

TEA IMPLEMENTATION QUALITY EVIDENCE GUIDE

IMRA Evidence Guide, Grade 5

Where to find our evidence for each criterion of the Supplemental RLA K-5 Implementation Quality Evidence Guide

The Writing Academy®, LLC.

Supplemental Reading Language Arts (RLA) K-5
Implementation Quality Evidence Guide, Cycle Year 2027
Grade 5 evidence set

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This guide helps reviewers locate supporting evidence for The Writing Academy Supplemental Support System, Grade 5.
Each criterion states what the evidence guide asks and provides direct links to the exact supporting page and quote.

IMRA Evidence Guide, Grade 5

Criterion	What the criterion asks	Our evidence
1. Intentional Instructional Design		
1.1a — Stated purpose of the supplemental program	Materials explain the stated purpose of the supplemental program, such as additional instruction and practice, targeted remediation, or acceleration.	index.html Academy&reg;, LLC is a supplemental support to an already in place Reading Language Arts core curriculum. Our design provides additional, focused practice across the areas of ECR writing, so every student grows within the writing process, evidence collection, purpose-implementation-framework.html It is a supplement, not a replacement. It fills the gaps between the core curriculum a district already uses and a complete, connected writing experience
1.1b — Guidance to support the existing core RLA program	Materials give educators guidance on how to use the supplemental program alongside the existing core reading and language arts program.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 13 First, name the core lesson's intended learning and examine recent student work. Second, choose the supplemental module by its precise TEKS target, not simply by its topic. docs/course-overview/pacing-framework.pdf p. 3 You are not replacing the core curriculum. You are giving teachers a coordinated system that fills whatever gaps exist between the core curriculum and a complete ECR learning experience docs/g5/teacher-users-guide.pdf p. 2 It does not replace the core reading language arts instruction chosen by the district or campus. Teachers may use the full sequence in its aligned order or select individual clusters and modules to match the order of their core reading language arts instruction
1.1c — Scope and sequence with expectations, skills, and rationale	Materials include a scope and sequence that outlines student expectations, skills taught, and a rationale for the design.	docs/g5/scope-and-sequence.pdf p. 2 Each row names the genre and focus, the reading passage and its stamina level, the key framework, the main TEKS, and where the module lives in the three student-facing and teacher-facing materials: the Teacher Lesson Plan book, the Student Workbook and the Lesson Slide Deck. docs/g5/scope-and-sequence.pdf p. 7 Teacher Lesson Plan Student Workbook 5.11B(iv), 5.11C(i), 5.11C(iv), 5.12B, 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (i), (vi), (vii), (viii), (ix), (xi), (xii), (xiii), (xxvii), (xxviii), (xxix) Cluster 3, Module 1 Teacher Lesson Plan p. docs/g5/scope-explanation.pdf p. 4 The nine clusters and their four modules never change order or content. Each cluster moves from Low to Very High reading stamina across its four modules docs/g5/scope-explanation.pdf p. 3 language) practiced across the year. The Standards Slide Decks: the home of 5.11D editing instruction, with all 29 breakouts taught, scripted, and tracked. WHAT THIS HANDOUT IS NOT It is not a STAAR/SST

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1.1d — Time requirements and suggested pacing	Materials give guidance on time requirements such as duration and frequency, plus suggested pacing for effective implementation.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 15 Design target, five approximately 20-minute sessions per module. The timetable below is a new, inclusive pacing recommendation, readiness, transitions, practice, writing, and evidence collection must fit within the stated time docs/course-overview/pacing-framework.pdf p. 4 Daily Lesson Plan, Interactive Student Workbook, and Click-Along Slides docs/g5/scope-explanation.pdf p. 3 The daily time: a 15-minute cluster and module lesson plus a separate 20-minute Standards block. weekly-pacing-guides.html A one page map of each week, so a teacher sees the whole week at a glance and never has to hunt for the next resource
1.1e — Resources and guidance for educators	Materials include resources and guidance to support educators with implementing the materials as designed.	teacher-resources.html This page gathers the tools that live beside the daily teaching, reading passages, read aloud passages, text complexity reports, standards slide decks, spelling, and more docs/g5/teacher-users-guide.pdf p. 4 Holds the instructional plan, standards, scripts, passages, checks, supports, assessments, and reflection. docs/course-overview/design-and-imra-implementation-guide.pdf p. 16 A Workable Onboarding Sequence, Use a 45-minute staff session, 10 minutes to navigate the aligned materials, 10 to rehearse one model and contrast, 10 to score sample work together docs/internalization/lesson-internalization-manual.pdf p. 1 THE WRITING ACADEMY, LLC Lesson Internalization Training Manual A Step-by-Step Guide to Internalizing Every Cluster, Module, and Daily Lesson The Writing Academy, LLC Using the PREPARE Framework and the GRADUATE Instructional Model
1.1f — Family supports in Spanish and English	Materials contain supports for families in both Spanish and English with suggestions for supporting the progress of their student.	docs/g5/geo/tlp-prepare-geo.pdf p. 5 5. Family Letter (English) Dear Families, This week your student is beginning our fifth-grade PREPARE unit. Writers first identify the writing job, topic, purpose, and audience, and then select the response docs/course-overview/design-and-imra-implementation-guide.pdf p. 17 Ask your student to show one piece of writing or a source used in class. Listen while your student explains the idea. docs/course-overview/design-and-imra-implementation-guide.pdf p. 18 Pida a su estudiante que le muestre un escrito o una fuente usada en clase. Escuche su explicación.

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2. Progress Monitoring		
2.1a — Appropriate instructional assessments for the stated purpose	Materials include instructional assessments appropriate for the stated purpose, such as diagnostic, formative, and summative assessments.	assessments.html The three diagnostics place each student on the thinking-level ladder, and the cluster companions turn that evidence into the next teaching move, building toward STAAR/SST docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 1 A low-stakes narrative readiness assessment that identifies not only what students can produce, but the level of thinking they currently demonstrate within each TRAILS component docs/assessments/g5/g5-cluster-1.pdf p. 3 Three Ways to Gather the Evidence Path A : Quick Check The 5-question Multiple-Choice Check: a fast grade of thesis (central idea) recognition. docs/assessments/summative/g5-summative-1.pdf p. 1 THE WRITING ACADEMY, LLC Summative Assessment 1 Grade 5 Clusters Prepare, 1, and 2 Genre Selection, Informational Short Constructed Response (SCR), and Extended Constructed Response (ECR) with the TREE and TREES Frameworks The Writing Academy, LLC
2.1b — Definition and intended purpose of assessments	Materials include the definition and intended purpose for each instructional assessment included.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 19 An assessment is useful when its result answers an instructional question. docs/assessments/g5/g5-cluster-1.pdf p. 4 for independence. C. The colonies fighting for independence. D. The colonies was fight for independence. Purpose: a quick, gradeable check of 5.12B(i) central idea. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer
2.1c — Consistent and accurate assessment administration	For educator-administered assessments, materials include guidance to ensure consistent and accurate administration.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Administration Routine. Before starting, confirm the target, time, materials, allowed source access, response mode, and documented accommodations. Remove answer keys and worked examples for the current item. Read the same directions to all students docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 2 Teacher Administration Guide, What to say, what to provide, and what not to coach
2.1d — Assessment items at varying levels of complexity	Instructional assessments include items at varying levels of complexity and a variety of item types.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Complexity comes from the reasoning required, not merely from changing the item type. docs/assessments/g5/g5-cluster-1.pdf p. 3 Path A : Application Artifact Student writes a thesis (central idea) for the passage and underlines the detail that best proves it. docs/assessments/diagnostics/thinking-level-ladders.pdf p. 1 One ladder per area, the same five levels, a plain can-do statement on every rung

Criterion	What the criterion asks	Our evidence
2.2a — Scoring information and interpreting performance	Instructional assessments and scoring information provide guidance for interpreting student performance.	docs/assessments/g5/g5-cluster-1.pdf p. 3 Path A : Application Artifact Student writes a thesis (central idea) for the passage and underlines the detail that best proves it. docs/course-overview/design-and-imra-implementation-guide.pdf p. 21 Score the primary target separately from overall product quality. docs/assessments/diagnostics/thinking-level-ladders.pdf p. 1 Read up the ladder for that writing area. Find the highest rung the work clearly shows.
2.2b — Respond to student trends in performance	Materials provide guidance for using the program to respond to student trends in assessment performance.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 After two planned review opportunities without improvement, check implementation, task comparability, attendance, language demands, and the selected teaching method. assessment-trackers.html Each tracker turns scores into Low, Medium, or High and names the next best step for each student docs/assessments/g5/g5-cluster-1.pdf p. 5 If several students miss the same question, Questions 1 or 3 missed widely: more work stating a thesis (central idea) that answers the prompt before drafting the SCR.
2.2c — Tools to track student progress and growth	Materials include tools for educators to track student progress and growth, and tools for students to track their own progress and growth.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 24 Record date, task identifier, and support code with each result. Use the same criterion and comparable demand when comparing growth. docs/course-overview/design-and-imra-implementation-guide.pdf p. 26 AWARD: One thing I did well is... My work shows this because... docs/assessments/diagnostics/growth-tracker.pdf p. 1 A place to record how a student's thinking grows over time, level by level, not just score by score. assessment-trackers.html Each tracker turns scores into Low, Medium, or High and names the next best step for each student.
2.2d — Entry and exit criteria for targeted support	If applicable, materials include guidance for entry and exit criteria for the supplemental program.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 Entry to a Targeted Skill Group, a proposed local rule. Use two pieces of evidence on the same target, including an unfamiliar individual task. Enter targeted support when both show an unmet essential criterion docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 Exit from That Group, Demonstrate and Maintain the Skill. Consider leaving the specific skill group after the student meets the published target criterion on two independent, different examples docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 1 Results are used to adjust instruction, scaffolds, feedback, and opportunities for independence

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3. Supports for All Learners		
3.1a — Differentiation for students not yet proficient	If applicable, materials include educator guidance for differentiated instruction and activities for students who have not yet reached proficiency.	supports-for-all-learners.html Try It Another Way, a sentence starter and a spoken first step for students not yet proficient. supports-for-all-learners.html A 15 minute small group reteach plan for every module, built from that module's Teacher Lesson Plan, plus sentence frames that help students climb the thinking levels. docs/course-overview/design-and-imra-implementation-guide.pdf p. 27 Select a support because of a demonstrated barrier and remove it when the student no longer needs it. docs/g5/geo/tlp-prepare-geo.pdf p. 51 rehearse the genre decision. Oral response Students say the decision chain before typing. Asynchronous option Submit a PREPARE header, TRAILS plan, and
3.1b — Differentiation for students who have demonstrated proficiency	If applicable, materials include educator guidance for differentiated instruction and activities for students who have demonstrated proficiency.	supports-for-all-learners.html Take It Further!, an extension that asks proficient students to apply the skill independently and stretch their thinking. docs/course-overview/design-and-imra-implementation-guide.pdf p. 27 Select an extension because the student has shown the target, not merely because the student finished early. docs/g5/geo/tlp-prepare-geo.pdf p. 145 M O D U L E 3 P A R T X Student Exemplars These exemplars use the writing job: choose one supported detail from a cookie passage, create a purpose and audience, select a response genre, and select a planning strategy.
3.1c — Specially designed instruction (SDI) for special education	Materials include educator guidance for providing specially designed instruction for students receiving supports and services through special education.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 28 The general and special education teachers identify the target task, the student's documented barrier, the relevant IEP goal, and the instruction needed. docs/supports/Understanding IMRA Indicator 3.1c - Specially Designed Instruction.pdf p. 3 Materials include educator guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education. docs/supports/Understanding IMRA Indicator 3.1c - Specially Designed Instruction.pdf p. 8 A one-document SDI Educator Guide that names each built-in feature, explains how it supports SDI, and provides sample IEP goal language

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3.2a — Explicit prompts and guidance for modeling and explaining	Educator-led programs include explicit prompts and guidance to support the educator in modeling and explaining the skill to be learned.	supports-for-all-learners.html 3.2a, Explicit teacher scripts, Every teaching moment is written out as what to SAY and what to DO, so the modeling and explaining is direct and consistent docs/g5/tlp/cluster-1.pdf p. 133 TEACHER SCRIPT "Refer to your Thinking Levels Charts to help you upgrade your evidence and signal markers." Day 4 Closing: Complete the sentence: "My next goal is to strengthen my evidence by ____." DAY 5 EXPLAIN TO OTHERS 15 MINUTES E: Evidence Coach Standard Student Expectation 5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 The Recurring Explicit-Model Routine. Name the target and its purpose. Show a worked example while explaining the decision, not just the answer. Contrast a plausible nonexample and state why it fails docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 explain their reasoning. REUSABLE TEACHER LANGUAGE "The goal is _____. I notice _____, so I will _____. This other choice looks possible, but it does not work because _____. I check by _____. Now you try with a different example and explain
3.2b — Effective delivery and facilitation using varied approaches	Educator-led programs include guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 Use Varied Methods for a Clear Reason. A think-aloud reveals an invisible decision. A contrast helps students distinguish a boundary. Oral rehearsal makes an idea available before transcription. A partner comparison exposes reasoning. A game reinforces a pattern supports-for-all-learners.html Our article on whole group, small group, partner, and individual work across the GRADUATE Learning Cycle, with an at-a-glance chart. docs/g5/teacher-users-guide.pdf p. 7 Tuesday, ATTEMPT. Students try the new skill with structure, partners, games, cards, frames, or guided practice
3.2c — Recommended structures for effective implementation	Materials include guidance for educators on recommended structures such as whole group, small group, and individual.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 Use the method that fits the target, not a rotation for variety alone. supports-for-all-learners.html Our article on whole group, small group, partner, and individual work across the GRADUATE Learning Cycle, with an at-a-glance chart. docs/g5/tlp/cluster-1.pdf p. 164 22. The Five Thinking Levels Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels

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3.3a — Linguistic accommodations for language proficiency levels	Materials include educator guidance on providing linguistic accommodations for various levels of language proficiency as defined by the ELPS.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 31 Match them to the student's current domain-specific evidence and the applicable ELPS. docs/g5/tlp/cluster-1.pdf p. 160 ELPS Domain Language Pattern Complete ELPS Student Expectation Day Addressed 1(E)(i) Listening Listening Comprehension demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details Day 1 and Auditory Engagement 2(E)(i) Speaking Academic Discourse narrate, describe, explain docs/g5/tlp/cluster-1.pdf p. 133 TEACHER SCRIPT "Refer to your Thinking Levels Charts to help you upgrade your evidence and signal markers." Day 4 Closing: Complete the sentence: "My next goal is to strengthen my evidence by ____." DAY 5 EXPLAIN TO OTHERS 15 MINUTES E: Evidence Coach Standard Student Expectation 5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture
3.3b — Implementation guidance for bilingual and ESL programs	Materials include implementation guidance to support educators in using the materials in state-approved bilingual and ESL programs.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 34 two-way dual language immersion; early-exit and late-exit transitional bilingual education; and content-based and pull-out ESL. Use the supplemental writing system within the school's adopted model. Setting Implementation Direction Transitional bilingual: Identify the planned language for this lesson, connect relevant knowledge across early/late content-language-support.html A student still learning English reads the real text alongside classmates
3.3c — DLI metalinguistic transfer resources	If designed for dual language immersion programs, materials include resources outlining opportunities for metalinguistic transfer from English to the partner language.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 34 Make a DLI Claim Only with a Completed Pathway. To designate the product for DLI, embed appropriate transfer opportunities throughout the applicable sequence, provide partner-language resources, and verify them with qualified bilingual educators. A single translated example does not constitute a DLI-ready product
4. Foundational Skills		
4.1a — Non-negotiable, prohibition of three-cueing	Materials do not include the three-cueing method as defined in Texas Education Code 28.0062.	docs/g5/implementation-guide.pdf p. 17 • GRADE 5 LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS Implementation Section 3: Morphemes Student goal: I can use a prefix or suffix, the base word, and context to explain and use a whole word.

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4.C.3a — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g5/implementation-guide.pdf p. 13 Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning. Before this focus: Apply syllable division patterns from Grade 4; spell multisyllabic words with VCe and vowel-team patterns; use prefix and suffix spelling rules. Calendar docs/g5/scope-explanation.pdf p. 18 (whole group); The Craft Lab (partners); Show What You Understand (independent) Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound. docs/g5/implementation-guide.pdf p. 13 1: Spelling Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning. Before this focus: Apply syllable division patterns from Grade 4; spell multisyllabic words with VCe and vowel-team patterns; use
4.C.3b — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g5/implementation-guide.pdf p. 13 Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning. Before this focus: Apply syllable division patterns from Grade 4; spell multisyllabic words with VCe and vowel-team patterns; use prefix and suffix spelling rules. Calendar docs/g5/scope-explanation.pdf p. 18 (whole group); The Craft Lab (partners); Show What You Understand (independent) Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound. docs/g5/implementation-guide.pdf p. 13 1: Spelling Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning. Before this focus: Apply syllable division patterns from Grade 4; spell multisyllabic words with VCe and vowel-team patterns; use
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4.C.3d — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g5/implementation-guide.pdf p. 13 Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning. Before this focus: Apply syllable division patterns from Grade 4; spell multisyllabic words with VCe and vowel-team patterns; use prefix and suffix spelling rules. Calendar docs/g5/scope-explanation.pdf p. 18 (whole group); The Craft Lab (partners); Show What You Understand (independent) Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound. docs/g5/implementation-guide.pdf p. 13 1: Spelling Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning. Before this focus: Apply syllable division patterns from Grade 4; spell multisyllabic words with VCe and vowel-team patterns; use
4.D.3a — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 194 TEKS 3(C) MORPHEMES SUFFIX -NESS TODAY'S THINKING JOB WEEK 20 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW "identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo" I can break a word into parts. docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 242 and photo" I can notice word parts. Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-. "Students may disagree, but they can learn to docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g5/implementation-guide.pdf p. 17 Implementation Section 3: Morphemes Student goal: I can use a prefix or suffix, the base word, and context to explain and use a whole word. Before this focus: Recognize prefixes (pre-, non-, dis-, in-,
4.D.3b — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 194 TEKS 3(C) MORPHEMES SUFFIX -NESS TODAY'S THINKING JOB WEEK 20 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW "identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo" I can break a word into parts. docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 242 and photo" I can notice word parts. Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-. "Students may disagree, but they can learn to docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g5/implementation-guide.pdf p. 17 Implementation Section 3: Morphemes Student goal: I can use a prefix or suffix, the base word, and context to explain and use a whole word. Before this focus: Recognize prefixes (pre-, non-, dis-, in-,

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5. Vocabulary		
5.1a — Explicit instruction on specific vocabulary with multiple strategies	Materials include explicit instruction on specific vocabulary using multiple strategies for teaching word meaning.	docs/g5/tlp/cluster-1.pdf p. 21 PA R T V I Vocabulary, Content & Preparation TEACHER SCRIPT "These are academic thinking words that help us understand questions and explain answers." 36. docs/g5/tlp/cluster-1.pdf p. 21 Complete Tier 1 Vocabulary TEACHER SCRIPT "These are everyday words you need so you can read about our topic and talk about it clearly." Word Student-Friendly Definition Oral Rehearsal Frame answer what you write or say to respond to a question or prompt When I answer a prompt, I start by ____. word-garden.html Evidence, the proof from the text that shows an idea is true. docs/g5/tlp/cluster-1.pdf p. 23 Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.
5.1b — Tier 2 and Tier 3 academic vocabulary selection	Specific vocabulary selected for explicit instruction includes high-utility Tier 2 and Tier 3 academic vocabulary.	docs/g5/tlp/cluster-1.pdf p. 96 At-Home Connection Ask a family member to give a WHAT, WHY, or HOW question. docs/g5/tlp/cluster-1.pdf p. 171 Knowing them helps you talk about our texts like an expert." Word Say It This Way Student-Friendly Definition Parliament PAR-luh-ment the group in Great Britain that made laws and taxes for the colonies representation rep-ri-zen-TAY-shun having someone speak for you in government boycott BOY-kot refusing to buy or use products as a form of protest resistance ri-ZIS-tuns the act of fighting against or opposing somethi docs/g5/tlp/cluster-1.pdf p. 22 37. Complete Tier 2 Vocabulary TEACHER SCRIPT "These are the academic thinking words you will use in every subject. When you know them, you can understand a
5.1c — Repeated vocabulary practice in multiple contexts	Materials include repeated opportunities for students to practice using specific vocabulary in multiple contexts.	docs/g5/tlp/cluster-1.pdf p. 13 ELPS Domain Language Pattern Complete ELPS Student Expectation Day Addressed 1(E)(i) Listening Comprehension demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details Days 1, 3, and 5 2(B)(i) Speaking Vocabulary speak using content-area vocabulary during formal classr word-garden.html Let us grow our writing words together, breathe, and listen. docs/parent-portal/parent-explanation-packet.pdf p. 4 The collection also includes the Big Word Detective set, songs that teach prefixes, roots, and suffixes for building vocabulary docs/g5/tlp/cluster-1.pdf p. 23 Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

Criterion	What the criterion asks	Our evidence
5.2a — Explicit instruction on morphemic analysis	Materials include explicit instruction on using morphemic analysis to determine word meaning aligned to grade-level TEKS.	docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 194 TEKS 3(C) MORPHEMES SUFFIX -NESS TODAY'S THINKING JOB WEEK 20 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW "identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo" I can break a word into parts. docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 1 When I find a prefix, suffix, or root, I can use it to figure out a word I do not know docs/g5/implementation-guide.pdf p. 17 Implementation Section 3: Morphemes Student goal: I can use a prefix or suffix, the base word, and context to explain and use a whole word. Before this focus: Recognize prefixes (pre-, non-, dis-, in-,
5.2b — Practice using morphemic analysis	Materials include opportunities for students to practice using morphemic analysis to determine word meaning.	docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/teacher-resources/g5-morphemes-slide-decks.pdf p. 182 Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis- docs/g5/implementation-guide.pdf p. 17 Activities Change a Part, Change a Meaning (whole group) The Word-Part Workshop (partners) Show What You Understand (independent) Reference: Keep this thinking handy. docs/teacher-resources/g5-morphemes-tracking-sheets.pdf p. 1 Write your answer for each thinking level in its box.
5.2c — Explicit instruction on contextual analysis	Materials include explicit instruction on using contextual analysis to determine word meaning aligned to grade-level TEKS.	docs/g5/implementation-guide.pdf p. 7 Set TEKS Sheets Also Spelling 5.2(B) 36 scripts, tracking Editing 5.11D 36 scripts, tracking Editing Part Two 5.11D 43 scripts, tracking Revising 5.11C 36 scripts, tracking Writing 5.11A, 5.12 36 scripts, tracking Evidence 5.7(C) 36 scripts, tracking Explanation 5.12(B) 36 scripts, tracking The spelling rule for every week Wk Module Rule 1 PREPARE M1 Syllable types and division review 2 PREPARE M2 3 4 Wk Module Rule docs/g5/tlp/cluster-1.pdf p. 52 Slide Title Required Content 1 Understanding and Upgrading Thinking Levels Grade 5; Cluster 1; Module 1; Low Stamina; SCR Cover 2 Today We Will Look For Words that reveal a thinking level; WHY because; relational HOW through or by; setting Opening 3 From Tension to Revolution Historical passage and TRACKS evidence Day 1 Gather 4 The Ocean Lesson Fiction passage and environmental setting Day 1 Gather 5 Stronger Thinki docs/teacher-resources/g5-word-choice-slide-decks.pdf p. 9 Which word could replace 'announce' and keep almost the same meaning?

Criterion	What the criterion asks	Our evidence
5.2d — Practice using contextual analysis	Materials include opportunities for students to practice using contextual analysis to determine word meaning.	docs/teacher-resources/g5-word-choice-slide-decks.pdf p. 9 Which word could replace 'announce' and keep almost the same meaning? docs/g5/implementation-guide.pdf p. 17 vis, scrib/script, dict, ject). Blend root, affix, and context. Activities Change a Part, Change a Meaning (whole group) The Word-Part learning-literature.html A strong story is the most natural vocabulary lesson there is. When a new word arrives inside a tale a student cares about, the meaning is already half-known from the moment around it, and
6. Fluency		
6.1a — Modeling of fluent reading	Materials include modeling of fluent reading, including rate, accuracy, and prosody.	listen-g5-c1-from-tension-to-revolution.html Press play, and the gold box moves word by word as the passage is read aloud, so students hear and see it at the same time. learning-literature.html As every page settles it is read aloud in a warm teacher voice, so a young reader can follow along and hear the words as they see them. teacher-resources.html The low stamina reading passage for every cluster, read aloud in Randi Whitney's own voice, with each word lighting up as it is spoken.
8. Comprehension		
8.1a — High-quality, grade-level, complex texts	Materials include opportunities for students to read high-quality, grade-level, complex texts appropriate for the stated purpose.	docs/teacher-resources/g5-reading-passages.pdf p. 1 THE WRITING ACADEMY®, LLC TEACHER RESOURCES Grade 5 Reading Passages Every reading passage in the Grade 5 ECR system, gathered in one place. Each passage grows through four stamina levels, one for docs/assessments/g5/g5-cluster-1.pdf p. 6 CLUSTER 1 · MODULE 1 · SCORING THE WRITTEN RESPONSE Exemplars & Rubric Prompt: "Write a clear thesis (central idea) for a Short Constructed Response about "From Tension to Revolution."" 5.12B(i) taxes and a lack of representation pushed the thirteen colonies from loyalty to Great Britain toward a 4 "Unfair fight for independence." SECURE: a precise thesis (central idea) that answers th docs/g5/passage-accuracy.pdf p. 1 PURPOSE OF THIS CHART Every checkable fact in the Grade 5 passages (dates, names, numbers, places, events, scientific statements, and definitions) was checked against authoritative sources. docs/g5/suitability.pdf p. 3 and the civic values the State Board of Education asks for Overview Every reading passage in the Grade 5 Supplemental Support System was chosen to do two jobs at once. It teaches a language arts skill, and it carries content worth

Criterion	What the criterion asks	Our evidence
8.1b — Variety of high-quality texts at different complexity levels	Materials include a variety of high-quality texts at different levels of complexity.	teacher-resources.html Every passage your students meet lives here, gathered in one place and grown through four stamina levels, so the same story can stretch to fit a beginning reader and an established one in the very same week docs/g5/scope-and-sequence.pdf p. 5 109 Deck 7 of 36 (24 slides) Using Evidence to Support Thinking From Tension to Revolution The Ocean Lesson Very High stamina CSI (cluster) 5.11B(i), 5.11C(i), 5.11C(ii), 5.12B(i), 5.12B(ii), 5.12B(iii) Editing: 5.11D (i) Cluster 1, Module 4 Teacher Lesson Plan p. docs/teacher-resources/g5-reading-passages.pdf p. 3 The passages are arranged by cluster. Within each cluster, every passage appears at all four stamina levels, from the shortest Module 1 reading to the fullest Module 4 reading
8.1c — Relevant, engaging texts reflecting diverse backgrounds	Texts include content that is relevant, engaging, and authentically reflects students diverse backgrounds and experiences.	docs/g5/suitability.pdf p. 3 Biographies of builders and inventors carry the free enterprise system. Histories of the Pilgrims, the founders, and early Texas carry patriotism, founding ideas, and state history research.html Every design choice in the program, grounded in current, cited research. Each document stands on its own with works cited. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture
8.2a — Activate or supply background knowledge	Materials activate or supply background knowledge.	docs/g5/tlp/cluster-1.pdf p. 195 proof from the passage. Explanation This means the turtles must act quickly to survive because instinct guides them before there is time for a lesson. Explains the meaning and why the evidence supports the docs/g5/teacher-users-guide.pdf p. 8 Use the hook, prior knowledge, title/passage preview, or retrieval cue named in the lesson. docs/g5/tlp/cluster-1.pdf p. 11 Writing Process, Planning plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies Day 3 independent practice 5.12(B) (i) Writing Genre compose informational texts, including brief compositions that convey information about a topic, using a clear central idea Day 1 Days 2 and 3 Day 3 independent practice 5.12(B)(ii) Writing Genre compose informational texts, inc

Criterion	What the criterion asks	Our evidence
8.2b — Pre-teaching of unfamiliar vocabulary in texts	Materials include pre-teaching of unfamiliar vocabulary in texts.	docs/g5/tlp/cluster-1.pdf p. 21 Complete Tier 1 Vocabulary TEACHER SCRIPT "These are everyday words you need so you can read about our topic and talk about it clearly." Word Student-Friendly Definition Oral Rehearsal Frame answer what you write or say to respond to a question or prompt When I answer a prompt, I start by ____. docs/g5/tlp/cluster-1.pdf p. 172 The Explanation Habit Before writing, students DOT unfamiliar words and TAP the TRACKS for evidence. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture.
8.2c — Explicit instruction on contextual analysis in texts	Materials include explicit instruction on using contextual analysis to determine the meaning of unfamiliar vocabulary in texts.	docs/g5/implementation-guide.pdf p. 17 -ive, and -ment. 3. Greek and Latin roots in academic vocabulary (aud, vis, scrib/script, dict, ject). Blend root, affix, and context. learning-literature.html The Gazette is written so that playful, precise language sits in easy reach of context, the exact way words are meant to be learned
8.2d — Practice contextual analysis with unfamiliar vocabulary in texts	Materials include opportunities for students to practice using contextual analysis to determine the meaning of unfamiliar vocabulary in texts.	docs/teacher-resources/g5-word-choice-slide-decks.pdf p. 60 Requested means to ask for something, not to give it. C described Described means to tell about something. The colonists were giving real goods. docs/g5/tlp/cluster-1.pdf p. 14 Rigor Safeguard Teachers MAY provide Teachers MAY NOT do for students Read both passages aloud, reread them, let students use the Thinking Levels Chart, provide oral rehearsal, and define an unfamiliar word. content-language-support.html One tap shows a clear picture of the word, so a student who is still learning English can keep up without a separate, watered-down text.
8.3a — Systematic explicit comprehension instruction at multiple levels	Materials include systematic and explicit instruction on reading comprehension skills at multiple levels, literal, inferential, and evaluative.	docs/assessments/diagnostics/thinking-level-ladders.pdf p. 2 Weighs several pieces of evidence and defends which is strongest, and why. docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Complexity comes from the reasoning required, not merely from changing the item type. docs/g5/scope-explanation.pdf p. 9 Explain evidence so the reader knows what it means. docs/connection/g5-c2-connection-activities.pdf p. 6 TWO WAYS TO RUN IT, TEACHER'S CHOICE USING BLUEBONNET CORE CONTENT Have students quote one exact detail from the Bluebonnet Chemical Matter reading for a reason.

Criterion	What the criterion asks	Our evidence
8.3b — Practice comprehension at multiple levels with varied texts	Materials include opportunities for students to practice reading comprehension skills at multiple levels with a variety of grade-level texts.	docs/assessments/g5/g5-cluster-1.pdf p. 3 Path C : Choice Demonstration Student may map, say, or write the thesis (central idea): same target, same scoring. docs/teacher-resources/g5-reading-passages.pdf p. 3 Every passage appears at all four stamina levels, from the shortest Module 1 reading to the fullest Module 4 reading docs/g5/tlp/cluster-1.pdf p. 130 But if I write, 'They argued that it was unfair to be taxed without a voice,' now I have proof from the text." Day 1 Closing: Partner completion: "CSI stands for ____, ____, and ____, and a signal marker tells the reader that ____." DAY 2 ATTEMPT 15 MINUTES A: CSI Evidence Quest Standard Student Expectation 5.11(C)(ii) revise drafts to improve word choice 5.12(B)(iii) compose informational texts, including brief comp
9. Writing		
9.1a — Explicit systematic instruction in writing conventions	Materials include systematic and explicit instruction in writing conventions such as syntax, spelling, grammar, capitalization, and punctuation, in the context of authentic writing.	docs/g5/scope-explanation.pdf p. 11 edit drafts using standard English conventions. Our materials number its parts as 29 breakouts, (i) through (xxix), and every one of them is taught in the Standards Slide Decks, scripted for the teacher, and tracked for each student. Four breakouts, (i) Complete docs/g5/scope-explanation.pdf p. 21 THE WRITING ACADEMY®, LLC. • GRADE 5 P A R T X I Spiral Review and Where to Find Everything When Review Keep it manageable Every day Two brief review prompts from earlier learning. Rotate older skills; a short oral or written response docs/g5/implementation-guide.pdf p. 1 WHAT IS INSIDE Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities, Grade 5 adaptations, practice seeds, original practice texts and poems, three complete day-by-day calendars, and where each skill lives in our lesson plans, workbooks, decks, and docs/teacher-resources/g5-editing-slide-decks.pdf p. 1 This deck teaches Subject-Verb Agreement across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND.

Criterion	What the criterion asks	Our evidence
9.1b — Practice writing conventions in authentic writing	Materials include opportunities for students to practice writing conventions in the context of authentic writing.	docs/course-overview/pacing-framework.pdf p. 4 Editing Triplet, 5 min, Builds editing and conventions skills, Applied immediately to students own writing docs/g5/scope-explanation.pdf p. 6 • GRADE 5 Wk Module Focus (Teacher Lesson Plan) Stamina Framework Passages 13 C3 M1 Building the Full ECR Low CSI, TREES Our Rights, Our Voices; A Voice of Their Own 14 C3 M2 Hidden WHY and HOW Prompt Clues Medium CSI, TREES Our Rights, Our Voices; A Voice of Their Own 15 C3 M3 Magnifying WHY Reasons into Topic Sentences High TREE, CSI Our Rights, Our Voices; A Voice of Their Own 16 C3 M4 Proving Reasons with Evidenc docs/g5/tlp/cluster-1.pdf p. 37 move beyond a restatement, but the reasoning remains limited. Exact next instructional step Move to The text indicates that and This demonstrates that, then docs/g5/implementation-guide.pdf p. 6 • GRADE 5 Wk Module Focus (Teacher Lesson Plan) Stamina Framework Deck 1 PREPARE M1 The Writing Job Comes Before the Format Low TRAILS Deck 1 2 PREPARE M2 Purpose and Audience Change the Response Medium TRAILS Deck 2 3 PREPARE M3 Choose the Route and the Planning Strategy High TRAILS Deck 3 4 PREPARE M4 Independent Genre Decision and Transfer Very High TRAILS Deck 4 5 C1 M1 Understanding and Upgrading Thinking Levels
9.2a — Explicit instruction on each step of the writing process	Materials include explicit instruction on each step of the writing process, planning, drafting, revising, editing, and sharing, aligned to grade-level TEKS.	docs/g5/scope-and-sequence.pdf p. 4 119 Deck 3 of 36 (22 slides) Choose the Route and the Planning Strategy Wk 4 Module 4 Independent Genre Decision and Transfer The Fifth-Grade Cookie Commission Very High stamina TRAILS 5.11A(i), 5.11C(i), 5.12A(i), 5.12A(i) to (ii), 5.12A(ii) Editing: 5.11D (i), (vii), (xxix) PREPARE, Module 4 Teacher Lesson Plan p. docs/g5/teacher-users-guide.pdf p. 7 Activate what students know; create curiosity; make teacher thinking visible through explicit modeling. docs/g5/teacher-users-guide.pdf p. 9 Give revision time. A Target without action is only a goal statement. song-writing-process-drill.html Writing Process Drill, The whole writing process, drilled to a beat

Criterion	What the criterion asks	Our evidence
9.2b — Practice each step of the writing process	Materials include opportunities for students to practice each step of the writing process aligned to grade-level TEKS.	docs/g5/tlp/cluster-1.pdf p. 9 Content Connection Informational/historical passage "From Tension to Revolution" and fiction passage "The Ocean Lesson" Daily Lesson Time 15 minutes per day, 5 days Weekly GRADUATE Map Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate Student Product(s) Thinking Levels Chart notes, two upgraded responses, independent WHY and HOW practice, and My Progress Tracker docs/g5/scope-explanation.pdf p. 7 Students try the new skill with structure, partners, and guided practice. docs/course-overview/pacing-framework.pdf p. 6 One shared text and prompt carries the whole week, from first read to finished response. docs/g5/geo/tlp-prepare-geo.pdf p. 34 Read the complete prompt, fill in every PREPARE field, justify personal narrative for classmates, and choose a planning strategy before you begin TRAILS." Students complete the formal task: write a short personal narrative about a time they believed something at first and then changed their thinking after receiving new information.
9.3a — Explicit instruction in writing craft	Materials include explicit instruction in writing craft such as text structure, word choice, figurative language, and literary devices across a variety of text types.	docs/g5/implementation-guide.pdf p. 1 Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities docs/g5/scope-explanation.pdf p. 3 Language and Craft, nine focus sections, spelling through figurative language, practiced across the year docs/teacher-resources/g5-figurative-language-slide-decks.pdf p. 1 This deck teaches figurative language across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/teacher-resources/g5-literary-devices-slide-decks.pdf p. 111 This deck teaches imagery across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. g5.html HOW TO USE THIS PAGE Start with the top three: Teacher Lesson Plans, Student Workbooks, and Lesson Daily Deck Sets.

Criterion	What the criterion asks	Our evidence
9.3b — Explicit instruction in composition across text types and lengths	Materials include explicit instruction in writing composition in a variety of text types and a variety of text lengths.	docs/g5/reports/writing-genre-response-type-progression.pdf p. 1 5th Grade — Writing Genre & Response-Type Progression Teach BIG® Writing Curriculum • The Writing Academy®, LLC • Grade 5 How writing grows across Grade 5 - from choosing a genre, to short and extended responses, to argument, paired-passage synthesis, correspondence, narrative and poetry, and research. docs/g5/tlp/cluster-1.pdf p. 159 Classification TEKS Student Expectation (verbatim, abbreviated) Where It Occurs PRIMARY 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea Thesis (central idea), evidence, and explanation across all five days PRIMARY 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using cra course-overview.html Writing Genre and Response-Type Progression, how the writing genres and response types build across the Grade 3 clusters
9.3c — High-quality mentor texts to model composition	Materials include high-quality mentor texts to model writing composition in a variety of text types and lengths.	docs/g5/tlp/cluster-1.pdf p. 52 Slide Title Required Content 1 Understanding and Upgrading Thinking Levels Grade 5; Cluster 1; Module 1; Low Stamina; SCR Cover 2 Today We Will Look For Words that reveal a thinking level; WHY because; relational HOW through or by; setting Opening 3 From Tension to Revolution Historical passage and TRACKS evidence Day 1 Gather 4 The Ocean Lesson Fiction passage and environmental setting Day 1 Gather 5 Stronger Thinki learning-literature.html Learning Literature is our own library of stories written on purpose. A student reads for the fun of the tale, and the craft underneath is doing the teaching
9.3d — Practice writing composition across text types and lengths	Materials include opportunities for students to practice writing composition in a variety of text types and lengths.	docs/g5/tlp/cluster-1.pdf p. 9 Content Connection Informational/historical passage "From Tension to Revolution" and fiction passage "The Ocean Lesson" Daily Lesson Time 15 minutes per day, 5 days Weekly GRADUATE Map Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate Student Product(s) Thinking Levels Chart notes, two upgraded responses, independent WHY and HOW practice, and My Progress Tracker docs/assessments/summative/g5-summative-1.pdf p. 1 THE WRITING ACADEMY, LLC Summative Assessment 1 Grade 5 Clusters Prepare, 1, and 2 Genre Selection, Informational Short Constructed Response (SCR), and Extended Constructed Response (ECR) with the TREE and TREES Frameworks The Writing Academy, LLC docs/course-overview/pacing-framework.pdf p. 4 Students plan, draft, revise, edit, and complete written responses

Criterion	What the criterion asks	Our evidence
9.4a — Explicit instruction on writing text-based responses	Materials include explicit instruction on writing text-based responses with a variety of grade-level texts.	docs/g5/scope-explanation.pdf p. 4 Shape the prompt, write a thesis (central idea), select evidence, and explain it. docs/g5/scope-explanation.pdf p. 9 Explain evidence so the reader knows what it means. docs/g5/tlp/cluster-1.pdf p. 159 Classification TEKS Student Expectation (verbatim, abbreviated) Where It Occurs PRIMARY 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea Thesis (central idea), evidence, and explanation across all five days PRIMARY 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using cra docs/connection/g5-c2-connection-activities.pdf p. 6 TWO WAYS TO RUN IT, TEACHER'S CHOICE USING BLUEBONNET CORE CONTENT Have students quote one exact detail from the Bluebonnet Chemical Matter reading for a reason.
9.4b — Practice writing text-based responses	Materials include opportunities for students to practice writing text-based responses with a variety of grade-level texts.	docs/g5/tlp/cluster-1.pdf p. 98 Teacher Artifacts of Effectiveness • Gather and Reveal notebook responses • Thesis (central idea) Builder Showdown statements • Day 3 independent WHAT, WHY, and HOW page • Day 4 revised sentence and next goal • Day 5 partner explanation and exit ticket • My Progress Tracker and annotated passages The Writing Academy®, LLC Page 44 of 46 Grade 5 . docs/assessments/summative/g5-summative-1.pdf p. 1 THE WRITING ACADEMY, LLC Summative Assessment 1 Grade 5 Clusters Prepare, 1, and 2 Genre Selection, Informational Short Constructed Response (SCR), and Extended Constructed Response (ECR) with the TREE and TREES Frameworks The Writing Academy, LLC

Criteria for Kindergarten to Grade 2

These criteria apply to Kindergarten through Grade 2 foundational skills; our program serves Grades 3 through 5.

- **4.2a** Phonological and phonemic awareness (K-2 section)
- **4.2b** Phonological and phonemic awareness (K-2 section)
- **4.2c** Phonological and phonemic awareness (K-2 section)
- **4.2d** Phonological and phonemic awareness (K-2 section)
- **4.2e** Phonological and phonemic awareness (K-2 section)
- **4.A.3a** Sound-spelling patterns (decoding and encoding)
- **4.A.3b** Sound-spelling patterns (decoding and encoding)
- **4.A.3c** Sound-spelling patterns (decoding and encoding)
- **4.A.3d** Sound-spelling patterns (decoding and encoding)
- **4.B.3a** Regular and irregular high-frequency words
- **4.B.3b** Regular and irregular high-frequency words
- **4.B.3c** Regular and irregular high-frequency words
- **4.B.3d** Regular and irregular high-frequency words
- **6.1b** Fluency practice with word lists, phrases, and connected texts

- **6.1c** Fluency practice with word lists, phrases, and connected texts
- **6.1d** Fluency practice with word lists, phrases, and connected texts
- **6.1e** Fluency practice with word lists, phrases, and connected texts

- **7.1a** Handwriting instruction, practice, and feedback
- **7.1b** Handwriting instruction, practice, and feedback
- **7.1c** Handwriting instruction, practice, and feedback