

November 2019

American Reading Company Grades 3-5 Program Summary

Section I. Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 3	98.46%	98.46%	N/A	100.00%
Grade 4	96.83%	96.83%	N/A	100.00%
Grade 5	93.65%	93.65%	N/A	100.00%

Section II. Texts (what students read, see, and hear)

- The materials include high-quality texts across a variety of text types and genres, but lack drama texts at each grade level.
- All texts for ARC CORE are labeled with the Independent Reading Level Assessment (IRLA) Text Complexity System and a text complexity analysis is available for most core texts. Texts are appropriately complex for each grade level.

Section III. Interaction with and Response to Texts (what students are asked to write, speak, and demonstrate)

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the impact of an author's choices in text, make connections to personal experiences and the world around them, and make connections across texts.
- The materials provide students the opportunity to build key academic vocabulary across the course of the year.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences.
- The materials provide students the opportunity to engage in both short-term and sustained inquiry processes throughout the year with support to identify and summarize high-quality primary and secondary sources.

Section IV. Developing and Sustaining Foundational Literacy Skills (Grades K-5 only)

- The materials provide systematic foundational skills instruction and practice targeted to students' independent reading level.
- The materials include diagnostic tools and provide opportunities to assess student mastery in and out of context.

Section V. Supports for Diverse Learners

- The materials offer differentiation options for students performing above or below grade level.
- The materials provide some support and scaffolding strategies for English Learners (EL); however, the materials do not include supports commensurate with the various levels of English language proficiency as defined by the ELPs.

Section VI. Ease of Use and Supports for Implementation

- The materials include a TEKS for English Language Arts and Reading-aligned scope and sequence.
- The materials include annotations and support for engaging students in the materials, as well as annotations and ancillary materials, that provide support for student learning and assistance for teachers.

Section VII. Technology, Cost, and Professional Learning Support

- The publisher submitted the technology, cost, and professional learning support worksheets.

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Grade 5

Indicator II.1 Materials include **high-quality texts** for ELAR instruction and cover a range of student interests.

Guidance for Texas Quality:

- The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Materials include increasingly complex traditional, contemporary, classical, and diverse texts.

Meets 4/4

The materials include well-crafted, diverse, and high-quality texts representing a variety of experts in various disciplines and were chosen to cover a range of student interests.

Examples include, but are not limited to:

My Teacher is an Alien by Bruce Coville, is part of a four-book science fiction children's series. With an engaging storyline, this novel provides students a high-interest book within the ARC curriculum.

Consumers in the Desert by Carol Baldwin is an informational text about the consumers of the desert and how they obtain what they need to survive and reproduce.

Discovering the Arctic Tundra by Jane Levy contains colored photographs with descriptive captions, rich content vocabulary, and a wide variety of text features: a table of contents, photographs, captions, framed text, glossary, index, list of websites, and headings.

The Civil Rights Era by Ellen Levine is structured around questions students may have about civil rights history. Set during the time of Martin Luther King's life, this text will inform students on American racial history.

If You Lived at the Time of Martin Luther King by Ellen Levine, continues with the topic of *The Civil Rights Era* and helps children learn what it was like participating in three important events: the Montgomery Bus Boycott, a stage a sit-in at a lunch counter, and the famous March on Washington.

Space Case by Stuart Gibbs is a contemporary fiction book about a humorous murder mystery set on the moon. Staring 12-year old Dashiell Gibsonis, this novel t has been nominated for multiple awards and will be high interest for grade 5 students.

Guys Read Other Worlds by Jon Scieszka is an anthology of multiple authors including Rick Riordan, Tom Angleberger, Rebecca Stead, Shannon Hale, D. J. MacHale, Eric Nylund, Kenneth Oppel, Neal Shusterman, Shaun Tan, and Ray Bradbury. Each author has a short story within the book.

**NOTE Texts included for the IMQE review of the Grade 5 ARC CORE materials are typical of what is included with the units. However, should a Core Text become unavailable or if a district wishes to customize the Core Text selections, ARC will collaborate with the district and provide a title meeting the same criteria of those evaluated in the submission. ARC will work to ensure all selections follow district-specific criteria and meet the district standards for high-quality texts.*

Indicator II.2 Materials include a **variety of text types and genres across** content that meet the requirements of the TEKS for each grade level.

Guidance for Texas Quality:

- Text types must include those outlined for specific grades by the TEKS:
 - Literacy texts must include those outlined for specific grades.
 - Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS.
- Materials include print and graphic features of a variety of texts.

Partially Meets 2/4

The materials incorporate a variety of text types and genres, but lack exposure to drama and procedural texts, two key text types outlined in the standards. While the materials include lessons on drama, there are no specific texts provided. The materials include opportunities to engage with various literary genres such as science fiction and mystery, as well as the genres of informational, expository, and argument. Across the genres, print and graphic features abundant.

Examples of literary texts include but are not limited to:

My Teacher is an Alien by Bruce Coville (science fiction)

A Drop Around the World, Jungle Concert, and Food Chain by Barbara Shaw McKinney (poetry)

“Jungle Concert” by Susan Katz (poetry)

Space Tech: High-Tech Space Science by Megan Kopp (science fiction/mystery)

Space Case by Stuart Gibbs (tall tale)

“We Shall Overcome” by Zilphia Horton, Frank Hamilton, Guy Carawan, and Pete Seeger (song/poetry)

Examples of informational texts include but are not limited to:

UFO Crash Sites by Dinah Williams (informational)

Should We Drill for Oil in Protected Areas? by Jessica Harwood (argumentative)

“The Reef That Regenerated” by Mark Prigg (informational/argumentative)

How to Read Literature Like a Professor: for Kids by Thomas C. Foster (humorous informational)

Hidden Figures Young Readers' Edition by Margot Lee Shetterly (historical non-fiction)

Examples of print and graphic features include but are not limited to:

In the Unit 1 core text *My Teacher is an Alien*, the author uses “scary” fonts to draw the students’ attention to certain words and titles.

In the Unit 2 core text, *Ecosystems*, the author *incorporates* maps, sidebars, and diagrams.

In the Unit 3 anchor text, *And Then There Were Eight: Poems about Space*, a full color photograph, often credited to NASA or the Jet Propulsion Lab, accompanies every poem.

In the Unit 4 core text, *If You Lived at the Time of Martin Luther King*, the author uses italics to draw attention to titles and vocabulary words.

Indicator II.3 Texts are appropriately challenging and are at an **appropriate level of complexity** to support students at their grade level.

Guidance for Texas Quality:

- Texts are accompanied by a text-complexity analysis provided by the publisher
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.

Meets 4/4

ARC uses the IRLA leveling system to describe the complexity of anchor texts, classroom leveled libraries, and core novels used in the curriculum. The system combines a quantitative analysis (Lexile or other reading level indicator) with a qualitative analysis. Each book is evaluated by an “expert leveler” who determines which necessary skills a reader must know and apply in order to read each book. These indicators include foundational skills, vocabulary and language skills, comprehension of literary and informational texts, the range of reading levels and text complexity, as well as the reader’s task. Each unit includes an introduction that provides the teacher rationale and summary of the text selection process. This evaluation process successfully ensures all text used in the curriculum is of high quality and appropriate complexity.

Examples include but are not limited to:

“Introduction to Desert Life” by Marianne D. Wallace

- Description of Text: not provided
- IRLA Text Complexity Level: 5th (Or)
- Quantitative: 1040L (6th-8th)
- Qualitative: Lexile overestimates the difficulty of the text because:
 - Purpose/Structure: Low. Purpose is explicitly stated. Organization is simple and connections between ideas are explicit.
 - Language: Middle High. This text contains a significant load of academic language; however, the contemporary, conversational style supports comprehension. Most of the unfamiliar discipline-specific vocabulary that would inflate the Lexile score is either supported by context in the sentence (e.g., *adaptations*) or with pictures (e.g., *brittlebrush*). In addition, several of the words used are not commonly used in general (and so increase a Lexile score) but are simply the names of specific kinds of plants.
 - Knowledge Demands: Middle Low. Text requires every day, practical knowledge as well as a basic comfort with elementary life science concepts (e.g., *rainfall*, *nocturnal*).

“Introduction to Life in the Rainforest” by Traci Dibble

- Description of Text: not provided
- IRLA Text Complexity Level: 5th (Or)
- Quantitative: 900-100L (4th-8th)

- Qualitative: Lexile is an adequate measure of the difficulty of the text because:
 - Purpose/Structure: Low. Purpose is explicitly stated. Organization is simple and connections between ideas are explicit.
 - Language: Middle Low. Language is largely contemporary, conversational language. Most of the academic vocabulary may be familiar from other contexts (e.g., *conditions, adaptations, thrive*).
 - Knowledge Demands: Middle Low. Text requires every day, practical knowledge as well as basic comfort with elementary life science concepts (e.g., *canopy, predators, decomposer*).

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Indicator III.a.1 Materials contain questions and tasks that support students in **analyzing and integrating knowledge, ideas, themes, and connections within and across texts.**

Guidance for Texas Quality:

- Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS.
- Questions and tasks require students to
 - make connections to personal experiences, other texts, and the world around them;
 - identify and discuss important big ideas, themes, and details.

Meets 4/4

The questions and tasks within the material engage students in analyzing and integrating knowledge, ideas, themes, and connections within and across texts. The tasks incorporate complex elements of the text through discussion and writing. Additionally, lessons focused on “big ideas” grow conceptual knowledge. Questions and tasks also require text-specific references and integration of multiple standards.

Examples include but are not limited to:

Throughout Units One through Four, students engage daily in a “Read, Write, and Discuss Complex Text” activity. Students discuss (in pairs or small groups) “anything and everything” about the text they just read. The materials provide guiding questions to target big ideas, themes, and details about the text.

In Unit 1, students discuss types of “real world” informational text they read, such as menus, weather reports, and manuals, and why they read it. Students discuss questions in pairs and then as a group using text evidence from *My Teacher is an Alien*. Questions include basic comprehension, reader response, inference, figurative language, and vocabulary content. Students also analyze the text features of *UFO Crash Sites* and then discuss the question, “How does this information add to your understanding of the text?” Near the middle of the unit, students discuss themes within *My Teacher is an Alien*. Discussion prompts include “what lesson about this topic/life do you think Coville wants you to take away? Why?” and “How might this theme change depending on what else happens in the plot?”

After reading informational texts in Unit 2, students are asked to reflect on other texts they read. This reflection pushes students to compare and synthesize across texts. The teacher instructs students to refer to the introduction text, “One Planet: Many Ecosystems,” to make connections between the biodiversity in the savanna and the ocean. During a reading lesson wrap-up, students are asked to “think like a scientist” and reflect on their personal experiences

and knowledge of the text topics. Later in the unit, the poetry genre card incorporates discussion questions such as, “identify the theme and support your interpretation with evidence from the poem.”

While discussing supporting characters in Unit 3, students consider their own lives: whose lives they play a part in and what parts they play in those lives. The science fiction genre cards also pose various thematic questions around conflict and resolution, author’s purpose, morality, love, and current issues.

In Unit 4, a graphic organizer requires students to organize events into a timeline of Martin Luther King Jr.’s life. As a part of the unit on Civil Rights, students interview a family member or neighbor willing to share their experiences with oppression. Questions include, “Who was involved? What were the issues? When was this? Why did it occur?” Throughout the collaboration process, students exchange information on the theme and big idea of their research topics.

Indicator III.a.2 Materials contain questions and tasks that require students to **analyze the language, key ideas, details, craft, and structure of individual texts.**

Guidance for Texas Quality:

- Questions and tasks support students’ analysis of the literary/textual elements of texts by asking students to:
 - analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
 - compare and contrast the stated or implied purposes of different authors’ writing on the same topic;
 - analyze the author’s choices and how they influence and communicate meaning (in single and across a variety of texts); and
 - ask students to study the language within texts to support their understanding.

Meets 4/4

The materials require students to consistently analyze the literary and textual elements of text, to develop deep understandings of text, and apply the knowledge to their own writing. Students thoroughly analyze author’s choice of setting and types of conflict, including determining how author’s choice propels the plot forward. In addition, the materials include evidence of students studying author’s use of language.

Examples include but are not limited to:

In Unit 1, students evaluate why the author chooses to use specific text features in the text and its effectiveness in reader comprehension. Some discussion questions to help students analyze the author’s choices include: “Why do you think the author chose to use this text feature? Was it useful? Why or why not? How did it support your ability to drive?” The craft structure question, “how did he/she say it?” is posed to start a class discussion surrounding the author’s use of language for the read-aloud text *UFO Crash Sites*. A discussion question later in the unit states, “In your opinion, what is the author’s purpose in writing this text?”

In Unit 2, the materials provide a lesson on stated versus implied author’s purpose. The practice portion of the lesson analyzes the informational texts with a rubric meant to determine their central idea and whether its stated or implied. While preparing to write their own research piece, students analyze how authors use text features and how this choice supports writing structure. Students then consider how they will use text features in their own writing. Students compare informational texts on ecosystems and then analyze and evaluate the effectiveness of each author’s content. As students read during independent reading, the teacher asks them to look for examples of authors presenting content in unique and compelling ways. Student-

teacher conferences include questions such as, “Is this an example of an accurate and compelling informational text? Why or why not?” In Unit 2, students also analyze the elements of dramas. The materials do not provide a drama, rather the teacher is encouraged to find a play to analyze. Students reflect on the playwright’s modes of communication and its effect on the theme/message/central idea.

In Unit 3, a graphic organizer titled “Dialogue Analysis” requires students to infer within a science fiction text, to determine what was really said within dialogue, and what was communicated not directly stated. Students also analyze the language used to describe characters in this unit. At the end of the discussion, students are encouraged to try these methods in their own writing.

In Unit 4, the teacher reads a short selection from the core or anchor texts and then asks students, “what does the author want me, as the reader, to think, feel, learn, or do? What evidence in the text supports your thinking?” Students then work through a second selection answering these same questions on their own. In addition, students are tasked with determining author’s perspective in an informational text and whether that perspective is explicit or implied. They are instructed to focus on how different authors’ points of view compare on this topic. They are asked to pick out one sentence or passage that best illustrates an author’s point of view.

Indicator III.a.3 Materials include a cohesive, year-long plan for students to interact with and build key **academic vocabulary** in and across texts.

Guidance for Texas Quality:

- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Meets 4/4

The instructional materials support students' academic vocabulary development through vocabulary-rich language texts, the delineation of content-specific unit vocabulary on the Research Cards, and through strategies taught through the IRLA Toolkit. As students encounter unknown academic and technical vocabulary within a text, they use a "drop-in" words technique, followed by quick explanations from the teacher. Additional strategies to support grappling with unknown vocabulary are also provided. Within a unit, students receive repeated exposure to vocabulary in the context of reading and writing tasks, by finding academic and technical vocabulary words in their text and transferring the words into their writing tasks. Multiple sidebars address vocabulary and share explanations for how to choose words. Scaffolds and supports are also provided for the teacher to differentiate vocabulary instruction for various learners.

Examples include but are not limited to:

In Unit 1, the materials include a standards-based mini-lesson on academic vocabulary that emphasizes the importance of reading daily to build vocabulary. The lesson states, "the best way to learn this many words is to read, to notice new words as one reads, and to learn more about the world because knowing more about more things increases one's Tier 3 vocabulary." Students set up a vocabulary journal to keep track of interesting words they come across as they read. This journal is meant for students to maintain and then use as they write throughout the year. Students look for new vocabulary in the core text, *My Teacher is an Alien*. The teacher asks what the vocabulary words might mean and how the students arrived at their conclusions. The students are expected to draw on context clues and word parts to define new words. A

sidebar in the material introduces the idea of using “Drop in Words” during a read aloud to support and build vocabulary and comprehension of the text. The Academic Vocabulary and Learning Objectives highlight the needs of English Learners (ELs) when considering teaching “new words.” The sidebar cautions teachers on possible struggles with short, very common nouns, verbs, adjectives, and connectives (e.g., sun, hot, shine, than) compared to longer words (e.g., position, extreme). Each read aloud includes an inference/vocabulary question alongside the text discussion: “What does the word ‘maliciously’ (pg. 4) mean here? Why do you think so?” These inference/vocabulary questions are found in all the read-alouds throughout the materials.

In Unit 2, the sidebar includes an article on preventing frustration. Teachers are reminded that student comprehension of Tier 2 and Tier 3 vocabulary is one of the indicators in the curriculum’s color-coded library leveling system. Lower level books have fewer examples of academic or technical vocabulary per page so that struggling readers can read them without frustration. One detail students are required to look at while revising their writing is any words that can be replaced with academic vocabulary. The teacher also awards points to any student using one of the vocabulary words from the class’ vocabulary chart.

In Unit 3, the teacher models finding important words from that list and adding them to the class glossary. The teacher also models the use of key vocabulary for students who are struggling. As the students gain proficiency, the teacher gradually releases responsibility. Students create a word web, concept map, or vocabulary shortlist as an organizer to accelerate vocabulary development. This activity is also meant to give English Learners extra support. The writing rubric specifically mentions word choice and specifies that students “use academic and domain-specific vocabulary accurately and effectively.” This is followed up with a lesson in word choice where the material defines everyday language (Tier 1), academic language (Tier 2), and technical language (Tier 3).

In Unit 4, the *Rubric for a Proficient Argument* requires students to use domain-specific vocabulary to demonstrate expertise in their written opinion piece. Teachers also determine high-leverage vocabulary terms students need to be taught to be successful in this unit’s theme on the Civil Rights Era.

Indicator III.a.4 Materials include a clearly defined plan to support and hold students accountable as they engage in **independent reading**.

Guidance for Texas Quality:

- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Meets 1/1

The teacher and student materials contain plans and supports for students to engage in daily sustained independent reading. The curriculum includes a 100 Book Challenge which supports reading engagement and accountability for students. The materials provide guidance and support for students in the selection of texts, including formative assessment of reading levels across the year. Students complete in-school and at home reading logs and track titles, genres, and levels of books they read.

Examples include but are not limited to:

The Instructional Framework includes information on how to encourage independent reading through the 100 Book Challenge Library. This challenge is supported throughout the materials with interest surveys, reading logs, and additional guidance on how to launch the challenge. The materials also provide suggestions for “Hook Books,” which are high interest texts classified by level and genre the teacher can recommend to students to get them “hooked” on reading.

The 100 Book Challenge provides daily practice in independent reading as students self-select books to read independently. In Unit 1, the curriculum provides a step-by-step, scripted lesson plan to assist teachers in instructing students on how to select books for independent reading through the Readers’ Workshop. The students choose a selection of books from different levels and complete a Levels Check Sheet to determine good fit (“Comfort Zone”) books. The students are encouraged to choose books they can read and understand independently for 15 minutes without stopping. During daily independent reading, students apply a focus or goal to the self-selected text. After the independent reading time, students share with a partner regarding the focus.

The Instructional Framework provides schedules with options for 120 minute or 75-90-minute class periods. Both schedules include daily independent reading each day with the weekly goal of students reading five hours total. In each unit, during independent reading, the teacher conducts individual formative assessment conferences to build reading relationships and identify student reading levels using the IRLA/eIRLA. The materials provide an at home

reading log sheet that tracks book titles, levels, and pages read, with space for a signature by a “home coach.” Students are encouraged to read independently for 30 minutes daily as homework. The material suggests incentives for students who are on track with their Home Reading Log. Incentive ideas are varied and include items such as food, lunch with the teacher, and extra recess.

Indicator III.b.1 Materials provide support for students to develop **composition skills** across multiple text types for a variety of purposes and audiences.

Guidance for Texas Quality:

- Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes.
- Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues.
- Materials provide students opportunities to write correspondence in a professional or friendly structure.

Meets 4/4

The materials provide support for students to develop composition skills across multiple text types for a variety of purposes and audiences. Students write literary, informational, and argumentative texts including opportunities to practice correspondence or friendly letter writing. Writing is embedded throughout the school year and is practiced almost daily to build students' stamina and capabilities. Students write for multiple purposes that address multiple audiences, although audiences are not explicitly taught within instruction. Opportunities to publish writing are provided as students engage in daily writing with quick writes and prompts that pertain directly to the passage. Overall, materials offer ample opportunities for students to gain practice and exposure to important writing genres.

Examples include but are not limited to:

In Unit 1, the materials provide writing prompts for the genres of opinion/argument, personal/nonfiction narrative, and fiction narrative. For example, the fictional narrative prompts include, "Imagine yourself as ____ (main character's) best friend. How would the story be different with you in it?"; the argumentative writing prompts include, "I think the author made a mistake/got it wrong when s/he..." After reading an informational book of their own choosing, students write a summary showing their understanding of the information in the text. Students use a Central Idea Practice Rubric to make sure their writing fully communicates their understanding of the text. The rubric requires students note the topic, key details, central idea, and why the book would appeal to an audience.

In Unit 2, students draft their own informational books. Students use a rubric for Proficient Informational Text to help guide their notes on their research questions and draft of their informational book.

In Unit 3, students read, analyze, and write about the science fiction genre. The writing specifically includes constructed responses and a literary essay. Students also use “Criteria for a Strong Claim” and “Rubric for a Proficient Textual Analysis” to assist turning their thoughts and analysis into a draft of a literary comparison essay (a textual analysis argument). Students state an opinion based on a connection they discover between two texts in the science fiction genre. Before presenting their position and argument, students edit and revise to include the use of analogies meant to clarify important ideas in their writing. Students also use their knowledge of Science Fiction and their personal interests to begin developing themes they might want to explore in short stories. Students use a character study chart to draft characters for their short stories. After thinking through setting and sequence, students model turning their interests, thoughts, and creativity into narratives.

In Unit 4, students demonstrate their expertise of a Civil Rights figure and explain how the figure was important to the history of Civil Rights. The writing is based on a combination of their own research and information from the Core Text. Students also write an argumentative piece over the course of the unit based on a self-selected topic related to the unit’s theme, comma or a semicolon Civil Rights Era. Students use the following writing cards: drafting synopsis, argument organizing structures, a revising card sorted by dates, editing, elements of argument, and a card with Toulmin’s Argument Framework. During the unit, students play a game to practice the structures of debate. Students are organized into two teams to debate two sides of an argument. Team One composes a letter presenting their side of the argument and presents it to Team Two. Team Two composes a letter as a counterargument. Both teams compose letters for the rebuttal/counter rebuttal process respectively. The materials also suggest students write letters to a newspaper, politician, or organization meant to support an opinion or argument.

Indicator III.b.2 Most written tasks require students to **use clear and concise information and well-defended text-supported claims** to demonstrate the knowledge gained through analysis and synthesis of texts.

Guidance for Texas Quality:

- Materials provide opportunities for students to use evidence from texts to support their opinions and claims.
- Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.

Meets 4/4

The materials provide multiple opportunities for students to analyze and synthesize evidence to support their opinions and claims as they interact with text. The tasks provide clear and concise information to support teacher instruction and opportunities for students to engage in well-defended, text-supported claims to demonstrate cross-curricular knowledge. During reading and listening of complex texts, students demonstrate what they have learned through written response tasks. The use of rubrics, graphic organizers, constructed responses, literary essays, and published writing support students' opportunities to express their comprehension of text.

Examples include but are not limited to:

In Unit 1, students make a recommendation (write a review) for a book they enjoyed to a specific class audience. Using the Central Idea Practice Rubric, students prepare to summarize the topic of the book, the key details in the text, what the student believes is the central idea of the text (with text evidence), and which audience this book would appeal to and why. Other materials such as the Central Idea/Key Details/Audience graphic organizer, the Literature Plot Summary Rubric, and the Literature Plot Summary Thinking Maps assist in the development of the summary. Students respond to a writing prompt asking students the writer's purpose for the Unit's core novel. The students analyze the text evidence to determine the purpose and how it relates to the central idea of the book. Students write a summary of an informational book they have read. Each student uses their text to write one sentence on the central idea of the text and one paragraph full of key details. They evaluate their writing with the Central Idea Practice Rubric.

In Unit 2, after reading informational texts, students write a 4-point response about ecosystems. They must include the most surprising thing they read and the text evidence that proves the truth and accuracy of their claims. Students conduct a research project regarding Ecosystems. They read informational/explanatory texts to seek facts and other information about the topic on their reading levels. Students use a graphic organizer to collect and analyze

information on the factual basis of the core text. Students demonstrate knowledge gained by recording information directly from the text and determining its significance.

In Unit 3, students use a graphic organizer to collect and analyze information on the factual basis of the core text. Students demonstrate knowledge gained by recording information directly from the text and writing about its significance.

In Unit 4, after five weeks of research, students write a well-researched opinion piece on Civil Rights. The rubrics require the student to provide relevant and sufficient evidence from their research and cite credible sources to support their claim. The final rubric also measures argument, organization, and language to determine proficiency.

Indicator III.b.3 Over the course of the year, **composition convention skills are applied in increasingly complex contexts**, with opportunities for students to publish their writing.

Guidance for Texas Quality:

- Materials facilitate students’ coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context, and materials provide editing practice in students’ own writing as the year continues.

Partially Meets 2/4

The materials approach the teaching of grammar, punctuation, and their usage through in-context practice. Specifically, the usage of grammar and punctuation occurs throughout the drafting, revising, and editing stages of the writing process across all units. The materials ask teachers to set an editing focus based on their observations of common errors in students' conventions, grammar, and/or punctuation. Students are provided an editing checklist to use for editing their draft. Peer editing of essays occurs as well. The writing cards included with each unit contain a convention’s check card and an editing checklist to be used during the Writing Workshop by students. The Editing Checklist and Conventions Check card are available to students as they work through the writing process each week. The materials do not teach grammar, punctuation, and their usage out of context, rather the teacher must design instruction based on the editing focus identified in their students’ writing.

Examples include but are not limited to:

In Unit 1, a lesson introduces the idea of brainstorming as students begin a fictional writing piece based on *My Teacher is an Alien*, the book they’d been reading throughout the unit. Specifically, students consider “what other conflicts could explore this same issue/teach a similar theme?” and “what about the way the author designed these characters or the conflict would you like to imitate in your own story? Why?” The materials include an editing handout for students to use when editing their own writing. Using this resource student analyze their word usage, sentence structure, punctuation, capitalization, spelling, quotations, apostrophes, and verb agreements. The materials also include a mini lesson called “Why Edit?” The lesson starts with the value of conventions and allows the teacher to select a writing process to teach from the resources found in the materials.

In Unit 2, the students participate in formal writing following the complete writing process. The project for the unit is informational writing. The students complete the entire process of drafting, revising, editing and publishing. The students write on unit-specific topics and are provided with writing cards to use throughout the process. The writing cards provide steps to complete each area of the process as well as tips for better writing. In addition to the writing cards, students are provided with graphic organizers to help in the process. Information for the writing process is found through research the students conduct on their chosen topic. Students work on the editing process with a heavy focus on grammar. The students focus on capitalization, spelling, punctuation and grammar. Students also focus on sentence structure such as simple, compound, complex and compound/complex sentences. This practice is found within each section of the writing process. The writing lessons focus on editing and explicitly discuss word usage and grammar. The teacher selects a student to model and determine in a writing piece if first, second, or third narrator is consistent along with proper verb agreement. Additionally, the lesson leaves room to review nouns, pronouns, verbs, adjectives, and adverbs where needed.

In Unit 3, the teacher models how to revise a theme statement. Specific think aloud questions include “could someone argue against it?” and “if not, what can I change to make it more debatable?” The materials outline the final editing process. The teacher is instructed to use the editing card and work through the conventions step by step. Teachers coach and observe during this time to give students ample opportunity to practice and apply conventions in their writing piece. The teacher also uses a student volunteer to model the editing process including verb-noun agreement and consistency in “person.” If appropriate, nouns, pronouns, verbs, adjectives, adverbs, and prepositions are reviewed. The students then read their work out loud to their partners and work together to improve the grammar in their pieces.

In Unit 4, students complete the entire process of drafting, revising, editing and publishing for argumentative writing. Students organize their writing based on chosen unit-specific topics that they research. Writing cards assist the student in the process with guides and graphic organizers. The material present lessons on the publishing process for the argumentative piece researched throughout this final unit. These lessons include information on bibliographies, about the author page, and visuals. Materials include a publishing card checklist for students. The students apply grammar conventions to the entire writing process. The students model, practice, and apply point of view, verb agreement, singular, plural, common and proper nouns, subjective, objective, possessive pronouns, past, present, and future verbs, comparative and superlative adjectives, adverbs, prepositions and prepositional phrases. Students also focus on sentence structure such as simple, compound, complex and compound/complex sentences. The materials emphasize correct use of punctuation as well in the writing process.

Indicator III.b.4 Materials include **practice** for students to write legibly in **cursive**.

(Grades 3-5 only)

Guidance for Texas Quality:

- Materials include instruction in cursive handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

Does Not Meet 0/1

The materials reviewed do not include practice for students to write legibly in cursive. There is no evidence of handwriting instruction in the curriculum.

Indicator III.c.1 Materials support students' listening and speaking about texts.**Guidance for Texas Quality:**

- Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension.
- Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

Meets 4/4

The materials provide ample opportunities for students to speak and listen about texts. The material's use of *Accountable Talk* intentionally grows oracy and literacy skills throughout the school year. Through assigned tasks involving speaking and listening, students are able to demonstrate knowledge about, and comprehension of, a wide variety of texts gained through deep reading and shared experiences.

Examples include but are not limited to:

In Unit 1, students read informational texts and notice how text features make the text more engaging. With a partner, they discuss their favorite informational text from their independent reading time, explaining why and how text features influenced their opinion. After a shared reading of the core novel, *My Teacher is an Alien*, students also participate in a brief discussion. The question prompts for the discussion involve basic comprehension, "What did the author say?", author's purpose, "Why did he say it?", author's craft, "How did he say it?", and reader's response, "Which parts drew your interest, why?". The teacher sets the standard that students will use text evidence to support all their answers. The materials also incorporate a Read/Write/Discuss activity about the core text. The questions require text-supported claims and demonstrate a responder's understanding of the text. Example questions include, "How would you describe Susan? Peter? Duncan? What makes you say that?"

In Unit 2, the materials include opportunities for students to speak and listen in pairs and small groups based on a core text read-aloud. First, students confirm prior knowledge. Next, students share where the core text contradicted their prior knowledge. Last, students discuss and build new knowledge from the reading of the core text. Each step gives ample opportunity for individual students to listen and speak about the core text. For example, after reading the article "What are Savannas?" from the exemplar text *Ecosystems*, the students share with their partners an important fact they learned. They then incorporate their shared responses into the class graphic organizer. They also begin generating questions they might want to explore through their research.

In Unit 3, the materials incorporate Discussion Groups on Literary Analysis. Within these groups, students refer to the historical fiction they are reading as a class and discuss questions such as, “What did you notice about the story elements in this book?”, “How might this be important to understanding this genre? Why?”, and “Are there any generalizations you can draw (based on this book and others you’ve read) about (a story element) in this genre?” Students also independently read several different stories, then partner with a classmate to summarize the conflict/resolution sequence they found most engaging. The students explain what they like about the sequence and how they might incorporate that into their own writing.

In Unit 4, students utilize *Accountable Talk* with partners on issues or controversies which they discovered during their independent research on the Civil Rights era. Students complete a Close Read of a complex text provided by the teacher on the topic of the Civil Rights Era. Materials state that “students read a passage from the text and engage in intellectual discourse around this topic.” Specific prompts provided in the materials to support the discussion include, “What is the author saying in the article? How do you know?” and “Why does it matter in connection with our research of the Civil Rights Era?” After completing research, students engage in a mini debate over a civil rights issue that the class has discussed previously. Teachers are directed in every week of the unit to make debate based on the student’s research, an integral part of the process for constructing arguments. They use debate games and small or whole group debates to introduce the criteria for a strong claim and to give students practice in constructing arguments which effectively connect claims, evidence, and reasoning. In a mini debate, the teacher asks if anyone has learned anything new or important about the research question they are investigating, especially relating to an issue or controversy. The teacher encourages an informal debate by asking prompting questions such as, “Why do you say that?”, “So what?” The class then adds information to their research graphic organizers.

Indicator III.c.2 Materials engage students in **productive teamwork and in student-led discussions**, in both formal and informal settings.

Guidance for Texas Quality:

- Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking.
- Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.

Meets 4/4

The materials engage students in productive teamwork and student-led discussions, in both formal and informal settings. Through *Accountable Talk*, the students are exposed to daily guided practice of contextualized oracy skills. Protocols are included for all students to be able to engage in productive teamwork and student-led discussions, in both formal and informal settings. Students are provided multiple opportunities to give organized performances and presentations. Through organized presentations students participate in active listening skills.

Examples include but are not limited to:

In Unit 1, the teacher models the routine and procedures for Partner Share in which the students participate every day, including the following steps: the students decide who goes first, the person who is going first raises their hand, partner #1 has 60 seconds to speak staying on topic, the teacher calls time and they switch, the teacher observes to ensure all students are included in the intellectual conversation, and after time's up the teacher invites a few students to share with the class. The material also reviews *Accountable Talk* before beginning partner and class discussions. The materials provide protocols with explicit directions about turning to face your partner, one person speaking at a time, and active listening.

In Unit 2, the teacher specifies a format which the students use to talk to their peers about what they are reading. Using an Evidence-Based Discussion Practice Rubric, students introduce the text or topic they read, give their opinion on the most interesting or surprising thing they learned, and provide text evidence to support their claim. Teachers also review audience and questioning protocols with the students. Students then present their research pieces on ecosystems. Specific parameters are left up to the teacher, but the materials include suggested activities such as peer reviews, evaluation/reflection, oral presentation to a small group, classroom swap, issue debate/campaign, and a fair/museum.

In Unit 3, the materials include a debate on which supporting character was most important within the novel they read as a class. Materials provide four different debate types structures

such as, I Couldn't Disagree More, Alley Debate, Four Corners, and Fishbowl Debate, and include a sidebar on establishing norms for participation within the debate that are mindful of various customs reflected in the classroom. Students present their final project by either doing an oral presentation to a small group, going to another classroom and presenting their essay to another student, or displaying the project in a fair or museum format.

In Unit 4, students prepare to publish, present, and debate formally after weeks of preparation with revisions for powerful language: storytelling, analogies, verbs/nouns, adjectives/adverbs, and linking words. During these two weeks, students focus on publishing with visuals, publishing about the author and bibliography, final revisions/edits, and the publication format. Teachers guide students to choose how they want students to present, including providing practices such as peer reviews, evaluation/reflection, oral presentations to small groups, or a fair/museum display. In their formal debate, students choose from models or formats such as a town hall meeting/issue debate, campaign debate, competition debate, team policy debate, or a Lincoln-Douglas debate. Guides such as #4 Publishing and Tips for Illustrator documents support the students in their presentations.

Indicator III.d.1 Materials engage students in both **short-term and sustained recursive inquiry** processes to confront and analyze various aspects of a topic using relevant sources.

Guidance for Texas Quality:

- Materials support identification and summary of high-quality primary and secondary sources.
- Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.

Meets 4/4

The materials interweave the inquiry process throughout the curriculum. Students practice applying what they learn using informational books on a variety of reading levels. Within each unit, instruction shifts from teacher-centered to student-centered as students learn through their reading, research, and discussions. The teacher modeling and group work culminate in individual products of increasing complexity as students use multiple texts and resources to develop their knowledge of a variety of topics.

Examples include but are not limited to:

In Unit 2, students are immersed in a self-selected research topic related to the unit’s theme of ecosystems. The teacher models choosing good resources on a topic by looking through books in the research library. Two Resources Check Sheets, one primary, one intermediate, require students to provide information on their resources. The ARC Research Library ensures students can navigate a wide range of topics and access books on their reading- level. After selecting and reading independently, the students partner-share about the name of the book they chose, their opinion about what was interesting, evidence they collected, and citation information. The materials include research questioning cards and graphic organizers to support students in the research process. Handout topics include a KWL chart, key characteristics, producers, consumers, decomposers, energy pyramid, and food webs. After selecting and reading books on their chosen topic, the “Research FPO” (Final Project Organizer) and the “Research Cards” assist students in organizing the important concepts included in their research.

While learning and reading about science fiction and science frontiers in Unit 3, students engage in research about the science fiction genre through analysis, reading, and writing. Writing specifically includes four constructed responses, one literary essay, and a published science fiction short story or picture book. In Reader’s Workshop, the teacher models how to locate appropriate sources to answer a question about solar energy. The teacher also directs the students to read several different informational books while looking for factual and

relevant information. Students partner-share what they find and then share with the group. They independently complete a “Factual Basis” graphic organizer to aid in their research.

In Unit 4, students select and conduct research related to the Unit’s theme, the Civil Rights Era. Research cards are provided in the materials and offer a clear and systematic line of questioning for students to answer as they read and write about their research topic. The materials provide handouts to assist students in organizing their research, including a works consulted page, glossary, American government, issues, organizations, geography, timeline, and KWL chart. Within the lessons, students discuss informational texts and make connections across texts. During a lesson entitled “History and Primary and Secondary Sources,” a sidebar lesson reviews the key concepts of primary and secondary sources for student research purposes. Through the inquiry process, students learn how to identify and when to choose primary and secondary sources in their research. Students then look for examples of primary and secondary sources for their topic of research.

Indicator III.e.1 Materials contain **interconnected tasks** that build student knowledge and provide opportunities for increased independence.

Guidance for Texas Quality:

- Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts, as well as across multiple texts.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency as needed; and provide opportunities for increased independence.

Meets 4/4

The materials contain interconnected tasks through the skills of reading, writing, speaking, listening, thinking, and language. Through text and research discussions found throughout all the units, students integrate their reading, speaking, listening, and thinking skills. Materials also include opportunities for students to incorporate skills in writing and language as they write and speak about their reading and compose informational, narrative, and argumentative pieces. By the end of the year, students have opportunities for increased independence as they demonstrate mastery and comprehension of the tasks through their research graphic organizers and discussions.

Examples include but are not limited to:

Through the reading, writing, and discussion of complex texts in Unit 1, students recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Specifically, they analyze how authors use characters and conflicts to explore issues that matter to them. In Reader’s Workshop, they analyze characters and conflicts in a text and share with their partner how the author used characters and conflicts to explore an issue or teach a theme. The work culminates in students designing a plan for writing and then writing a story that explores an issue or communicates a theme mattering to them.

In Unit 4, students read with the purpose of identifying an author’s point of view or perspective in an informational text. After they read, each student researches and constructs a short response meant to demonstrate their ability to support their own point of view, with text-based evidence and reasoning, on a topic chosen by the teacher. Students then practice their argument through debate with peers. In the final weeks of the unit, students present their argumentative essays on a Civil Rights Era topic and engage in a debate. These tasks integrate

skills such as speaking, listening, and thinking, while incorporating vocabulary from their research as well as syntax and fluency in their speeches.

Indicator III.e.2 Materials provide spiraling and scaffolded practice.**Guidance for Texas Quality:**

- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

Meets 4/4

The materials provide spiraling and scaffolded practice throughout the school year with repeated practice across weeks, units, and the entire school year. Students engage in the use of rubrics and are provided scaffolds in their writing. Graphic organizers support student learning on a variety of literacy topics and skills. This organization reinforces learning and deepens understanding of texts and topics. The students have consistent, integrated opportunities to practice and grow their abilities in reading, writing, listening, thinking, and speaking.

Examples include but are not limited to:

Throughout the units of study, the materials use Seven Question Types to support student thinking about texts: basic stated information, key details, stated relationships, simple implied relationships, complex implied relationships, author’s generalizations, and structural generalization. These questions can be applied to different texts and require careful attention and deep reading to answer. They also allow students to apply knowledge learned in different contexts and teaches them how to notice particular textual features. Since the same question strands are used for different texts, students are constantly referring to previous lessons and incorporating previous learning into the present lesson.

Lessons’ spiraling design and repeated practice make the content more accessible. The common organization solidifies language structures and academic information from previous days, weeks, and units. This facilitates oracy development and reduces the complexity that would be needed for stand-alone lessons ensuring deeper, more thorough learning for all students.

Student pairing and groupings are intentionally selected to scaffold learning and language needs of all involved. The teacher uses targeted instruction and strategic grouping, including a mix of whole-group instruction, individual conferences, and small groups, to ensure that every student receives appropriate instruction. Teachers assess the students with the Independent Reading Level Assessment (IRLA) so that students have the opportunity to learn and practice in their Zone of Proximal Development. These groups and pairings change as needed w students grow or struggle throughout the year.

During lessons, tools such as writing rubrics and graphic organizers are consistently used to scaffold student learning and as a feedback loop for the teacher. Rubrics help build students' learning, one component at a time, allow students to take charge of their own learning, and ensure that all students have the opportunity to master grade-level thinking. Over the course of the year, practicing and reusing these rubrics and graphic organizers reinforces learning and deepens understanding of texts and topics.

Units 2 through 4 provide distributed practice in text-focused debates. In Unit 2, students select a topic from their research and conduct an informal debate. In Unit 3, students engage in a literary analysis/debate surrounding the topic of dialogue in Science Fiction. In Unit 4, students conduct a formal debate surrounding the students' research and argumentative writing on the Civil Rights Era.

Indicator IV.1 Materials provide systematic instruction and practice of foundational skills, including opportunities for **phonics and word analysis skills** (e.g., examination of grade-level prefixes and suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns).

Guidance for Texas Quality:

- Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for sufficient student practice to achieve grade-level mastery.
- Materials systematically develop knowledge of grade-level phonics patterns and word analysis skills as delineated in the TEKS for grades 3-5.
- Materials provide opportunities for students to practice grade-level word recognition skills to promote automaticity.
- Materials provide opportunities for students to practice and apply word analysis skills both in and out of context.
- Materials include building spelling knowledge as identified in the TEKS.
- Materials specifically attend to supporting students in need of effective remediation.

Meets 4/4

The materials include a systematic approach to foundational literacy skills instruction through the IRLA Foundational Skills Toolkit. The Toolkit provides explicit instruction through modeling, practice, and independent practice of the foundational literacy skills both in isolation and within the context of authentic texts. The IRLA toolkit contains lessons that provide grade-level instruction for phonics, spelling, and word-analysis; note that teachers use a student's reading level to determine which lessons students receive from the IRLA, so if a student requires additional support in certain skills, teachers can access varied levels of support within different IRLA toolkits.

Examples include but are not limited to:

The Foundational Skills Toolkit provides explicit instruction in letter sounds, phonological awareness skills including rhyming, segmenting, blending, sight word development, letter-sound correspondences, blends and digraphs, and eventually more complex decoding.

The IRLA Toolkit is built on a Phonics Infrastructure in K-2 reading levels (3Y-2R). Building on a foundation of reading is the process of making meaning from text, the next set of threshold skills enable the reader to crack the code and figure out what the words say. In levels White and above (grade 3+), the reader must be able to manage the increasingly difficult vocabulary, text structure, and knowledge demands of text. Complexity of texts in these levels is determined through both quantitative and qualitative measures.

Through regular formative assessment conferencing using the IRLA Toolkit, the teacher diagnoses individual instruction needs (Power Goals), organizes small groups around common Power Goals, and delivers small group instruction focused on mastering applying the

identified Power Goal to text. Changing from traditional, static guided reading groups focused on teaching texts to a model where students move from group to group as they master specific skills, allows students to move at different paces and delivers better results for struggling subgroups as well as acceleration for advanced readers.

The IRLA Toolkits contain explicit instruction on foundational literacy skills such as: high-frequency words, initial blends and digraphs, onset and sight word/rime, 2-syllable words, multisyllabic words, irregularly spelled words.

The IRLA Toolkit and classroom library books give students the opportunity to practice and apply foundational literacy skills, including guided and independent practice. Tasks are sequenced to build word, phrase, sentence, and comprehension levels to achieve grade-level mastery.

IRLA Toolkit includes multiple modality encoding (VAKT) guidance for the teacher. The guided and independent practice tasks are differentiated to support students learning at different paces.

Indicator IV.2 Materials include **diagnostic tools** and provide **opportunities to assess student mastery**, in and out of context, at regular intervals for teachers to make instructional adjustments.

Guidance for Texas Quality:

- Materials include tools to support and direct teachers to assess students’ growth in, and mastery of, foundational skills (e.g., skill gaps in phonics and decoding) both in and out of context.
- Materials support teachers with guidance and direction to respond to individual students’ literacy needs, based on tools and assessments appropriate to the grade level.
- Materials support the teacher in working with students to self-monitor, use context to confirm or self-correct understanding, and employ rereading when appropriate.

Meets 4/4

The instructional materials include assessments that are consistently present over the course of the year and are varied in the form of rubrics, conferences, and check-ins, among others. Assessments of all foundational literacy skills (i.e., phonics, word recognition and analysis, fluency) are provided in the IRLA Toolkit. Assessments provide teachers with foundational literacy skill mastery data per student and next steps for reteaching and learning.

Examples include but are not limited to:

Assessments of all foundational literacy skills (i.e., phonics, word recognition and analysis, fluency) are provided. The IRLA Formative Assessment is built on a Phonics Infrastructure in K-2 reading levels (3Y-2R). Building on a foundation of reading is the process of making meaning from text, but the next set of threshold skills enable the reader to crack the code and figure out what the words say. In levels White and above (grade 3+), the reader must be able to manage the increasingly difficult vocabulary, text structure, and knowledge demands of text. Complexity of texts in these levels is determined through both quantitative and qualitative measures. (IRLA Framework/ Phonics Development Sequence)

Assessments provide teachers with foundational literacy skill mastery data per student and next steps for reteaching and learning. Finding Power Goals/ Teaching Power Goals: Provides explicit directions on identifying power goals for students (IRLA Framework/ How to Use the IRLA). IRLA Formative Assessment: Provides the following data trackers: running record, reading behavior trackers (e.g. 1Y - tracking/ one-to-one correspondence), transition trackers (e.g. 1Y - 2Y), and entry requirements: cumulative records (3Y - Independent Reading Level Assessment).

Assessments provide teachers with foundational literacy skill mastery data per student and next steps for reteaching and learning. The IRLA provides teachers with tools to assess students to determine their individual reading levels, as well as skills needed to be successful. The introduction of the IRLA Toolkit locates the following items, “...identify a baseline reading level, match reader with appropriate texts, identify which skills/standards and in what order (including foundational skills), design individual, small groups, and whole groups, monitor

progress through the standards/reading levels.”

Materials include support and direction for teachers to assess students’ growth in, and mastery of, foundational skills (e.g., skill gaps in phonics and decoding) both in and out of context. The teacher uses the IRLA Toolkit to assess student growth in reading in regard to phonics, fluency, and comprehension. Assessment tasks range from identifying letter name and sound, word reading, running records, and comprehension questions. Throughout the units, the teacher confers with students to informally assess reading and writing ability and assist and reteach as necessary. The unit specifies periodically “Embedded Formative Assessment” wherein the teacher “listens/watches as students work to decide if/what to clarify or reteach on the spot”.

Materials support teachers with guidance and direction to respond to individual students’ literacy needs, based on assessments appropriate to the grade level. After the teacher has given the IRLA, the teacher has access to color-coded “toolkits” for each level. The toolkits contain lessons appropriate for that level, which also accelerate growth to the next. In addition to the toolkit, the materials contain access to the data website SchoolPace, which houses and helps in tracking and processing data. The materials also include several PLC guides for teacher teams to facilitate conversation around students’ needs and “Power Goals” (Unit 1, Weeks 1, 2, 3, 4, 5, 6, 7 & Beyond).

Indicator IV.3 Materials provide frequent opportunities for students to practice and develop **oral and silent reading fluency**, while reading a wide variety of grade-appropriate texts at the appropriate rate with accuracy and expression to support comprehension.

Guidance for Texas Quality:

- Materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills.
- Materials include explicit instruction in fluency, including phrasing, intonation, expression, and accuracy.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on phrasing, intonation, expression, and accuracy.

Meets 4/4

The instructional materials provide opportunities to practice and develop oral and silent reading fluency. The materials provide students with opportunities to read grade-level texts to make meaning and build foundational skills. ARC fluency instruction, for fifth graders, focuses on the rapid silent reading required to handle novel-length texts. Students are given some opportunities across the units and in small group instruction to practice and apply oral reading fluency through Readers’ Theater and voluntarily reading aloud. For students struggling with oral fluency in grade-level text, ARC CORE provides IRLA Toolkit lessons to remediate automaticity and/or prosody, starting back at the appropriate IRLA level/skill level of each student.

Examples include but are not limited to:

During Independent Reading Time, students spend 15-30 minutes practicing oral or silent fluency as they read self-selected texts from the classroom library. Depending upon each student’s need, they may whisper read or read silently during this time.

In Unit 1, the Core Novel, *My Teacher is an Alien*, is the first grade-level text introduced. The novel is distributed to students regardless of their reading level so that they may be exposed to a fifth grade-level text. Students have multiple opportunities to build fluency and foundational skills as they read and reread the text to find details to support their thinking in partner and class discussions.

In Unit 2, the whole class reads from, discusses, and writes about the core grade-level text, *Ecosystems*. Who reads the text depends on the “students, the text, and the purpose,” according to the materials.

In Unit 3, the Genre Study uses ELAR mini-lessons and shared/close reading of the grade-level core text, *Space Case*, to teach reading and writing standards and literary analysis.

In Unit 4, the teacher selects a “rich” passage from the grade-level core text, “If You Lived at

the Time of Martin Luther King,” for the students to read and reread, building knowledge of the key social studies concepts being studying.

As they utilize these grade-level texts in all units, teachers are to provide the “least help you [teachers] can to ensure they [students] do most of the work of accessing and processing the text.” Teachers use what they know about their “students, the text, and the purpose,” to make instructional decisions that provide appropriately supportive opportunities for students to develop their fluency and foundational skills within a grade-level text.

Explicit instruction (through IRLA and small group interventions) via IRLA Toolkits provides daily opportunities for teachers to monitor and accelerate reading levels as determined and monitored through Power Goals and SchoolPace tracking. At each IRLA level, fluency is addressed as appropriate to the level and the expectations correspond to the TEKS for the associated grade level. For example, at the 1G (end of Kindergarten) level, students are focused on attaining 95-100% accuracy while sustaining attention and self-monitoring. However, by 2G (beginning grade 1), they are expected to attend to rate and prosody as well. For a student to enter an IRLA level, they must demonstrate appropriate phrasing, intonation, expression, and accuracy in the IRLA Cold Read Text at that level.

The IRLA Foundational Toolkits reinforce student fluency development at each level with mini lessons that support teachers as they learn to “listen in and coach phrasing, expression, attention to dialogue,” and include opportunities for fluency practice both in and out of context. For example, the 1B Toolkit includes an example of students practicing fluency with “-all” words. As well, the 1R Toolkit includes the lesson “Prosody: Performance Read Aloud” of the text *George and Martha*. The 2R Toolkit includes “Phrasing Practice,” which partners student readers and asks them to make direct connections between fluency, accuracy, and comprehension, as they listen to evaluate: “Did your partner pause in a way that helped you understand the meaning of the story? Did she stop and fix her phrasing when it didn’t make sense? Did she read every word correctly or stop and fix it if she didn’t?” Further, explicit opportunities for practice of fluency components (including automaticity, prosody/phrasing) are embedded into most lessons in the 2R Toolkit. The White Toolkit provides additional opportunities to practice and develop oral fluency as students engage in both readers’ theater, and “Sell Your Book,” in which they rehearse and read aloud a particularly funny or interesting passage that they self-select. Because fluency practice is embedded in the routine small-group lessons, teachers can regularly monitor and provide corrective feedback on individual students’ phrasing, intonation, expression, and accuracy in an appropriate context.

Indicator V.1 Materials include **supports for students who demonstrate proficiency above grade-level.**

Guidance for Texas Quality:

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills **above** that expected at the grade level.

Meets 2/2

The materials provide learning opportunities for students demonstrating literacy skills above that of the expected grade level. All students engage with grade-level core texts, regardless of their current reading level, and an additional thematic leveled library that spans as many as six to eight grade-levels provide students with independent texts closely aligned to the topic of study and their current reading levels. The range of reading levels can be customized to match the range of reading levels in individual schools or classrooms to provide access for students to self-select challenging texts in every unit. During Units 2 and 4, students participate in Research Labs for nonfiction text, the materials provide guidance on which research topics require additional research outside of the texts provided by ARC CORE, topics are self-selected by students. Within the lessons of each unit some of the sidebars also provide teaching strategy tips. Strategies for differentiation are embedded into the organization and structure of each component of the ARC CORE literacy block, including intentional groupings and active participation techniques in Reading Complex Texts; setting a focus for interdependent reading and accountable talk in Readers' Workshop; mentor texts, mini-lessons, and teacher writing demonstrations as well as rubrics, graphic organizers, and peer editing in Writing Workshop. For students reading at or above the third-grade level, the IRLA Toolkits provide additional supports (e.g., word analysis, affixes and roots, figurative language, genre expansion) to assure students reading above-grade level make on-going reading growth. The toolkit provides a systematic approach to moving students from one reading level to the next. The teacher uses the assessments within the IRLA Toolkit to identify a student's reading level, create and adjust "Power Goals" and create small groups with similar "Power Goals" and reading levels. Time is provided within the literacy block to address "Power Goals" in addition to the work of the main unit, however the teacher is directed to spend the majority of intervention support with groups performing below grade-level.

Examples include but are not limited to:

Within each unit the materials provide pre-, mid-, and post- Constructed Response Assessments in order to identify the needs of students. The teacher is provided with guidance for evaluating the responses to create strategy groups.

The IRLA Toolkit allows the teacher to support students at all reading levels, give specific examples of how to identify each student's reading level, and necessary supports including: comprehension, fluency, vocabulary, range of reading, and phonics. In addition, Entry and Exit

Requirements for each reading level can be found in the overview. Students have multiple opportunities to engage with the text by recording “Great Words you Want to Remember”, looking at types of context clues, pacing, and analyzing levels of meaning. Throughout, students are working at their identified reading level thus providing one type of differentiation.

In Unit 1, the teacher is provided with a readers and writers engagement scale to monitor students. The materials provide support on identifying each student’s reading level to make sure students are reading on the correct level to ensure growth. The teachers set up their SchoolPace account in order to track students’ levels and growth. The 100 Book challenge provides students opportunities to read books on their level. Students log their reading.

In Unit 2, the Informational Research Lab provides options for Research Topics for high-level students. All students answer the same Research Questions during the unit, only the level of text differs for students.

In Unit 3, students can choose books on their level to read throughout the unit. Students read a minimum of five different texts to compare and contrast. All students complete the same tasks and questions. For example, every student completes a comparison chart of the texts.

Indicator V.2 Materials include **supports for students who perform below grade-level** to ensure they are meeting the grade level literacy standards.

Guidance for Texas Quality:

- Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills **below** that expected at the grade level.

Meets 2/2

The materials provide learning opportunities for students demonstrating literacy skills below that of the expected grade level, but additional supports would be necessary to ensure students are meeting grade level literacy standards. All students engage with grade-level core texts, regardless of their current reading level, and an additional thematic leveled library that spans as many as six to eight grade-levels provide students with independent texts closely aligned to the topic of study and their current reading levels. During Units 2 and 4, students participate in Research Labs for nonfiction text. The materials provide guidance on which topics are “Best Bets for Struggling Readers” and topics are self-selected by students. The materials use grouping, mini-lessons, graphic organizers and rubrics, and read-aloud strategies to support students reading below grade-level in accessing the core texts. Within the lessons of each unit, the materials also provide sidebars with teaching strategy tips. Strategies for differentiation are embedded into the organization and structure of each component of the ARC CORE literacy block, including intentional groupings and active participation techniques in Reading Complex Texts; setting a focus for interdependent reading and accountable talk in Readers' Workshop; and mentor texts, mini-lessons, and teacher writing demonstrations, as well as rubrics, graphic organizers, and peer editing in Writing Workshop. The lessons provide a systematic approach to moving students from one reading level to the next. The teacher uses the assessments within the IRLA Toolkit to identify a student’s reading level, create and adjust “Power Goals”, and create small groups with similar “Power Goals” and reading levels. Time is provided within the literacy block to address “Power Goals” in addition to the work of the main unit. The teacher is directed to spend the majority of intervention support with groups performing below grade-level.

Examples include but are not limited to:

The IRLA is designed to determine the needs of all readers and help them grow in their reading skills. Through the IRLA assessments, the teacher identifies the needs of students and develops “Power Goals” for small group instruction. The lessons provide a systematic approach to moving students from one reading level to the next.

Within each unit, the materials provide pre-, mid-, and post- Constructed Response Assessments in order to identify the needs of students. The teacher is provided with guidance for evaluating the responses to create strategy groups. Embedded Formative Assessment throughout the units allows the teacher to use evidence to clarify or reteach immediately

within each lesson and plan for instruction the next day.

In Unit 1, The ARC CORE overview states, “supports go far beyond the traditional below, on, and above” levels. ARC CORE classroom libraries usually have six to eight reading levels. In the ARC CORE Literacy Lab Overview, directions are provided to determine who reads the core text. Students one to two instructional levels below the text are recommended to have minimal support, such as a pair share. Students multiple levels below the level of the text are recommended to have a buddy at a higher level read or listen to a teacher read aloud.

In Unit 2, the Informational Research Lab provides Research Topics for struggling readers. All students answer the same Research Questions during the unit, only the level of text differs for students.

In the Introduction of Unit 3, a student checklist states one goal as “Emergency readers move at least one IRLA level.”

In Unit 4, students are provided opportunities to work in group settings to support the needs of students performing below grade level.

Indicator V.3 Materials include **supports for English Learners (EL)** to meet grade-level learning expectations.

Guidance for Texas Quality:

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPs.
- Materials provide scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input.
- Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English (e.g., to enhance vocabulary development). Vocabulary is developed in the context of connected discourse.

Partially Meets 1/2

The curriculum provides some support for English Learners (EL) to meet grade-level learning expectations. The materials include an overarching framework for how to support English Learners in achieving grade-level proficiency. Throughout each unit, the teacher is given insights on how to scaffold and accommodate their lessons for their English Learners, developing a student’s reading, writing, listening, and speaking in English while honoring the student’s home language. The materials do not include supports commensurate with the various levels of English language proficiency as defined by the ELPs (beginning, intermediate, advanced, and advanced high); however, accommodations provided could be used at various levels of proficiency. There is no evidence of adapted text, translations, summaries, realia, glossaries, bilingual dictionaries, and thesauri specifically geared toward language learners.

Examples include but are not limited to:

The Introduction section of each unit includes a section titled, “ARC CORE ELL Supports: Toward a Culturally and Linguistically Responsive Pedagogy.” This section highlights the resources offered by the program to support ELs including a responsive reading assessment, leveled libraries, responsive instructional delivery, and thematically organized learning. The page titled, “A Literacy Block Model Designed to Effectively Support ALL Learners,” shows the embedded structural supports for ELs. The materials also frequently suggest partnering students who can support one another in their own language.

Lesson plans contain “call-outs” with Actionable ELL Supports. These are organized around six categories: identity affirmation, learning objectives, frontloading, comprehensible input, oracy and literacy development, and differentiated and formative assessment. Through the use of these predictable routines, ELs are provided practice in all four linguistic domains (speaking, listening, reading, and writing).

Within each unit, sidebars and insertions provide alternate discussions, assignments, and note-taking for English Learners. One example of a sidebar from Unit 1, Week 1, Day 1, “Building an

Academic Community and Identity Affirmation," guides the teacher to create a supportive academic environment for EL Learners.

In Unit 1, the Teacher Guide provides a "Reading Survey", "Levels Check Sheet", and a "Reading Log" in several languages with the goal of supporting students' first languages.

In Unit 2, a "Parents & Guardians" letter is provided in multiple languages.

In Unit 3, a "Home Connection" letter and "Dinner Table Conversation Starters" are provided in multiple languages.

Indicator VI.1 Materials include **assessment** and guidance for teachers and administrators to **monitor progress** including how to interpret and act on data yielded.

Guidance for Texas Quality:

- Formative and summative assessments are aligned in purpose, intended use, and TEKS emphasis.
- Assessments and scoring information provide sufficient guidance for interpreting and responding to student performance.
- Assessments are connected to the regular content to support student learning.

Meets 2/2

The materials include assessments and tools to guide teachers and administrators as they monitor students' progress in mastery of the content. Each unit incorporates formative and summative assessments that align with the purpose of the lesson and TEKS. Specifically, rubrics measure student learning and mastery across the curriculum and provide guidance for the teacher to interpret and respond to student performance needs. The curriculum includes many examples of useful supporting documentation to guide instructors in their teaching.

Examples include but are not limited to:

The IRLA provides an initial summative assessment of a student's current reading level. The teacher uses the results of the assessment to create formative assessments and Power Goal lessons based on the needs of the students. These assessments and lessons are based on focus standards which support TEKS acquisition.

Resources also incorporate the use of self and peer assessment as a mode of learning. Students are consistently provided opportunities to monitor their progress and analyze their processes as well as those of their peers.

The Unit 1 Overview includes a supplement on Conferencing and Formative Assessments. The supplement describes how to use the IRLAs to identify student reading levels, how to use conferencing as an ongoing formative assessment, the preparation of Power Goals to help students move to higher reading levels, and using the Formative Assessment Protocol Rubric to determine when these goals are met.

In Unit 1, the teacher utilizes formative assessments in each reader's workshop to assess the students, provide feedback, and make changes when necessary. The teacher works with students individually to accelerate reading growth through Power Goal conferences and checks for proficiency. Additionally, formative assessments are found during the writing process. Lessons in unit 1 include formative assessments for differentiation. The assessments

assist with identifying the strengths of the student, gathering evidence, and planning for the next lesson.

In Unit 2, the lessons provide formative assessments to check for understanding. The teacher is able to assess student deficiencies and apply the appropriate foci. The lessons allow for one-on-one conferences within the formative assessment. The teacher can then coach the students on their individual needs. The Final Project Rubric for students' informational writing clearly outlines the students' goals for the writing project and the points associated with the components of authentic voice, information, text features, effort, quality, and writing standards expertise. The materials also include a Central Ideas Rubric used throughout the unit to assess and measure students' learning of the unit TEKS and includes specific components of identifying the main topic, central idea, and supporting details.

In Unit 3, the teacher is able to conduct a pre-assessment as well as a post-assessment. The lessons provide many rubrics to allow for effective scoring based on student performance. Lessons contain formal and informal opportunities for assessments. The materials provide a Final Project Rubric for students' Science Fiction writing that clearly outlines the students' goals for the writing project and the points associated with the components of authentic voice, literary elements, narrative technique, effort, quality, and writing standards expertise. A rubric for Proficient Textual Analysis is also utilized throughout the unit to assess student mastery of the unit TEKS and includes specific components of claim, evidence, and reasoning.

In Unit 4, students practice and examine argumentative writing. The materials provide an Analyzing Argument Practice Rubric that gauges point of view and author's purpose and helps students evaluate the argument of a text, as outlined in the TEKS. The Final Project Rubric for students' argumentative writing outlines the students' goals for the writing project and the points associated with the components of authentic voice, information, text features, effort, quality, and writing standards expertise.

Indicator VI.2 Materials include **year-long plans and supports for teachers to identify needs of students and provide differentiated instruction** to meet the needs of a range of learners to ensure grade-level success.

Guidance for Texas Quality:

- Materials provide an overarching year-long plan for teachers to engage students in multiple grouping (and other) structures. Plans are comprehensive and attend to differentiation to support students via many learning opportunities.
- Teacher edition materials include annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components.
- Annotations and ancillary materials provide support for student learning and assistance for teachers.

Meets 2/2

The materials include supports for teachers to identify the needs of students and provide differentiated instruction to meet the needs of a range of learners. Sidebars throughout the curriculum offer suggestions on how to best differentiate the materials to support students. Additionally, the materials provide strong assessment tools for student diagnostics and a foundational toolkit to provide differentiated instruction for learners based on the diagnostic assessment. Throughout the instructional framework, ancillary and resource materials assist teachers in meeting the needs of a range of learners.

Examples include but are not limited to:

The IRLA outlines the reading skills, strategies, and concepts which distinguish one Independent Reading Level from the next. The concept listed for each level describes the concept required for independent reading of text within the level that was not already required by texts at previous levels. Teachers use the IRLA to identify a baseline reading level, match readers with appropriate text, identify the order in which a student needs to learn crucial skills/standards, design for individual/small group/whole group instruction targeted to the development of specific skills, and progress monitor through the standards/reading levels in real time to ensure all students are on-track to make sufficient reading growth.

The IRLA helps teachers establish a baseline proficiency reading level for each student. This assessment helps show students where they are, where they should be, and what skills and behaviors they need to work on to get to the next level. Through regular student conferences, teachers outline and track course corrections, acceleration, or maintenance, for each student and monitor, with the student, progress towards a Power Goal. All four units actively use Power Goals. The individual goals move

students toward a targeted skill or concept with the end goal of improving readers so that they can finish the year as an “engaged, skilled, critical reader.”

The IRLA and SchoolPace systems also assist teachers in guiding students as they find appropriate texts and manage/assess growth in reading levels throughout the year.

The units include sidebars to support differentiation, one including the importance of differentiation within independent reading time. The sidebar explains that all students need to experience “success-level” reading to develop important skills. The materials provide books at each student's level so they have access to these materials and can develop their reading skills.

At the end of the Unit 1 instructional framework, a section titled, “Building Instruction in Units of Study,” provides guidance and resources on questioning strategies, Bloom’s taxonomy, lesson planning, rubrics, and vocabulary to assist teachers in honing their craft, thus supporting student learning.

The introduction for each unit provides a teacher’s “Guide to Lesson Plan Decision-Making” to guide the teacher in designing lesson plans that address the focus standard; student outcomes; a standards-based mini-lesson; students’ reading, writing, and discussion of complex text; readers’ workshop; and writing. The introduction also includes the teacher aid, “8 Decisions for Planning a Lesson” to guide the teacher in making decisions on unit purpose, unit outcomes, rubrics, the day’s task, the day’s text, graphic organizers, leverage, and classroom culture.

Units 2 through 4 contain a “Pre-/Post-Assessment: Constructed Response” guide to assist students as they construct responses to prompts about texts and story elements. Implications for instruction help determine whole-, small-, or intensive intervention groups.

Indicator VI.3 Materials include **implementation support for teachers and administrators.****Guidance for Texas Quality:**

- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include additional supports to help teachers implement the materials as intended.
- Materials include additional supports to help administrators support teachers in implementing the materials as intended.
- Materials include a school years' worth of literacy instruction, including realistic pacing guidance and routines and support for both 180-day and 220-day schedules.

Meets 2/2

The materials provide a TEKS-aligned scope and sequence detailing the order in which to present the materials and assist teachers in implementing the units as intended. The materials provide administrators opportunities to support, track, and monitor the effective use of the materials. The provided pacing guide correlates with the scope and sequence and aligns with a 180-day school year.

Examples include but are not limited to:

The materials provide professional development opportunities for teachers as well as administrators to monitor the educational setting. For example, the materials provide a three-day professional learning titled "Leading for Equity and Excellence: Leadership Learning Series." Teachers can access the Learning to Improve Skills Card which supports the teacher in problem solving and finding results in the classroom. The materials provide administrators with a Professional Learning Plan to track and monitor classroom instruction. The materials are structured around a gradual release model that begins with a workshop for staff, learning sessions for those in leadership roles, and collaborative sessions including grade-level group meetings and demonstrations that end with 1:1 support as needed. The materials provide opportunities to ensure achievement targets are met by both teachers and administrators.

The materials include an online performance management system that guides leaders and teachers in tracking progress called SchoolPace that allows administrators to access data on student growth and performance, as well as monitor how entire classes are performing. This allows administrators to plan for and provide appropriate support when and where it is needed for both students and teachers. Furthermore, it allows teachers to track progress and design appropriate action plans for students in need of support.

The curriculum includes guides for Professional Learning Communities (PLCs) which outline plans for weekly meetings to support student learning and to improve teaching. In Unit 1, the plans include discussion prompts for IRLA Leveling: Establishing Baseline Reading Levels, Reading Culture: Engaged Reader Action Plan, and Lesson Plans for Next Week. Example prompts include “What would it take to get the students 100% engaged?” and “What best practices do you already use to teach vocabulary?”

In addition to the daily lesson plans in the framework, each unit provides templates for teachers to adjust the provided lessons specific to their individual contexts. The template includes a blank notetaking page to create a working lesson plan and includes a guide to lesson plan decision making. The document provides general focus standards as well as the daily focus. In the student outcome section, details for the key concepts are provided, including the expectations for student learning. Additionally, the document provides the product indicating what the students will create based on the focus and teaching. The teacher is provided with a standards-based mini lesson that includes strategic activities. The plan breaks down the reading for students including independent level (grade level or above), instructional level (1-2 levels below), frustration level (multiple levels below), and new language learners. The units provide additional information and activities in the sidebars for teachers as to how to differentiate and provide further instruction.

The scope and sequence along with the pacing guides offer a plan to cover a 180- day schedule but not a 220-day schedule. The scope and sequence along with the pacing guide offers a plan that can be expanded or condensed as needed to align with a school year. The pacing guide provides 9-week sections for the units. The scope and sequence is broken down by weeks, spanning 36 weeks for a 180-day schedule. The pacing is appropriate for the lessons, and there is indication as to how long should be spent on each unit. The scope and sequence provides an explicit breakdown of the TEKS for the grade level, listed by unit and correlated with the topics of multiple genres, author’s purpose and craft, composition, foundational language skills, comprehension skills, response skills, inquiry and research as well as the IRLA growth expectations. The scope and sequence not only provides the TEKS for each unit, it also provides the TEKS that are covered throughout the year.

Indicator VI.4 The visual design of the student edition (whether in print or digital) is **neither distracting nor chaotic**.

Guidance for Texas Quality:

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The materials employ a visual design that is neither distracting nor chaotic. The core texts contain sufficient white space with grade-level appropriate sizing and spacing. The texts also contain colorful and engaging graphics that align with the written content. The student handouts limit distractions and maintain student focus on the learning objectives. Overall, the student materials present a well-designed and cohesive format that supports student learning.

Examples include but are not limited to:

Unit 1 includes a chart to support students' knowledge of figurative language, employing good use of spacing and simple design. Students will have ample space to record their answers and ideas without being distracted by superfluous design elements. The Unit 1 Core Text *UFO Crash Sites*, uses bright colors, attention-grabbing fonts, and a mixture of drawings and photographs to engage students and hold their attention.

In Unit 2, *Consumers in the Desert*, there is appropriate use of white space that does not distract from student learning. There is enough spacing between the paragraphs and the images. The flow of the text is visually appealing and user friendly. Spacing for the text does not appear to distract the reader and provides a smooth transition from section to section. Each page visually flows well. The images are positioned near the text that references them.

Unit 3 contains genre cards that students use to support the exploration of various texts. These cards include graphics that are engaging and appropriate for the subject matter. The layout and design are easy to navigate and free from distractions.

In Unit 4, The Primary Resources Checksheet allows students to record their sources for a research project. They have the space required to list the sources and the levels of those sources. The Checksheet uses grade appropriate fonts, and the use of whitespace is not distracting. The drawings found in the Unit 4 core text add to the text while keeping the students' attention focused on the text.

Indicator VI.5 If present, technology components included are appropriate for grade level students and provide support for learning.

Guidance for Texas Quality:

- Technology, if present, supports and enhances student learning as appropriate, as opposed to distracting from it, and includes appropriate teacher guidance.

Not Scored

The materials do not include student-facing technology components.