit responses, and coach students to identify text features and main ideas, as seen when students read *McCall-Crabbs E40* and respond to prompts like "I think it is informative. I think the author is going to instruct me on how to prepare rubber for market. The point of view is third person."

The 3 Mental Actions comprehension strategy supports students' understanding with sentence frames and teacher modeling, while regular lesson activities and supplemental resources provide multisensory strategies (e.g., note taking and mental summarizing) to ensure all students can access and engage with grade-level texts.

**6.3b – Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level texts.**

Materials do not provide opportunities for students who demonstrate proficiency in engaging with additional analysis of grade-level texts. Extension activities are limited to independent assignments, such as reading a self- or teacher-selected book and using an organizer to identify text structure or main ideas.

Guidance for proficient students consists of general strategies—"expand the day's lesson to the next level of difficulty," "integrate content," and "encourage reflection and exploration"—without explicit activities, examples, or support for deeper or more complex analysis of grade-level texts.

Suggestions for enrichment focus on applying previously learned skills to other texts or independent writing, rather than engaging in additional analysis of grade-level materials. Activities remain minimal and do not target more robust or varied enrichment opportunities for students who have mastered core content.

## 6.4 Analysis of Text Complexity

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.4a	The materials do not include quantitative analysis of each core text, including a rationale for each text's grade-level placement.	1/4
6.4b	Core texts do not have the appropriate level of complexity for the grade according to their quantitative and qualitative analyses, and relationship to student tasks.	0/2
—		<b>TOTAL</b> 1/6

### **6.4a – Materials include quantitative and qualitative analysis of each core text, including a rationale for each text's educational purpose and grade-level placement.**

Materials do not provide a qualitative analysis or explicit rationale for the educational purpose and grade-level placement of each core text. No dedicated section or statement describes the educational purpose or qualitative features of the texts.

Quantitative data, including grade equivalency and Lexile levels, are provided for each core text (e.g., *Amelia to Zora: Twenty-Six Women Who Changed the World*, 5.8 grade equivalency, 1040 Lexile; *The Egypt Game*, 5.9 grade equivalency, 1010 Lexile; *The Great Fire*, 6.9 grade equivalency, 1130 Lexile; *The False Prince*, 6.0 grade equivalency, 1040 Lexile). This information appears in lesson sidebars and text lists, offering a rationale for grade-level placement.

Core texts are listed as resources for teaching literary appreciation, text structure, and comprehension strategies. Descriptions remain general, with no detailed analysis or explicit statements connecting text selection to educational purpose or qualitative complexity.

### **6.4b – Core texts have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relationship to student tasks.**

Materials do not provide quantitative or qualitative analysis to determine whether core texts have an appropriate level of complexity for grade 6. No rationale or analysis is given for why each text is selected for this grade or how text complexity relates to student tasks.

Lexile levels and grade equivalency measures are provided for each core text (e.g., *Amelia to Zora: Twenty-Six Women Who Changed the World*: 5.8 grade equivalency, 1040 Lexile; *Blizzard*: 7.1 grade equivalency, 1180 Lexile; *The Great Fire*: 6.9 grade equivalency, 1130 Lexile; and *Far North*: 6.8 grade equivalency), but the materials do not include further explanation or criteria for selection.

Analysis of core and recommended texts is limited to lists and tables that note basic text features, main ideas, and reading levels. No discussion of meaning, syntax, knowledge demands, or language conventions is present. The materials do not provide texts for students reading below grade level.

The relationship between text complexity and assigned student tasks is not addressed. Materials lack synopsis, rationale, or evidence to confirm the appropriateness of text complexity for grade 6.

## 6.5 Self-Sustained Independent Reading

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.5a	All criteria for guidance met.	1/1
6.5b	Texts designed for independent reading do not have a range of complexity levels for students to practice reading independently.	0/1
6.5c	Materials do not include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals.	0/4
—		<b>TOTAL</b> 1/6

### **6.5a – Materials include explicit (direct) teacher guidance on how to monitor students' comprehension through structured activities during independent reading. (T)**

Materials provide explicit teacher guidance for monitoring student comprehension through structured activities during independent reading. Teachers are directed to use the Five Mental Actions—monitoring comprehension, making connections, making predictions, reformatting, and mentally summarizing—across strategy lessons and independent reading assignments.

Students participate in structured activities such as using sticky notes to record unfamiliar words, applying mental actions to figure out meaning in texts like *The Egypt Game*, and engaging in post-reading discussions to explain their reasoning. Teachers monitor comprehension by reviewing student explanations and evidence drawn from the text.

The *Effective Strategies for Writing and Reading* guide includes a coaching rubric that allows teachers to observe, assess, and award points as students demonstrate use of the mental actions. The rubric details specific criteria for self-monitoring, making connections, and making predictions during independent reading tasks.

Students independently complete tasks with materials like McCall-Crabbs passages and Spalding Comprehension Activities, using charts to identify text structure, main idea, and supporting evidence. Teachers provide coaching and monitor progress in real time as students apply the Five Mental Actions during independent reading.

### **6.5b – Texts designated for independent reading have a range of complexity levels for students to practice reading independently. (S)**

Materials do not designate texts for independent reading that offer a range of complexity levels; no guidance is provided for teachers to select or assign texts at varying levels of difficulty for independent practice.

The materials list recommended texts such as *Little Men*, *Little Women*, *Caddie Woodlawn*, and *The Summer of Swans*, but do not specify which are intended for independent reading or provide analysis of their complexity or appropriateness.

The *McCall-Crabbs* passages and other short selections reflect a limited and outdated range of complexity. Lexile levels and grade equivalencies (820–1180 Lexile, 5.9–7.1 grade equivalency) are provided for teacher-read or class texts, but the materials do not identify which texts are intended for independent reading or offer intentional variation for student practice.

**6.5c – Materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)**

Materials do not include a plan for students to self-select high-quality texts or read independently for a sustained period. No explicit instruction or resources support student choice, text selection at appropriate levels, or student accountability for independent reading goals.

Students are assigned teacher-selected texts for whole-class reading, with no evidence of self-selection or student-driven planning for independent reading. The list of nine core texts is used for daily instruction, limiting choice and engagement.

The materials include teacher-facing comprehension checklists and progress reports for tracking reading goals, but do not provide students with tools or processes to set, track, or achieve personal independent reading goals.

Guidance for independent reading is limited to general recommendations, such as reading "a book of their choice or a teacher-selected book" after demonstrating proficiency. No support is present for sustained independent reading, planning, or accountability at the student level.

## 7. Evidence-Based Tasks and Responses

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

### 7.A Text-Dependent Tasks

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.A.1a	All criteria for guidance met.	2/2
7.A.1b	All criteria for guidance met.	5/5
7.A.1c	All criteria for guidance met.	1/1
7.A.1d	All criteria for guidance met.	1/1
—		<b>TOTAL</b> 9/9

#### **7.A.1a – Materials include text-dependent questions and tasks which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)**

*The Writing Road to Reading* provides frequent, text-dependent questions and tasks that require students to use evidence from the text to demonstrate comprehension, justify thinking, and support claims.

Lesson activities for *Amelia to Zora: Twenty-Six Women Who Changed the World* direct students to identify the author's purpose, point of view, and text features, with prompts such as "cite evidence from the text to support thinking." Students compose opinion paragraphs about featured women and support their opinions with details from the text.

Instruction for *The False Prince* tasks students with identifying conflict, analyzing the setting, listing character traits, and making predictions, all of which require direct quotations or text references to substantiate their responses. Students compose essays that describe how Sage's personality helps him succeed, supporting each claim with textual evidence.

*The Great Fire* includes organizer activities where students map cause-and-effect relationships and cite evidence for each point, demonstrating comprehension through direct references to the text.

Activities for texts such as *Pyramid* and book studies require students to analyze narrative structure, literary elements, and themes, with graphic organizers and written responses that prompt extraction and documentation of supporting details from the reading selections.

**7.A.1b – Questions and tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)**

*The Writing Road to Reading* provides an extensive range of questions and tasks that require students to use text evidence when evaluating language, key ideas, details, craft, and structure of high-quality texts across a variety of genres and formats.

Lesson activities for texts such as *Pyramid*, *The Great Fire*, and *Blizzard* guide students to extract and organize specific details, use diagrams and visual features, and analyze text structures—including chronological order, cause and effect, and compare and contrast—with explicit prompts to "cite evidence from text to support thinking."

Students evaluate the author's craft and language in selections like *Sea-Fever* and *The False Prince*, identifying literary techniques such as simile, personification, imagery, and foreshadowing, and are required to explain their effects using examples from the text.

Novel studies of *Far North*, *The Egypt Game*, and *The False Prince* require students to describe plot structure, determine sequencing of events, as well as analyze character development, relationships, and conflict by citing textual evidence for all claims and analysis.

Instructional tasks direct students to identify key ideas, main themes, and author's purpose, as well as to use text features—such as captions, bold print, and headings—to locate facts and explain how they aid comprehension. Students construct graphic organizers and written responses that are consistently anchored in evidence from the texts.

**7.A.1c – Questions and tasks require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)**

*The Writing Road to Reading* presents a variety of questions and tasks that require students to support their claims and justify their thinking through strategies such as comparing sources, paraphrasing, summarizing, and discussing key ideas with evidence from the text.

Lesson activities direct students to construct organizers and write essays that compare and contrast disasters in the texts *The Great Fire* and *Blizzard*, as well as analyze similarities and differences between main characters in *Far North* and *The Egypt Game*, consistently requiring students to cite examples from both texts to support their analysis.

Students use comprehension strategies—including "mentally summarizing" main ideas, underlining essential sentences, and deriving implied main ideas—to confirm understanding and cite textual evidence. Activities require students to summarize and paraphrase narrative elements while maintaining the author's intended meaning.

Writing prompts require students to develop multi-paragraph essays that analyze literary elements, structure arguments with a thesis and supporting evidence, and include direct quotations or references from the texts.

Instructional routines engage students in making claims about plot, character responsibility, and thematic elements, always directing them to justify their thinking and analysis with well-organized textual evidence and summaries from multiple sources.

**7.A.1d – Questions and tasks are designed at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)**

*The Writing Road to Reading* provides questions and tasks at multiple levels of cognitive complexity, ensuring that students have ample opportunities to analyze texts in depth using a range of strategies.

Lesson activities require students to move from foundational comprehension—such as identifying text structure, sequencing events, and describing key details in texts like *Blizzard*, *The False Prince*, and *Math Trek: Adventures in the Math Zone*—to more advanced analysis, including drawing conclusions, inferring theme, and evaluating evidence.

Higher-level tasks direct students to construct analogies between books such as *Blizzard* and *The Great Fire*, analyze how chapters contribute to theme development in *The Egypt Game*, and distinguish between theories that are supported or unsupported by reasons and evidence.

Instructional routines incorporate synthesis, evaluation, and point-of-view writing, prompting students to create journal entries from a character's perspective, derive implied main ideas, identify mood with textual evidence, and justify their analysis using direct references from the text.

Modeling examples from *Effective Strategies for Writing and Reading* scaffold complexity, progressing from accessible comprehension questions to analytical and evaluative tasks such as determining author's purpose and integrating definitions, examples, and illustrations in math-focused texts, supporting student engagement at all cognitive levels.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.A.2a	All criteria for guidance met.	2/2
7.A.2b	The materials do not include guidance for teachers on using structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax.	0/2
—		<b>TOTAL</b> 2/4

### 7.A.2a – Materials include guidance for teachers on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)

*The Writing Road to Reading* includes thorough guidance for teachers on effectively modeling the use of text evidence to generate evidence-based claims and construct text-based responses across literary and informational texts.

Teacher lesson plans and instructional resources include scripted think-alouds and explicit demonstrations for analyzing passages, chunking information, and using sentence stems to formulate claims. For example, teachers model identifying essential information and confirming or deriving main ideas with texts such as *McCall-Crabbs Book E*, *Blizzard*, and *Amelia to Zora: Twenty-Six Women Who Changed the World*.

Modeling routines provide step-by-step examples for filling out graphic organizers, constructing thesis statements, and referencing text directly, with teachers explicitly underlining, note-taking, and paraphrasing to show how evidence is gathered and used.

Instructional sequences and sample dialogues guide teachers to demonstrate how to plan, draft, and revise multiparagraph essays, including using direct quotations, summarizing, and developing topic sentences that connect claims to specific textual evidence.

Tools such as informative writing frameworks, "Parts of a Paragraph" graphics, and multiparagraph templates support teachers in modeling how to organize and synthesize evidence, build arguments, and respond to text with well-supported analysis.

### 7.A.2b – Materials include guidance for teachers on the use of structured opportunities to engage students in evidence-based discussions using academic vocabulary and syntax. (T)

Materials do not include guidance for teachers on structuring or facilitating evidence-based discussions that use academic vocabulary and syntax.

Lesson activities mention classroom and group discussions, but provide no teacher direction for scaffolding or modeling academic language during these interactions.

Discussion prompts, sentence stems, and collaborative tasks are present, yet the materials do not offer explicit support for engaging students in structured, evidence-based conversations or for reinforcing academic vocabulary and syntax in discussion.

Teacher resources identify important narrative elements and provide shared vocabulary, but do not include instructional strategies or routines for guiding academic dialogue.

## 7.B Writing

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.1a	The materials do not include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.	0/1
7.B.1b	All criteria for guidance met.	2/2
7.B.1c	All criteria for guidance met.	2/2
7.B.1d	All criteria for guidance met.	2/2
7.B.1e	All criteria for guidance met.	1/1
—		<b>TOTAL</b> 7/8

#### **7.B.1a – Materials include mentor texts that serve as models for students to compose a variety of texts according to grade-level TEKS.**

Materials do not include mentor texts aligned to grade-level TEKS to serve as models for students composing a variety of texts. Lesson activities reference published books, poems, and informational texts such as *Amelia to Zora: Twenty-Six Women Who Changed the World*, *The Great Fire*, *Blizzard*, *The False Prince*, and *Snow Day*, but these are not explicitly labeled as mentor texts or connected to TEKS-based writing objectives.

Students analyze text features, practice organizing information, and use modeled examples for writing activities, but there is no systematic use of mentor texts to demonstrate the full range of writing types or skills outlined by grade-level TEKS. Recommended reading lists and modeled writing examples are present, yet the materials do not include evidence of mentor texts that reflect the structure, style, or expectations required for composing texts according to grade-level TEKS.

#### **7.B.1b – Materials include opportunities throughout the year for students to compose literary texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)**

*The Writing Road to Reading* offers multiple opportunities throughout the year for students to compose literary texts for a variety of purposes and audiences, emphasizing genre-specific characteristics and craft.

Narrative writing activities include composing first-person stories about memorable experiences, structured with clear beginnings, middles, and ends, developed characters, vivid settings, and descriptive language. Graphic organizers help students identify audience, purpose, and narrative elements, and the full writing process is applied from prewriting through publishing.

Literary analysis assignments prompt students to write narrative summaries of works such as *The False Prince*, focusing on identifying themes, paraphrasing key narrative elements, and preserving the author's intent. Students use plot organizers and complete multi-stage writing tasks that reinforce analysis and craft.

Poetry tasks engage students in composing bio-poems and other forms using literary devices such as simile, metaphor, personification, and imagery, with modeled examples and explicit instruction in crafting language for effect.

Letter writing units provide opportunities to compose both formal (business) and informal (friendly) letters from literary perspectives, such as writing as a character from *The Great Fire* or *Blizzard*. These assignments include defined audiences and purposes, with instruction on features like format, tone, organization, and persuasive or descriptive techniques, supporting students in adapting their writing for different contexts throughout the school year.

**7.B.1c – Materials include opportunities throughout the year for students to compose informational texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)**

*The Writing Road to Reading* provides multiple opportunities throughout the school year for students to compose informational texts for a range of purposes and audiences, with a strong emphasis on genre-specific characteristics and craft.

Lessons guide students through the full writing process—including prewriting, composing, revising, editing, and publishing—for a variety of informational formats, including summaries, compare-and-contrast essays, argument writing, and informative narratives.

Students compose summaries of texts such as *McCall-Crabbs E15: A Race to Mend a Dike*, identifying implied main ideas, supporting details, and organizing information into clear paragraphs with topic sentences and conclusions.

Writing assignments require students to create informative essays comparing topics like the disasters in *The Great Fire* and *Blizzard*, using structured organizers, thesis statements, comparative vocabulary, evidence from the texts, and genre-appropriate formatting.

The materials introduce argumentative writing, guiding students to brainstorm relevant topics, develop thesis statements that combine opinion and topic, and structure multi-paragraph arguments.

Students compose first-person informative narratives that blend factual information with narrative craft, tailoring voice and content to specific audiences. Informative graphic organizers and planning tools support organization, voice, and the development of clear, evidence-based writing for real-world audiences and academic contexts.

**7.B.1d – Materials include opportunities throughout the year for students to compose argumentative texts for multiple purposes and audiences with genre-specific characteristics and craft. (S)**

*The Writing Road to Reading* provides multiple opportunities throughout the school year for students to compose argumentative texts for a variety of purposes and audiences, with an emphasis on genre-specific characteristics and craft.

Lessons explicitly teach the elements and structure of argumentative writing, guiding students to formulate clear opinions or positions, understand the audience, and use appropriate tone and language.

Students engage in composing multiparagraph opinion and persuasive essays on topics such as the suitability of *The Great Little Madison* as a book title, advocating for new holidays, or addressing real-world issues, like school policies. Writing assignments require students to include thesis statements, body paragraphs supported with text evidence or reasons, and effective conclusions that restate their positions.

Prewriting tools, graphic organizers, and modeled examples support students in planning, drafting, revising, editing, and publishing argumentative texts that address different audiences, such as peers, teachers, or the community.

The curriculum integrates the practice of crafting persuasive language, varying sentence structures, and incorporating facts, reasons, and specific examples, ensuring students compose argumentative writing with clear organization, coherence, and evidence-based reasoning for a range of authentic purposes throughout the school year.

**7.B.1e – Materials include opportunities throughout the year for students to compose correspondence with genre-specific characteristics and craft. (S)**

*The Writing Road to Reading* provides opportunities throughout the school year for students to compose correspondence using genre-specific characteristics and craft. Students compose formal business letters, such as a persuasive letter to the Mayor of Chicago from the perspective of a character in *The Great Fire*, applying features including heading, inside address, salutation, body, closing, signature, formal tone, and persuasive language. The assignment follows the full writing process, from prewriting to publishing, and incorporates modeled examples and graphic organizers. Students also compose informal (friendly) letters, such as writing to a friend or family member from the point of view of a blizzard survivor in *Blizzard*. Instruction includes explicit teaching of friendly letter components—heading, greeting, body, closing, signature, and correct use of capitalization and punctuation—along with an emphasis on descriptive language and authentic voice. Both formal and informal correspondence tasks are based on literary texts and require students to tailor language, tone, and structure to the purpose and intended audience, reinforcing genre-specific conventions and communication skills. The curriculum supports

students through modeled structures, prewriting tools, and a step-by-step writing process, ensuring that their correspondences reflect audience awareness and appropriate craft.

## 7.B.2 Writing Process

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.2a	All criteria for guidance met.	5/5
7.B.2b	All criteria for guidance met.	6/6
—		<b>TOTAL</b> 11/11

### **7.B.2a – Materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text, which includes an age-appropriate progression in the conventions of writing. (S)**

The materials support all elements of the writing process—prewriting, drafting, revising, editing, conferring, and sharing/publishing—through explicit instruction and structured weekly composition objectives.

Students use graphic organizers tailored by grade band and writing style, such as constructing an organizer and composing a multi-paragraph report about a social studies or science topic, or planning and composing first-person narratives.

Revising and editing are reinforced with tools like the Revising and Editing Bingo Board, which prompts students to revise drafts, participate in peer review, and address writing conventions, including subject-verb agreement and word choice.

Rubrics, checklists, and dedicated coaching time are included to support students' mastery of writing conventions, ensuring an age-appropriate progression and coherent use of the entire writing process.

### **7.B.2b – Materials include teacher guidance to provide explicit (direct) instruction to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)**

Materials provide explicit teacher guidance for modeling each element of the writing process—planning, drafting, revising, editing, and sharing/publishing—by instructing teachers to "explain and demonstrate (model) only one stage of the writing process at a time" and "think out loud while demonstrating each stage."

Teachers are supported with scripted example dialogues, step-by-step procedures, and think-alouds at every stage, such as, "I will think out loud as I check for capitals. I must capitalize *pet* in the title because every important word in a title must be written with a capital."

The *Teacher's Guide* includes questions to ask, procedures to follow, and explicit coaching routines for conferring and supporting students as they draft, revise, and edit, including formative checks like, "Class, what decisions did I make during the prewriting stage?"

Additional supports include graphic organizers, rubrics, checklists, and slideshow routines for editing and revising, ensuring that every aspect of the writing process is explicitly modeled and supported for teachers and students.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.3a	All criteria for guidance met.	3/3
7.B.3b	The materials do not include guidance for teachers to provide systematic and explicit instruction in writing, starting at the sentence level and building compositions that are aligned to grade-level language arts TEKS.	2/4
7.B.3c	All criteria for guidance met.	6/6
—		<b>TOTAL</b> 11/13

### **7.B.3a – Materials include guidance for teachers to provide explicit (direct) instruction on sentence-level writing, focusing on structure, syntax, and vocabulary. (T)**

Materials provide explicit teacher guidance for direct instruction on sentence-level writing, including structure, syntax, and vocabulary. Teachers model composing simple, compound, and complex sentences, and guide students to use new vocabulary in context.

Lessons address four sentence types and progress to combining sentences, using modeled examples, guided practice, and whole-group proofreading. Students compose sentences using target vocabulary, identify parts of speech, and apply these skills in writing tasks.

Instruction includes teaching sentence attributes, parts of speech, and punctuation through scaffolded, sequential lessons. Teachers use think-alouds and context clues to support sentence construction and vocabulary understanding.

### **7.B.3b – Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence-level and building to compositions according to grade-level TEKS. (T)**

Materials do not align writing instruction or objectives to grade-level TEKS. No evidence of TEKS-based progression or explicit TEKS references is present in the instructional sequence.

Systematic, explicit guidance is provided for teachers to build writing skills from sentence-level construction to full compositions. Teachers model sentence types, guide practice, and support students in developing paragraphs and various composition forms.

Lessons follow a scaffolded sequence, introducing and reinforcing simple, compound, and complex sentences, with regular practice in narrative, informative, and other composition types. Objectives and mastery expectations are tracked and reviewed throughout the year.

**7.B.3c – Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing. (S)**

Materials provide systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing, using modeled examples, structured protocols, and a clear progression across the school year.

In Academic Week 1, students "begin writing four types of simple sentences," focusing on "simple declarative sentences and their attributes." By Academic Week 2, instruction advances to "simple and/or compound sentences," and by Academic Week 3, students "compose simple, compound, or complex sentences." This sequence ensures consistent practice and increasing sentence complexity.

Sentence-level revision is explicitly taught through Show, Don't Tell techniques, where students learn to "strengthen their writing at the sentence level by using strong verbs, vocabulary, emotions, and/or dialogue rather than telling about a story or event." For example, in Academic Week 2, students "revise, edit, publish opinion paragraphs," applying these revision strategies to their own writing.

The revising and editing bingo card provides focused revision tasks such as "add a prepositional phrase to the beginning of one of your sentences," "clarify a sentence by reorganizing the words or phrases," and "find a splice and turn it into two simple sentences." These explicit, scaffolded opportunities build skill with complex sentence-level editing.

The Writing the Flows presentation guides editing and revision, beginning with "editing skills (subject-verb agreement, splices, run-ons, and fragments)." Students first review incorrect sentences and practice editing them. Students then apply the editing skill to a previously written sentence on their own paper." The Sentence Writing Checklist directs students to "edit and revise for subject/verb agreement, ending punctuation, beginning capitalization, conjunctions, and attributes of declarative, interrogative, exclamatory, imperative, compound, and complex sentences."

As students demonstrate mastery, instruction continues with regular opportunities to compose and edit compound and complex sentences. By Academic Week 11, students independently "compose, revise, and edit" multi-paragraph compositions, such as a letter from the perspective of a blizzard survivor, finalizing their writing through the full process of drafting, revising, editing, and publishing.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.4a	The materials do not include opportunities for practice and application, both in and out of content, of the conventions of academic language in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS.	0/4
7.B.4b	All criteria for guidance met.	6/6
—		<b>TOTAL</b> 6/10

**7.B.4a – Materials include opportunities for practice and application both in and out of context of the conventions of academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level TEKS. (S)**

Materials do not align opportunities for practicing and applying conventions of academic language with grade-level TEKS. Lessons and activities do not reference or sequence skills according to TEKS requirements, and there is no evidence of objectives linked to grade-level standards.

Practice and application tasks, such as constructing sentences with specific vocabulary, identifying and editing nouns, thesis statements, or subject-verb agreement, are provided both in and out of context. These opportunities are not identified as grade-appropriate or aligned with TEKS expectations.

Resources such as editing checklists, revising bingo boards, and modeled lessons address conventions like capitalization, punctuation, and sentence structure, but do not specify which conventions are required by the TEKS for grade 6, nor do they ensure full coverage of the standard.

**7.B.4b – Materials include systematic opportunities for practice of and application of grammar, punctuation, and usage, both in and out of context. (S)**

Materials provide systematic opportunities for students to practice and apply grammar, punctuation, and usage both in and out of context. Instruction incorporates Sentence Construction with Vocabulary Development (SCV) and Composition objectives in which students compose simple, compound, and complex sentences that demonstrate mastery of conventions such as subject-verb agreement and correct parts of speech.

In-context practice includes activities in which students fix subject-verb agreement, correct run-on sentences and splices, and revise their own writing for clarity and specificity (e.g., circling and replacing

words or reorganizing phrases in essays). Students are expected to apply conventions within both isolated sentence tasks and extended compositions, such as multi-paragraph reports.

Out-of-context practice is structured through targeted exercises like correcting sentences for subject-verb agreement ("Everybody like the new teacher"), editing for punctuation, and revising fragments to form complete sentences ("because of my homework" to "Because of my homework, I cannot attend the game"). Grammar concepts such as gerunds and infinitives are explicitly taught and practiced in isolation before being applied in broader writing.

Tools such as Sentence Writing Checklists, Paragraph Writing and Composition Checklists, editing slideshows, and classroom coaching provide guidance for students as they revise for subject/verb agreement, punctuation, capitalization, conjunctions, and all major sentence types. Teachers model and support these skills during whole-group lessons and independent practice.

Students are expected to consistently apply grammar, punctuation, and usage skills across all writing assignments—including content-area writing beyond English language arts—ensuring transfer and mastery of language conventions.