Bluebonnet Learning™
K-5 Reading Language Arts

ENGLISH

PROGRAM AND IMPLEMENTATION GUIDE



KINDERGARTEN–GRADE 5

EDITION 1

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

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Introduction

Welcome to the Bluebonnet Learning™ K–5 Reading Language Arts program! This Program and Implementation Guide is intended to provide educators with information about the research, structure, implementation, and approach to Bluebonnet Learning™ K–5 Reading Language Arts.

It is highly recommended that teachers, administrators, coaches, and district instructional staff read the Program and Implementation Guide before diving into the exciting and engaging literacy lessons with students. This resource can be a helpful support for family members as well. Throughout Bluebonnet Learning™ K–5 Reading Language Arts, students will experience rich content and complex texts that will enrich the breadth of their learning while augmenting daily instruction.

This Program and Implementation Guide will provide educators with critical information on the instructional nuances of the Bluebonnet Learning™ K–5 Reading Language Arts Program that bring a broad scope of knowledge coherence, creativity, and research-based instruction to the forefront of Texas classrooms.

The Bluebonnet Learning™ K–5 Reading Language Arts instructional materials have been specifically designed by the Texas Education Agency for students served by Texas schools. The materials intentionally draw upon Texas history, geography, and sociocultural contexts when possible, in an effort to build additional knowledge of our great state.

In addition to increased knowledge-building about Texas, students and teachers will have instructional opportunities to read, write, and think about the world beyond Texas through various complex texts and learning tasks. Through exposure to deep content knowledge and research-based foundational skills, this elementary instructional program fosters critical thinking, listening, speaking, writing, reading, and inquiry development. The units strive to engage all learners with diverse content while equipping teachers with the rich literature, lessons, and resources needed to make learning impactful for every student.

This program offers:

- Foundational Skills units aligned to TEKS and ELPS in Grades K–3
- Reading Language Arts units aligned to TEKS and ELPS in Grades K–5

Alignment to TEKS

Bluebonnet Learning™ K–5 Reading Language Arts units are aligned to the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) and address the interconnected units of language: listening, speaking, reading, writing, and thinking.

The seven strands of the TEKS are recursive and therefore spiral throughout Bluebonnet Learning™ K–5 Reading Language Arts to explicitly address:

1. Sustaining foundational language skills
2. Comprehension
3. Response
4. Multiple genres
5. Author's purpose and craft
6. Composition
7. Inquiry and research

The units have been developed with an integration of the seven strands, along with unit-specific inquiry and research that progresses across the K–5 continuum. Additionally, both Bluebonnet Learning™ K–5 Reading Language Arts and the TEKS foster social and academic language proficiency for all learners. Throughout the implementation of the instructional program across Grades K–5, students are applying TEKS standards through authentic learning tasks that embed listening to learn, speaking to share, and writing to connect (Texas Education Agency, n.d.).

Alignment to ELPS

The English Language Proficiency Standards (ELPS) offer critical guidance for implementation of Bluebonnet Learning™ K–5 Reading Language Arts lessons in Kindergarten through Grade 5. The program's content-based approach provides Emergent Bilingual (EB) students with opportunities to develop background knowledge, conceptual knowledge, academic knowledge, and second-language acquisition skills (Texas Education Agency, n.d.).

The ELPS work alongside the TEKS to support social and academic language proficiency for EB students. The integration of ELPS makes this instructional program an asset to content-based ESL programs. The TEKS domains of listening, speaking, reading, writing, and thinking are embedded within the ELPS to foster the academic success of EB students. The Bluebonnet Learning™ K–5 Reading Language Arts Program engages EB students in quality content-area instruction and second-language vocabulary application. Strategic use of the students' first language will aid in supporting linguistic, affective, cognitive, and academic development of the English language.

In accordance with the ELPS, students' varied levels of English language proficiency—including beginning, intermediate, advanced, and advanced-high—are considered throughout Bluebonnet Learning™ K–5 Reading Language Arts. Essentially, students' varied levels of English language proficiency are considered to ensure that appropriate instructional accommodations are made for EB students to access the literacy curriculum.

Approach to Instruction

Bluebonnet Learning™ K-5 Reading Language Arts (RLA) weaves together elements of the science of reading with a knowledge building approach as done in classical education to deliver a comprehensive Reading Language Arts program.

Bluebonnet Learning™ K–5 Reading Language Arts is guided by extensive research on the science of reading, which is a compilation of research-based best practices for literacy instruction. In order for students to get optimal results from our literacy instruction, language comprehension and word

recognition must work hand in hand. In other words, the recognition of sounds, letters, and words integrated with knowledge, vocabulary, sentences, connections, and gist are the makings of the most impactful reading instruction for students.

In Bluebonnet Learning™ K–5 Reading Language Arts, instructional Reading Language Arts units are centered around complex texts that are intentionally sequenced to build content knowledge and vocabulary across the K–5 program. Cervetti, Wright, and Hwang (2016) emphasize that "knowledge can be built and leveraged simultaneously," which emphasizes the importance of building knowledge and vocabulary through text in all content areas. The Bluebonnet Learning™ K–5 Reading Language Arts Knowledge units build knowledge coherence with a focus on literature, history, science, and the arts. Unit topics may have some overlap with content required by science and social studies TEKS, but are not designed to cover the requirements of those standards. Because research shows that students' listening comprehension outpaces their reading comprehension until their early teens, the program strategically uses Read-Aloud text in this strand, allowing students to focus their cognitive energy on gaining meaning from the words and better understanding from the images. As Shanahan (2020) highlights, exposing students to more complex text is crucial for challenging their understanding and fostering deeper comprehension.

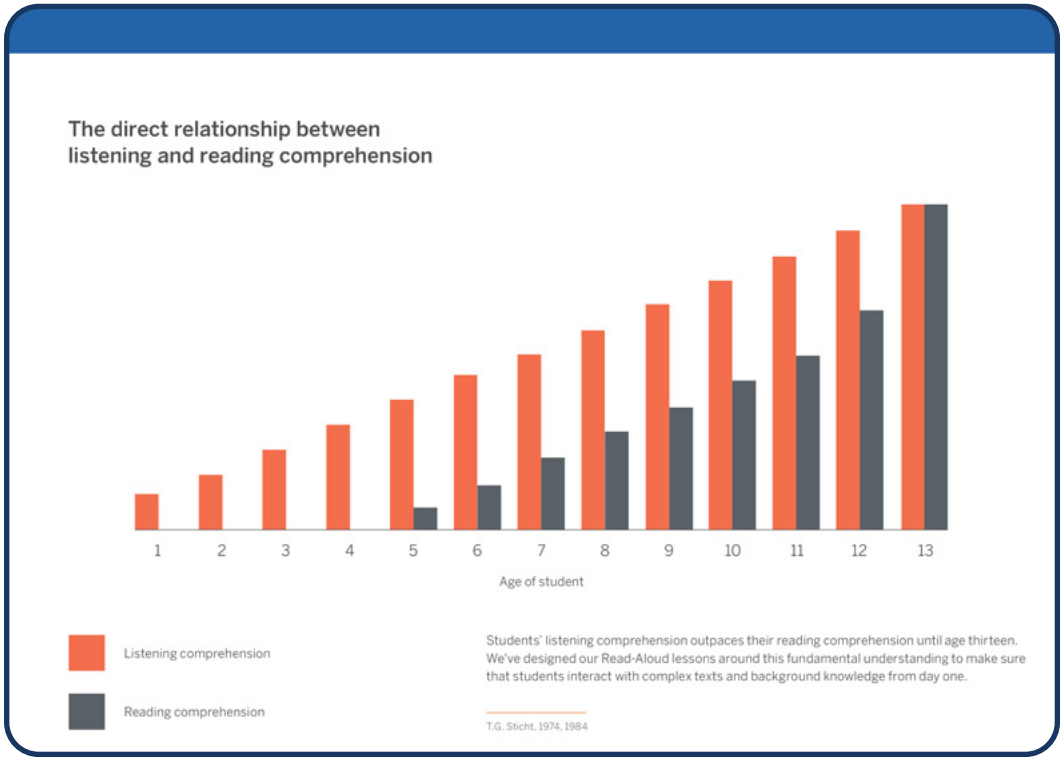
Through integration of the language comprehension and word recognition strands, the program is designed to produce increasingly automatic and strategic student performance of literacy tasks. Through research-based pedagogy, teachers will encourage students to build connections and context, and listen and understand, while emphasizing interactivity and assessing what is important.

The content of the intentionally sequenced knowledge units in the Bluebonnet Learning™ K-5 Reading Language Arts product have been chosen consistent with the approach of a classical education. A classical education provides numerous benefits for K-12 students, emphasizing a well-rounded foundation in the liberal arts and sciences, along with a focus on critical thinking and eloquent expression. This approach cultivates a depth of understanding and appreciation for historical contexts, enabling students to draw connections between past and present. Through its integration of literature, science, the arts, and history, classical education encourages students to deepen their understanding of how our society has changed over time. This approach is paired in the early grades with a focus on foundational literacy skills including phonics, spelling, handwriting, and grammar. This holistic approach not only enriches students' intellectual development but also nurtures positive character traits and civic responsibility.

Grades K–2

In Grades K–2, students have the opportunity to develop foundational skills and knowledge coherence through a dual approach.

The Foundational Skills units focus on comprehensive instruction in foundational literacy skills, including print concepts, phonological awareness, phonics, word recognition, and fluency. In addition, vocabulary development, conventions of English, syntax, spelling, grammar, reading comprehension, and writing instruction are key components of the Skills units.



The Reading Language Arts units focus on knowledge coherence for students to review prior knowledge and vocabulary words; listen to rich, complex Read-Alouds; and extend growing background knowledge through engaging activities.

The design of K–2 Reading Language Arts units recognizes the importance of developing students' listening comprehension to support building background knowledge that will allow for independent reading comprehension in the later grades. This research further supports that idea.

This graph shows students' listening and reading comprehension abilities from age one to age thirteen. Students' listening comprehension is not equivalent to their reading comprehension until age thirteen. Students' listening comprehension far outpaces their reading comprehension for many years. To build students' background knowledge, texts are read aloud to them so that, when their reading comprehension catches up, they will have the background knowledge they need to

comprehend the texts. For this reason, texts are read orally. Students do not have a copy of the text printed in front of them.

The Reading Language Arts texts are written at a text complexity level two grades higher than that of the students so that they have the experience of comprehending complex texts orally, before doing it independently in subsequent years. Therefore, it is important to read the text as is rather than paraphrase it. This will ensure that your students are being exposed to rigorous texts.





Grade 3

In Grade 3, students have the opportunity to develop foundational literacy skills through units that focus on language, phonemic awareness, sound-spelling patterns, regular and irregular high-frequency words, and decoding and encoding one-syllable or multisyllable words. Vocabulary instruction is also embedded to build students' understanding around word parts, meaning, and academic and social language.

In addition to the Foundational Skills units, Grade 3 has the opportunity to engage in deep conceptual knowledge-building through the integrated approach of Reading Language Arts. Building on what has been learned in K-2, the lessons follow a planned sequence from simpler to more complex letter-sound correspondences and spelling patterns, as opposed to teaching phonics rules and patterns incidentally as they arise in the text. Students will also have active practice opportunities to transfer and apply what they are learning. As students practice with the Readers, they not only build fluency, they also have opportunities to discuss the text to build comprehension.

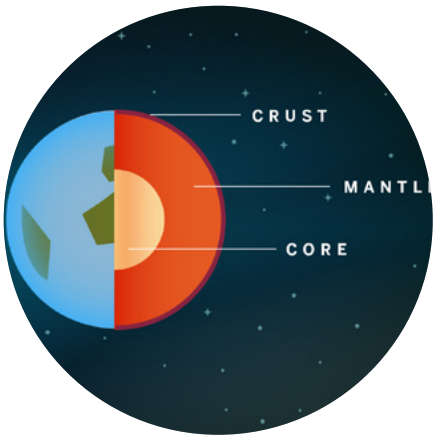
Grade 3 Foundational Skills units are structured as thirty minutes of instructional time focused on explicit instruction of the foundational reading skills. These units follow a distinct scope and sequence that is separate from the foundational skills instruction integrated into RLA units. It is not required to implement both programs in third grade. If districts or schools decide to implement both programs, plan for a total of 150 minutes of literacy instruction in the daily schedule.

Grades 4 and 5

In Grades 4 and 5, students have the opportunity to develop foundational literacy skills and knowledge coherence through an integrated approach. The Knowledge sequence of units in Grades 4 and 5 is designed to build a robust knowledge base that students can draw upon as they encounter new complex texts, content, and material.

In Grades 4 and 5, students will apply and integrate foundational skills as they engage with increasingly complex text, organized around Knowledge units. Purposeful re-reading, collaborative conversations, response to literature, writing, vocabulary, morphology, and word structure are integral components of the program for upper-grade students. Much like the Grade 3 RLA units, Grades 4 and 5 will continue to build their knowledge coherence across academic content while exploring cross-curricular connections of history, science, and literary themes.







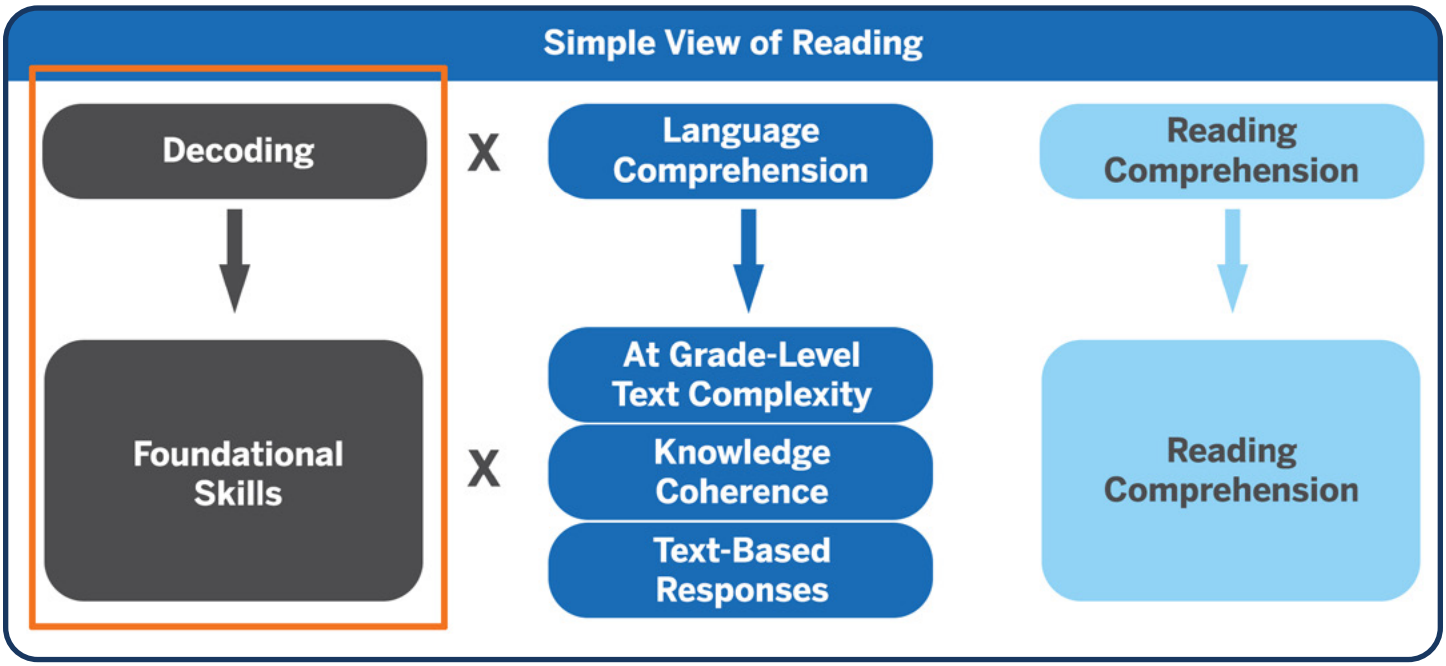
Foundational Literacy and the Science of Teaching Reading

With the Science of Teaching Reading approach, students will practice and build their literacy skills every day in the Bluebonnet Learning™ K–5 Reading Language Arts Program. In Grades K–3, students will engage in explicit instruction to develop and grow their literacy skills, as well as develop knowledge coherence across a variety of themes to build and deepen their knowledge of reading, vocabulary, and content knowledge.

In the upper grades, skills instruction becomes integrated within knowledge lessons where students can apply their foundational literacy skills through increasingly complex content-rich texts, purposeful re-reading, and greater emphasis on writing. Students begin to use their skills to understand complex ideas and engage more deeply in academic content across subject areas, including key historical events, literary works, and science concepts.

The Science of Teaching Reading is based on a strong skills foundation, knowledge and context, and relevant, challenging texts.

Components necessary to build reading comprehension are founded in the development of decoding and language comprehension.



Gough, Philip E. and William. E. Tumner. "*Decoding, Reading, and Reading Disability.*" Remedial and Special Education 7, no. 1 (1986): 6-10

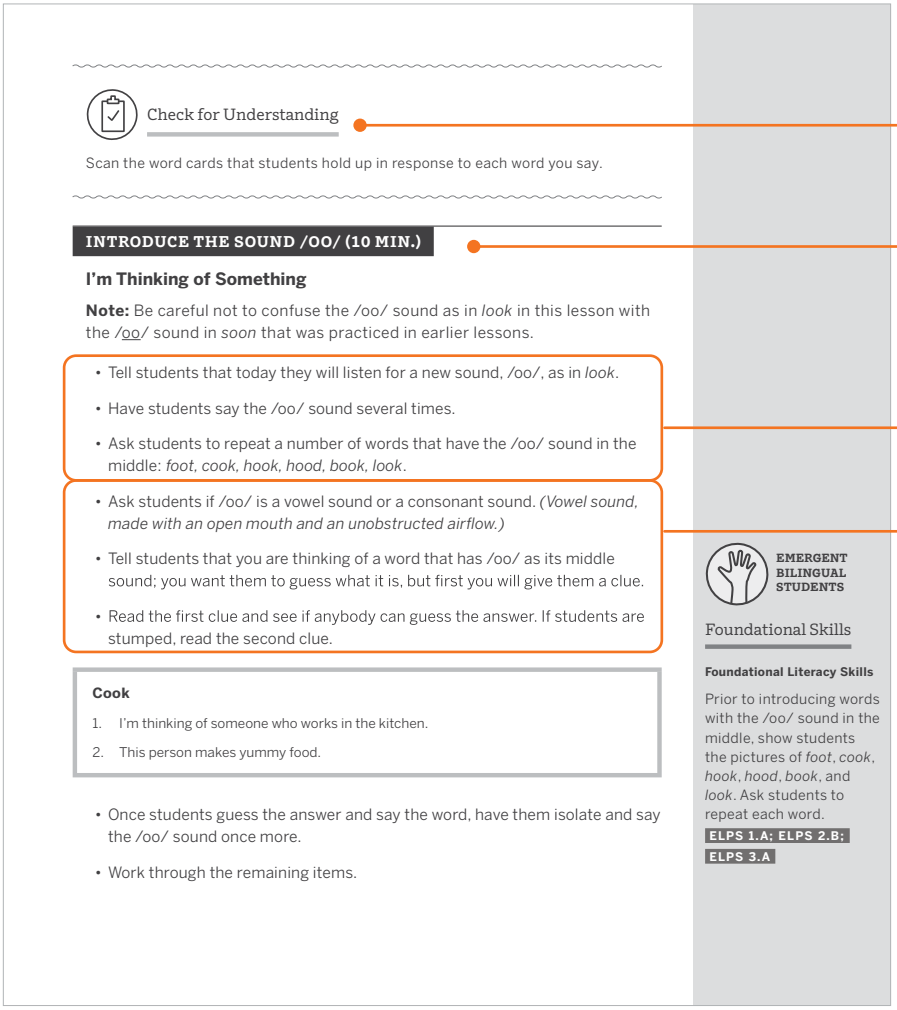
What is decoding? Decoding supports students in the ability to apply sound-symbol relationships to read words, starting with sounds. This includes a strong foundation in phonetic knowledge.

What is language comprehension? Language comprehension supports students in the ability to understand spoken language and written language.

In order to build decoding and language comprehension skills, students must gain foundational literacy knowledge in the following areas:

Phonological Awareness

All instruction starts with phonological awareness, which research shows benefits the greatest number of students. Students begin by learning to recognize sounds as well as to articulate them.



Check for Understanding

Scan the word cards that students hold up in response to each word you say.

INTRODUCE THE SOUND /OO/ (10 MIN.)

I'm Thinking of Something

Note: Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /oo/ sound in *soon* that was practiced in earlier lessons.

- Tell students that today they will listen for a new sound, /oo/, as in *look*.
- Have students say the /oo/ sound several times.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *foot, cook, hook, hood, book, look*.
- Ask students if /oo/ is a vowel sound or a consonant sound. *(Vowel sound, made with an open mouth and an unobstructed airflow.)*
- Tell students that you are thinking of a word that has /oo/ as its middle sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue and see if anybody can guess the answer. If students are stumped, read the second clue.

Cook

1. I'm thinking of someone who works in the kitchen.
2. This person makes yummy food.

- Once students guess the answer and say the word, have them isolate and say the /oo/ sound once more.
- Work through the remaining items.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to introducing words with the /oo/ sound in the middle, show students the pictures of *foot*, *cook*, *hook*, *hood*, *book*, and *look*. Ask students to repeat each word.

ELPS 1.A; ELPS 2.B; ELPS 3.A

Opportunities for assessment are integrated throughout all Teacher Guides.

Skills lessons are carefully structured to make it easier to keep your focus on teacher-student interaction.

Deliberate practice steps keep students laser-focused on acquiring new skills.

Interactive steps keep students engaged while learning.

Build the Phoneme



Over time, students build up their awareness of phonemes. This program includes a variety of tools, such as multisensory gestures, to support students in learning phonemes.

PRACTICE BLENDING (20 MIN.)

I Spy

Note: This exercise will strengthen students' blending skills.

- Look around the room and mentally note items with names containing three sounds (e.g., a book, a rug, a light, a pen, a box, etc.).
- Say to the class, "I spy with my little eye a /b/ . . . /oo/ . . . /k/."
- Have students blend the word, using the arm motions, and point to the object in the room.
- Repeat until students have had sufficient blending practice.

Observation: Oral Blending Observation Record

As you listen to students blend the sounds, make notes regarding their individual blending ability in the Oral Blending Observation Record.

Add a Sound

- Remind students a sound can be added to a word to make a new word.
- Say *ray*. Have students repeat the word.
- Ask students to name the word you would make by adding the */n/* sound to the end of *ray*. (rain)
- Repeat with the remaining words. Explain that items 6–10 involve adding a sound to the beginning of a word as opposed to the end.

1. ray > rain (/n/ added)
2. ray > raise (/z/ added)
3. ray > race (/s/ added)
4. ray > rake (/k/ added)
5. ray > rail (/l/ added)
6. eat > meat (/m/ added)
7. eat > feet (/f/ added)
8. eat > seat (/s/ added)
9. eat > neat (/n/ added)
10. eat > sheet (/sh/ added)

Challenge

Instead of choosing classroom objects, tell students you are thinking of colors, animals, or numbers. This gives students less support because there are no visual clues.

Support

If students are unsure, say the word in a segmented fashion: *ray . . . /n/*.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

When saying the stimulus words, show pictures of the following words: *rain, raise, race*

Skills lessons adapt to challenge or support your students as needed.

Multimodal gestures help students map sounds to multisyllable words.

Lessons provide formative assessments tied to lesson objectives.

Lessons include an "Additional Support" section with activities that will help you provide specific support to your students.

Students connect sound to phonemes to letter codes, organically building their skills.



Crack the Code

Once students recognize sounds, they learn to form the corresponding letter codes. The program starts by teaching the sound-spellings that appear most frequently in English, which enables your students to read and write as many words as possible.

- Point to the 'oo' spelling and explain that today, when students see the double-letter spelling 'oo', they should say the /oo/ sound as in *cook*.
- Turn to **Vowel Code Flip Book page 12**. Show students the Spelling Card for 'oo' > /oo/ (*look*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.

Vowel Code Flip Book
1. 'oo' > /oo/ (*look*) **page 12**

- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oo' > /oo/ in green marker.
- Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

PRACTICE /OO/ › 'OO' (10 MIN.)

Write the Spelling/Word Box

- Distribute Activity Page 5.2.
- Write the /oo/ spelling on the board/chart paper. Remind students that 'oo' is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the activity page together as a class.
- Read the words in the box at the top of the activity page, and name the pictures below.
- Tell students to write the correct word underneath the picture. Review the activity page together as a class.

Support

One way to show the difference between /o͞o/ and /o͝o/ is to draw two small eyes inside the 'oo' for /o͝o/, as in *look*.

look

Code Materials

Activity Page 5.2

Suggestions for giving students extra support are found throughout the Teacher Guides, right where you need them.

Students keep track of the code knowledge they're acquiring as they progress.

The design of all course materials provides detailed support for newly developing skills.

Activity pages help students to practice and reinforce skills learned in every lesson.

Take-home reading encourages kids to practice their skills outside of class and keeps parents involved in learning.



Letter cards give students a simple and effective way to practice letter codes as a group.

NAME: _____
DATE: _____

3.2 Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Pet

Gran says, "When I was on my trip, I got a pet."

"What can it be?" asks Jen. "Is it a fish?"

"No," says Gran.

"Is it a dog?" asks Josh.

"No," says Gran.



Grow in Complexity



The lessons continue to challenge students as they progress, introducing complications like multisyllabic words, "Tricky Words," and homophones. In each case, students encounter complications as they become ready for them.

- Refer to the Prepositional Phrases Poster with students. Focus on the function of particular prepositional phrases and whether they are used to give information about place, time, or partner.
  - Review that when prepositional phrases give information about place, it is about where something happens or about the location of an object.
  - Tell students that prepositional phrases can also give information about time, that is, about when something happens (around 3:30 in the afternoon.) This function is labeled "time." Other prepositions that show time include *in, on, at, for, before, after, during*, etc.
  - Prepositional phrases can also tell about the people or things that are with the subject or object of the sentence (with her little sister, Min-jun.) This function is labeled "partner."
- Have students create a prepositional phrase for each type of function to include on the poster.
- Have students turn to Activity Page 9.2. Read the directions and review the example with students.

Practice Prefix *ex–* Chart

Activity Page 9.2

Check for Understanding

Guide students through the first sentence, making sure they are able to choose the correct preposition (to) and identify the proper function (place). If necessary, remind students that a preposition often answers the questions *Where?*, *When?*, or *With whom?*

- Have students complete Activity Page 9.2 independently.
- Collect Activity Page 9.2 to review and grade at a later time.

MORPHOLOGY (15 MIN.)

Primary Focus: Students will use the prefix *ex–* as a clue to determine the meaning of words. TEKS 5.3.C

- Review the definition of *prefix*: A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.
- Ask students what the prefix *ex–* means. Listen for responses like "away" or

Now that students have mastered basic code, writing and usage skills come to the foreground.

Students in higher grades of the Elementary Literacy Program are prepared to take on more advanced foundational skills, including morphology, Latin roots, and suffixes.



Systematic Direct Instruction

The K–3 Foundational Skills lessons are systematically sequenced so that the material progresses gradually from less complex to more complex (Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS, 2000). Within this sequence, students engage in explicit and intentional opportunities to practice the foundational skills in isolation and through decodable text. Through this explicit systematic instruction, students build their foundational literacy skills that support the practice of reading. As students build their literacy skills, they apply these skills within grade-level appropriate texts to acquire knowledge coherence, new vocabulary, and reading response skills.

Systematic direct instruction:

The K–3 Foundational Skills explicit instruction is systematic, direct, engaging, and promotes achievement for all students (Archer & Hughes, 2011). The key components include:

• introducing foundational literacy concepts directly through demonstration and use of clear language in structured lessons;

• including explanation, modeling, guided practice, opportunities to practice new learning, and immediate corrective feedback; and

• occurring in whole group, small group, or individual instructional settings.

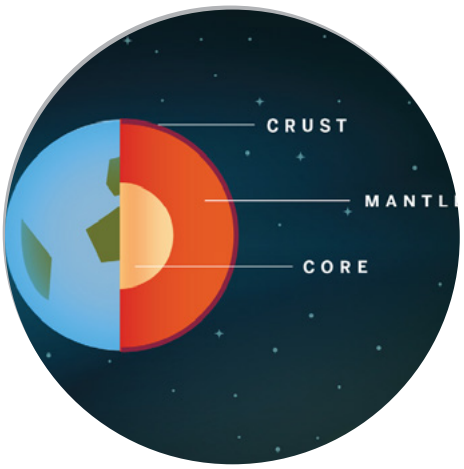
If additional support is needed in providing foundational skills instruction in the upper grades, teachers can utilize the Foundational Skills Appendices found in Grade 4 Unit 1 and Grade 5 Unit 1. This resource provides systematic guidance and can be used flexibly to deliver TEKS-aligned explicit, direct instruction that addresses skill gaps in a targeted way.

This guide contains the following:

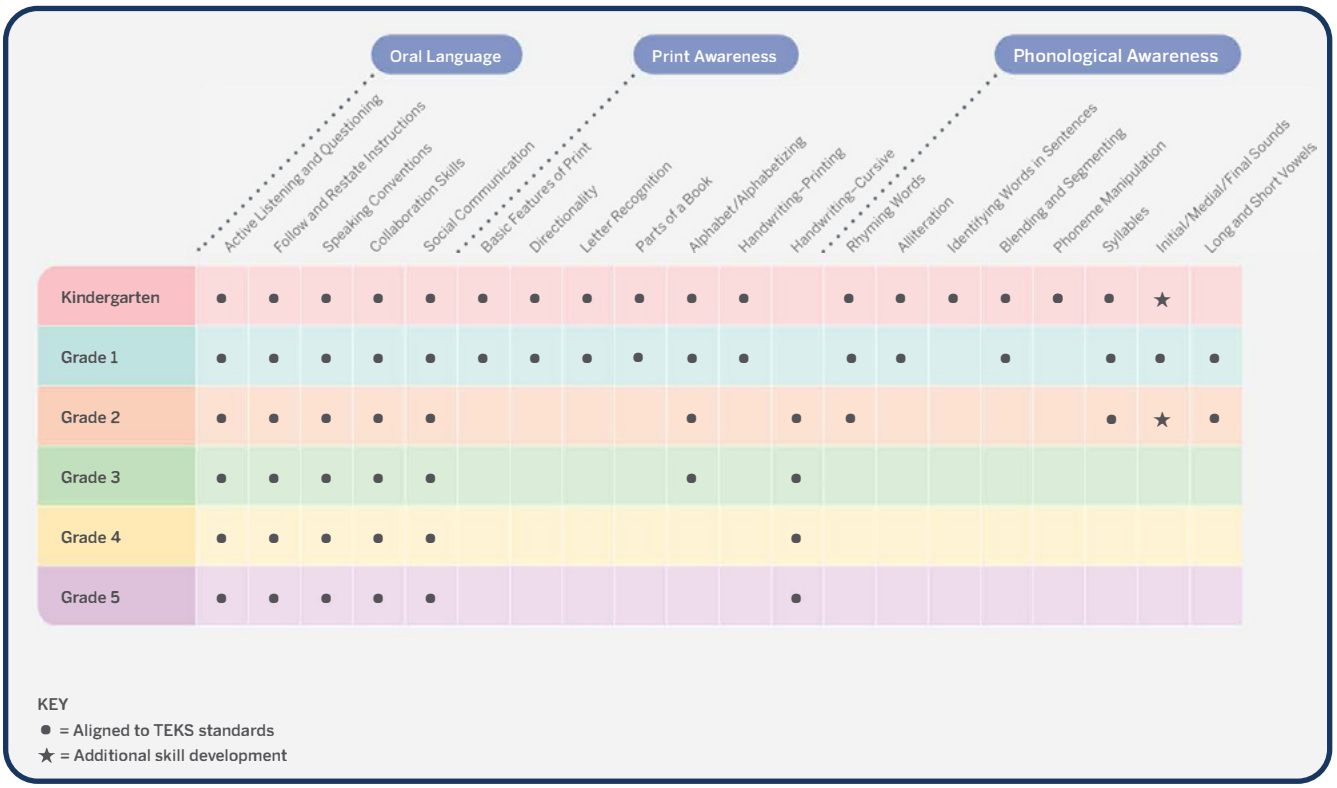
- Grade 4-5 Foundational Skills Scope and Sequence
- Grade 4 TEKS-aligned instructional strategies
- Sample instructional routines for small and whole group instruction
- Differentiated Supports for Morphological Scaffolding
- Teacher Resources

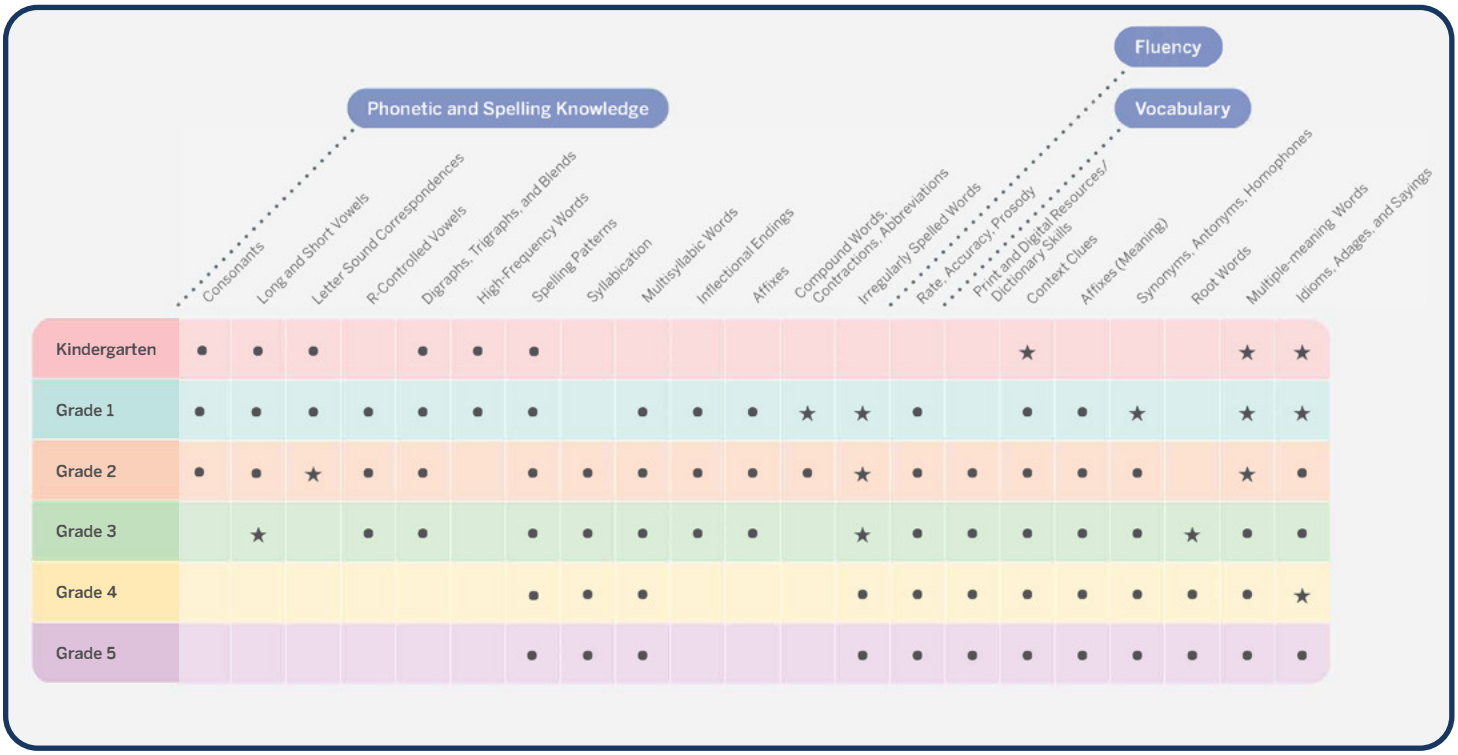
Grade 5 Strategies

Unit	If support is needed with...	Then...
3, 5, 7	Decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician (5.2.A.i) VC/CV con/sist | V/CV ba/sic VC/V cab/in | V/V meow	• Provide students with cards that have base words ending in /k/ or /t/ on the front and the same word with a consonant change (with the addition of –ian or –tion) on the back. Have students read words aloud. Students will read base words first and then flip the card over to read the new word that has a change in pronunciation of the consonant. Word cards might include music/musician, electric/electrician, optic/optician, magic/magician, act/action, inspect/inspection, protect/protection. • Have students notice these words as they read a variety of texts.
2, 3, 5	Decoding and spelling words using advanced knowledge of syllable division patterns (5.2.A.iii) (5.2.B.iv) determination	• "Provide students with a list of multisyllabic words with multiple sound-spelling patterns. Include a variety of syllable types in the words." (TEKS Guide) Pronunciation: • Display multisyllabic words and have students pronounce multisyllabic words aloud (architect, determination) • Pronounce and read the words when divided by syllables (arch/i/tect; de/ter/min/a/tion Syllabication Steps: • Label the first two vowels. • Label the consonants. • Divide using the pattern you notice. • Blend each syllable and read the word.



Foundational skills year by year

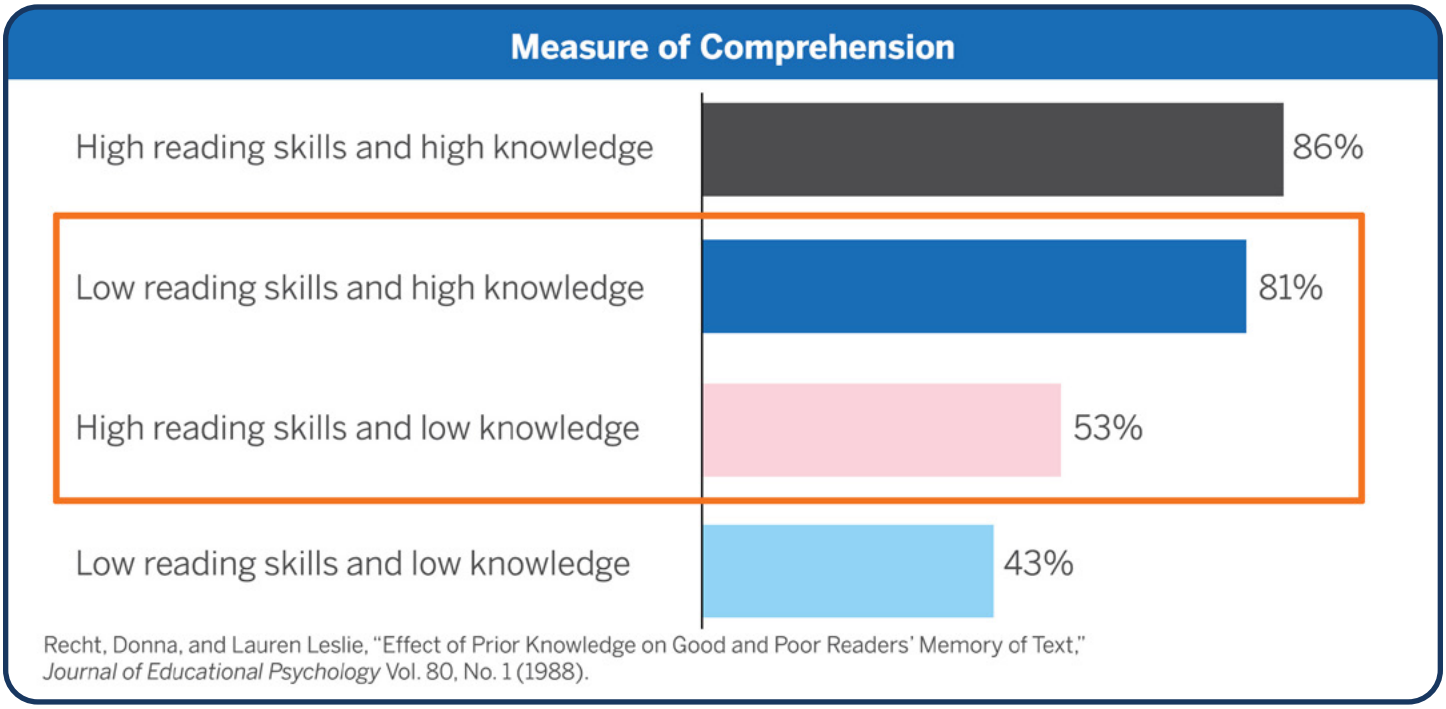




Knowledge Coherence K–5

To support academically and culturally competent literacy, the Bluebonnet Learning™ K–5 Reading Language Arts program continually engages students with rich content knowledge. The RLA units across Grades K–5 allow students to make authentic, real-life, and academically relevant connections to the TEKS standards. Throughout the instructional program and within each lesson, students are continually building background, conceptual, and academic knowledge integrated within culture-, history-, and literature-rich content.

Research has found that proficiency gaps in reading are often tied to knowledge gaps. Based on the following data, students with high knowledge can perform at higher levels even if they have lower reading skills. This is why the Bluebonnet Learning™ K–5 Reading Language Arts program emphasizes instruction around knowledge coherence.



Recht, Donna, and Lauren Leslie, "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text," *Journal of Educational Psychology* Vol. 80, No. 1 (1988).

Other research has shown that focusing on skills at the expense of knowledge can hinder performance. More time practicing skills does not necessarily equal increased proficiency. Therefore, building background knowledge, conceptual knowledge, and academic knowledge is a necessity to support students in building reading competency. Sustaining and spiraling schemas and vocabulary can improve students ability to comprehend.

Background Knowledge

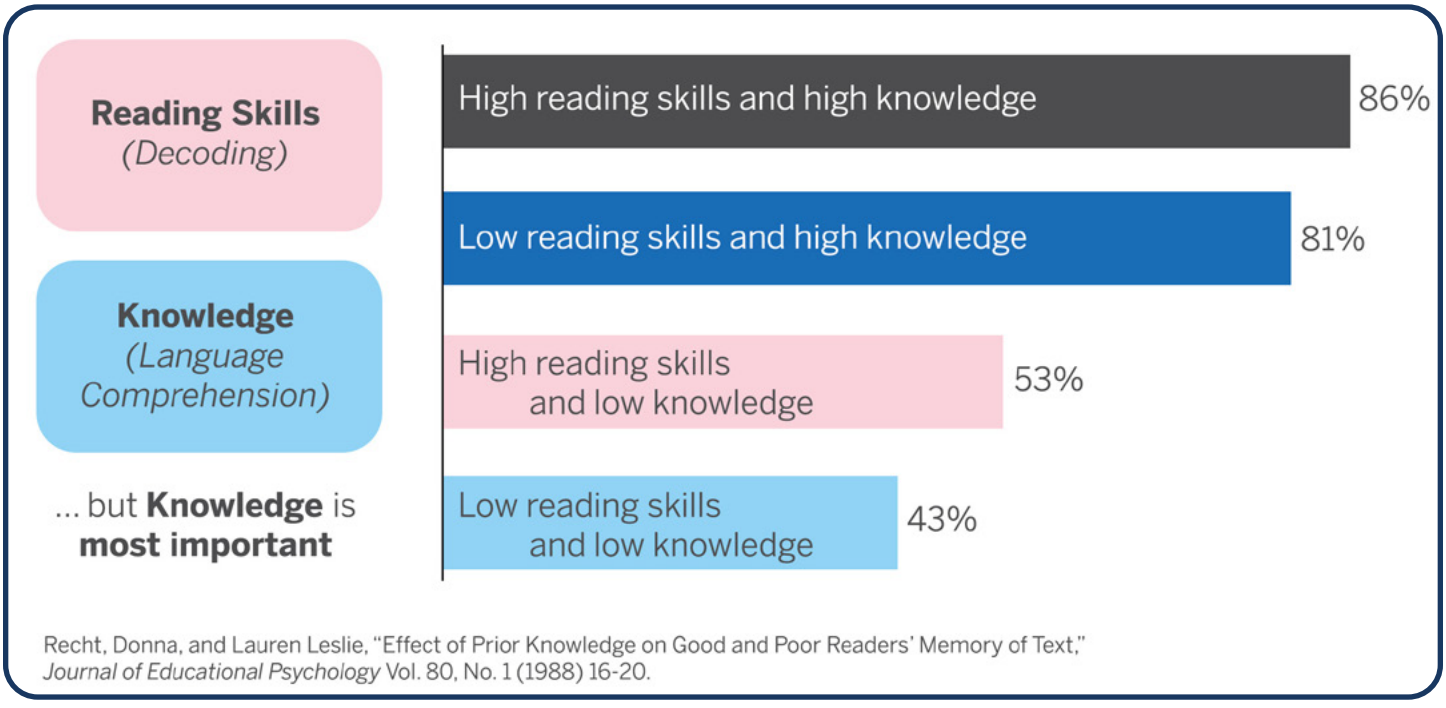
Building background knowledge allows students to use their own cognitive bank of prior knowledge to access content. Research shows that prior knowledge creates a scaffolding for information in memory. Essentially, background knowledge builds a foundation of learning for all students (Recht & Leslie, 1988).

For this reason, in the Bluebonnet Learning™ K–5 Reading Language Arts program, in Lesson 1, Core Connections are specifically designed to build background knowledge. Core Connections allow teachers and students to revisit prior knowledge from previous units, along with new knowledge needed for upcoming lessons. Across Grades K–5, background knowledge systematically builds from year to year.

Conceptual Knowledge

Conceptual knowledge helps students understand why they need to learn the skills they are acquiring during the learning process. Concepts are the scaffolds needed for the authentic application of skills.

In fact, researchers Recht and Leslie (1988) had students reenact the baseball plays outlined in a story and found that reading ability had little impact on how well students understood the story. Students who were weak readers did as well as strong readers if they had knowledge of baseball.



Recht, Donna, and Lauren Leslie, "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text," *Journal of Educational Psychology* Vol. 80, No. 1 (1988) 16-20.

From this research, we learn that conceptual knowledge puts learning into context for students Recht and Leslie's research proved that simply reading about a concept does not create lasting foundational knowledge. It is essential to put learning into context for students by integrating realistic opportunities to practice the knowledge they have acquired.

In the Bluebonnet Learning™ K–5 Reading Language Arts program, conceptual knowledge is embedded within the rich and authentic text selections and the focus on vocabulary acquisition across Knowledge units.

Furthermore, the focus on conceptual knowledge in the program's text selections support immersive discussions about concepts before deep-diving into academic knowledge.

Academic Knowledge

Academic knowledge is the baseline for any instructional program and includes content and skills of which students must demonstrate proficiency or mastery. In the Bluebonnet Learning™ K–5 Reading Language Arts program, academic knowledge is driven by the TEKS. As students progress across Grades K–5, the academic knowledge gained from reading is paramount.

Teaching knowledge explicitly improves reading comprehension and is the primary reason there is a focus on knowledge coherence in this literacy program. The Bluebonnet Learning™ K–5 Reading Language Arts program embeds informational texts across the K–5 Knowledge units to ensure that students develop a firm grasp of the academic knowledge necessary to better understand what they are reading. Additionally, students will have ample opportunities within the program to demonstrate academic knowledge through integrated writing tasks.

The academic knowledge being built in K-5 Reading Language Arts Units can reinforce and connect to some concepts from the Social Studies and Science disciplines. For example, Kindergarten teachers will be able to guide students in connecting the knowledge built on George Washington studied in Reading Language Arts Unit 10, with his contributions to Texas and the nation, in support of Kindergarten Social Studies TEKS strands. However, K-5 RLA units are designed to teach only the English Language Arts and Reading TEKS to mastery. These units should not be used to either replace instruction in subject areas of Social Studies or Science or to modify the time dedicated to those disciplines.

Making connections year by year

Literature connections

Science connections

History connections

Kindergarten



- Nursery Rhymes and Fables
- The Five Senses
- Fairy Tales and Folktales
- Plants: How Do They Grow?
- Farms: From the Ground Up
- Colonial and Native Americans
- Serving Our Neighbors
- Kings and Queens
- Seasons and Weather*
- America: Our Great Country
- Exploring Art: The Beauty We See

Grade 1



- Sharing Stories
- The Human Body
- Early American Civilizations*
- Astronomy: Space Exploration
- This Planet Rocks
- Animals and Habitats*
- Fairy Tales
- American Independence
- Heading West*
- Adventure Stories: Tales from the Edges of the World

Grade 2



- Fairy Tales and Tall Tales
- Ancient Greeks*
- Stories of the Ancient Greeks
- The War of 1812
- Cycles of Nature: Clouds to Raindrops
- Insects: All Around
- The U.S. Civil War
- The Human Body*
- Land of Opportunity
- Fighting for a Cause
- Flight and the Story of Aviation

* Titles have been abbreviated for length.

Grade 3



- Classic Tales: *The Wind in the Willows*
- Scales, Feathers, and Fur*
- The Human Body*
- Ancient Rome
- Flash, Bang, Boom! Exploring Light and Sound
- Astronomy: Our Solar System and Beyond
- Native American Regions and Cultures
- Early Explorations of North America
- Colonial America
- All That Jazz

Grade 4



- Personal Narratives
- Eureka! The Art of Invention
- Contemporary Fiction: *Letters from Heaven*
- The Middle Ages
- American Revolution: Building a Nation
- *Treasure Island*: X Marks the Spot
- Poetry: Wondrous Words
- Geology: This Rock You're Standing On
- Innovation and Industry in Energy
- Novel Study: *Number the Stars*

Grade 5



- Personal Narratives
- The Renaissance: Art and Culture
- Early American Civilizations*
- *Don Quixote*: A Hopeful Knight's Tale
- Poetry: Collage of Words
- Introduction to Shakespeare*
- World War II
- Chemical Matter*
- Juneteenth and Beyond
- Novel Study: *The Lion, the Witch and the Wardrobe*

Language Comprehension

Within the Bluebonnet Learning™ K–5 Reading Language Arts program, there is an emphasis on vocabulary that promotes students' understanding of commonly known words, academic language, and unit-specific content words. This emphasis supports students in building their language comprehension skills. Students encounter these new words authentically within texts, and then practice and use these words while responding to their reading orally and in written forms. This helps students develop a wider range of complex vocabulary, knowledge coherence, and writing skills. The vocabulary words are strategically aligned to the topic or theme of each unit. Language comprehension is interconnected to the knowledge coherence to build background knowledge for all students and increase reading comprehension skills.

Tier 1 everyday speech	Tier 2 general academic	Tier 3 unit-specific
body	meant	skeleton
busy	miles	bones
fast	built	joints
lift	underneath	muscles
heavy	connect	tendons
because	attached	
bones	worn out	
bend	instead	

Religious Source Material in Reading Language Arts

> *[I]t might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment.*
> **—US Supreme Court, Abington School District v. Schempp, 1963**

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

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

Rationale and Relevance

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

One example of this relevance is found in content that comes from the Bible. The Bible exists in various translations, and, across those translations, is the most printed book produced in human history. The Bible's centrality to American culture is demonstrated by the inclusion of biblical references throughout American historical texts, laws, and symbols. For example, the Liberty Bell includes an inscription from Leviticus, and multiple Bible quotations are featured on the walls of the Library of Congress. Laws set down in Exodus and Leviticus served as an inspiration for multiple US laws, including bankruptcy laws. Many of the country's founders, abolitionist leaders, and civil rights leaders recognized the Bible as critical in informing the laws for which they advocated.

Furthermore, many canonical works of Western literature cannot be fully understood without a background in biblical narratives, requiring students to be taught these narratives to fully engage with that literature. For example, authors such as William Faulkner, Nathaniel Hawthorne, Herman Melville, John Steinbeck, and Toni Morrison have written novels that are rich with biblical imagery and allusion. Hundreds of idioms in the English language have their origin in the Bible. For example, students need to understand that someone described as a person who has the "wisdom of Solomon" has excellent judgment or that the saying "My cup runneth over" means that the person feels overwhelmingly fortunate.

Finally, content has been chosen based on the complexity and imagery of the written language to ensure an appropriate grade-level match for students. Understanding archaic language and vocabulary common to religious source material is essential to building reading comprehension more broadly. For source material that originated in a language other than English, effort was taken to choose translations that are widely recognized and that have an open copyright.

The Role of the Teacher in Rich Discussions

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

Some students may have prior experience with these texts. Some students may not. Context has been provided when relevant in the teacher's guide to ensure students have sufficient background on the religious source to engage with the content.

Texas law outlines requirements for public schools to include curriculum that is well-rounded and covers varying subjects, including content from religious source material. Texas Education Code Sec. 28.002 requires that curriculum includes "religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature."

Reading Language Arts content in these instructional materials that comes from religious sources has been designed to be presented objectively as part of a secular program of education. Texas statute provides assurances for teachers as they deliver instruction on this content. Texas Education Code Sec. 22.0512 provides that public school teachers may not be subject to disciplinary proceedings from an allegation, that does not dispute that they deliver instruction from these instructional materials with fidelity, that they violated the Establishment Clause of the First Amendment of the United States Constitution.

Writing About Reading

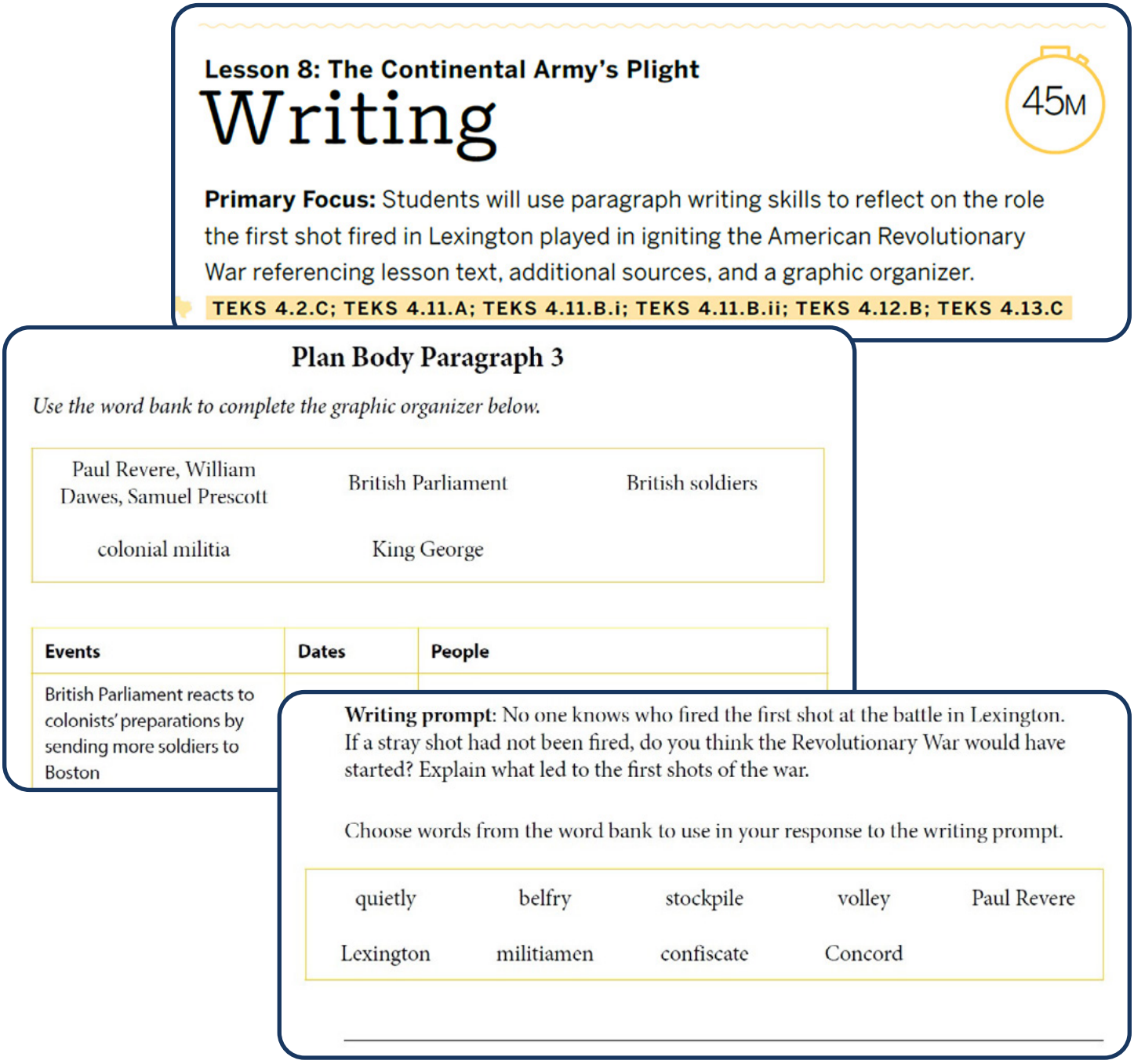
Text-based responses included in the Bluebonnet Learning™ K–5 Reading Language Arts program engage students in speaking and writing about the texts they read and enhance students' knowledge through a reciprocal approach of reading and writing. Text-based responses allow students to conceptualize texts by using evidence to support their reasoning and understanding of the texts read. In addition, students have the opportunity to develop oral and written communication skills, as well as work toward mastery of the composition TEKS, while analyzing content-rich texts.

> *"If writing is about making meaning, then ensuring students have the raw materials—information, knowledge, understanding—is fundamentally important. Students cannot think deeply—or at all—about knowledge that they do not have."*

Ginty, Eloise, et al.. *A Powerful Tool: Writing Based on Knowledge and Understanding.* American Educator, 2016

Grade 4 Reading Language Arts, Unit 5, Lesson 8 Writing Prompt

This example from Grade 4, Unit 5, Lesson 8 shows how students will use paragraph-writing skills to reflect upon the role that the first shot fired in Lexington played in igniting the American Revolutionary War. Students will use knowledge learned from the texts, providing text evidence to support their reasoning. Also included are additional resources and a graphic organizer that align to the TEKS.



Lesson 8: The Continental Army's Plight

Writing

45M

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

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

Plan Body Paragraph 3

Use the word bank to complete the graphic organizer below.

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

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

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

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

quietly	belfry	stockpile	volley	Paul Revere
Lexington	militiamen	confiscate	Concord	

Grade K Reading Language Arts, Unit 6, Lesson 2 Writing Prompt

This example from Grade K, Unit 6, Lesson 2 shows how students will generate ideas and develop a draft for writing based on the texts they have read in class. Students will learn about early American settlements through their readings and class discussion. This knowledge will support students in creating their unit pamphlets.



Lesson 6: Colonial Life

Application

20M

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

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

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

TEKS K.10.E

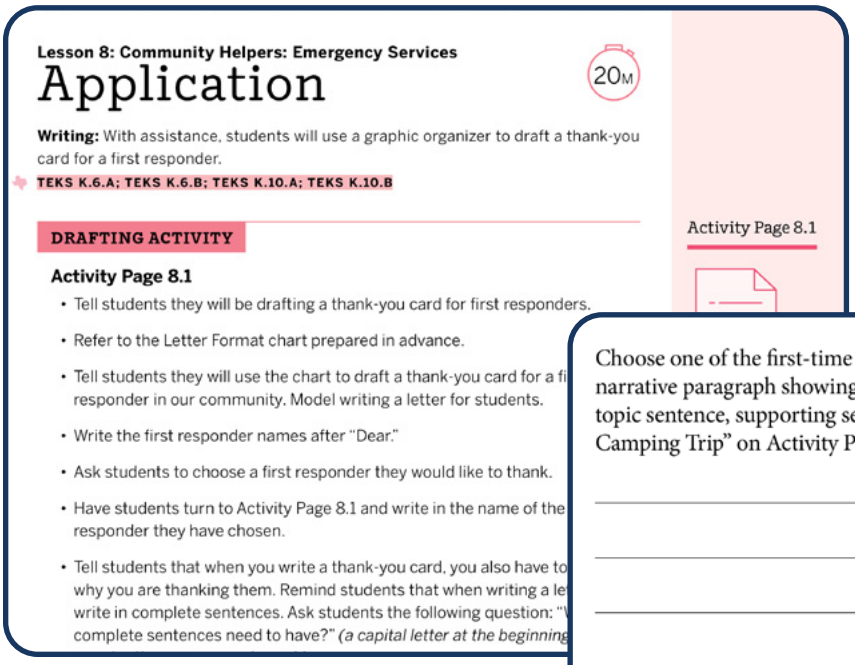
Genre Writing

Students hone their craft as writers by studying authors and developing writing pieces of different genres for multiple purposes according to grade-level TEKS.

Grade	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Genres		Reading Response	Reading Response	Reading Response	Reading Response	Reading Response
	Literary	Literary	Literary	Literary	Literary	Literary
	Information	Information	Information	Information	Information	Information
	Correspondence	Correspondence	Correspondence	Correspondence	Correspondence	Correspondence
				Argumentative/ Opinion	Argumentative/ Opinion	Argumentative/ Opinion

Across the program, students have the opportunity to build their writing craft in various genres of writing while building their knowledge coherence in a variety of topics. From grade level to grade level, students deepen their writing skills, building upon what they have already learned at previous grade levels and in previous units. Following you can see the vertical alignment of writing across the program.

Letter Writing/Correspondence:



Lesson 8: Community Helpers: Emergency Services

Application

20M

Writing: With assistance, students will use a graphic organizer to draft a thank-you card for a first responder.

TEKS K.6.A; TEKS K.6.B; TEKS K.10.A; TEKS K.10.B

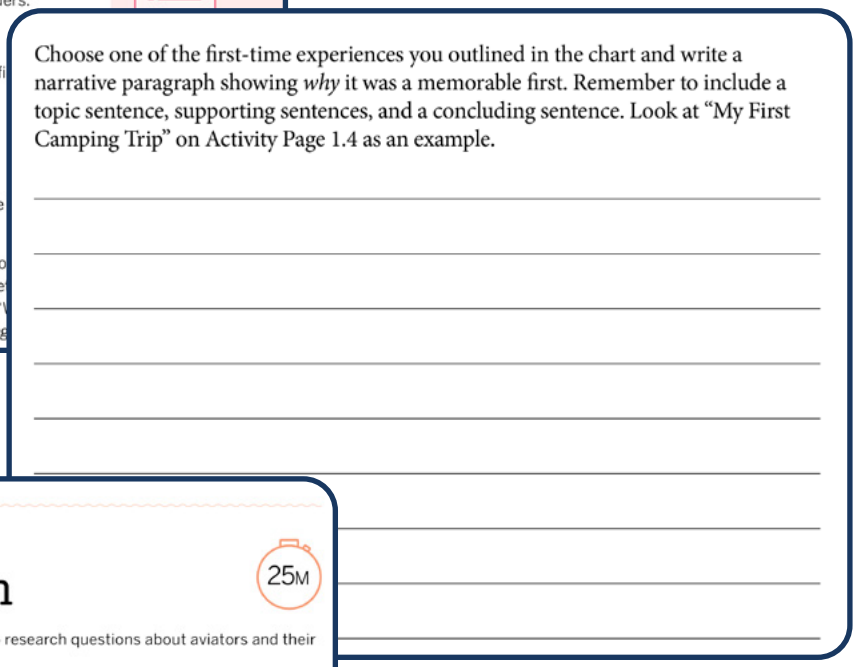
DRAFTING ACTIVITY

Activity Page 8.1

Activity Page 8.1

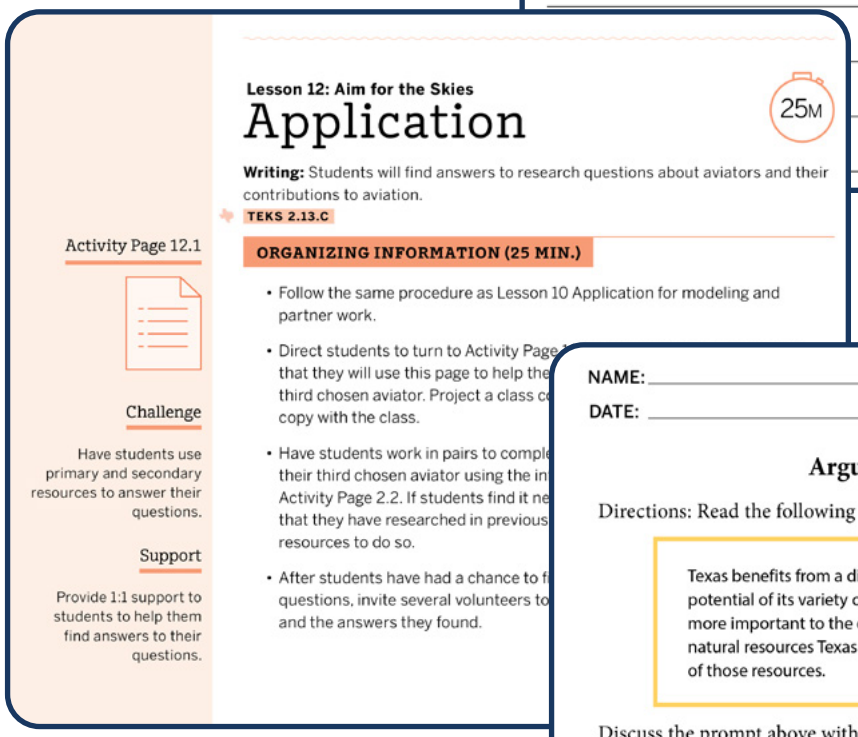
- Tell students they will be drafting a thank-you card for first responders.
- Refer to the Letter Format chart prepared in advance.
- Tell students they will use the chart to draft a thank-you card for a fi responder in our community. Model writing a letter for students.
- Write the first responder names after "Dear."
- Ask students to choose a first responder they would like to thank.
- Have students turn to Activity Page 8.1 and write in the name of the responder they have chosen.
- Tell students that when you write a thank-you card, you also have to why you are thanking them. Remind students that when writing a le write in complete sentences. Ask students the following question: "W complete sentences need to have?" *(a capital letter at the beginning*

Personal Narrative:



Choose one of the first-time experiences you outlined in the chart and write a narrative paragraph showing *why* it was a memorable first. Remember to include a topic sentence, supporting sentences, and a concluding sentence. Look at "My First Camping Trip" on Activity Page 1.4 as an example.

Informational:



Lesson 12: Aim for the Skies

Application

25M

Writing: Students will find answers to research questions about aviators and their contributions to aviation.

TEKS 2.13.C

Activity Page 12.1

ORGANIZING INFORMATION (25 MIN.)

- Follow the same procedure as Lesson 10 Application for modeling and partner work.
- Direct students to turn to Activity Page that they will use this page to help the third chosen aviator. Project a class c copy with the class.
- Have students work in pairs to comple their third chosen aviator using the in Activity Page 2.2. If students find it ne that they have researched in previous resources to do so.
- After students have had a chance to f questions, invite several volunteers to and the answers they found.

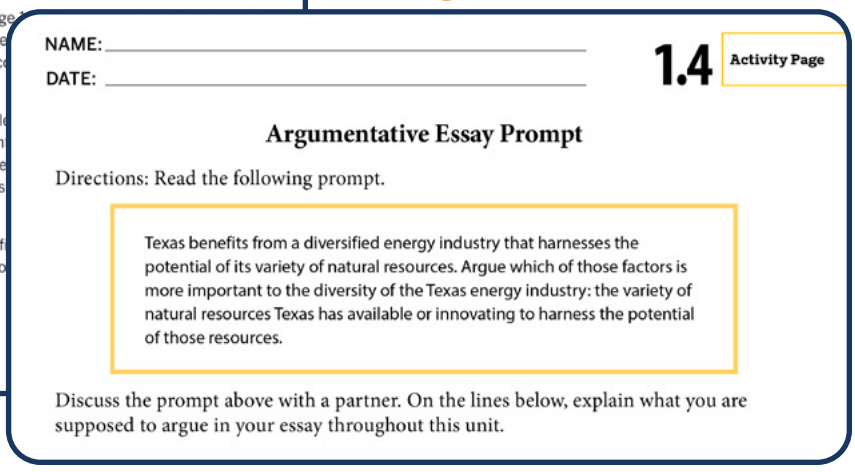
Challenge

Have students use primary and secondary resources to answer their questions.

Support

Provide 1:1 support to students to help them find answers to their questions.

Argumentative:



NAME: _____

DATE: _____

1.4 Activity Page

Argumentative Essay Prompt

Directions: Read the following prompt.

> Texas benefits from a diversified energy industry that harnesses the potential of its variety of natural resources. Argue which of those factors is more important to the diversity of the Texas energy industry: the variety of natural resources Texas has available or innovating to harness the potential of those resources.

Discuss the prompt above with a partner. On the lines below, explain what you are supposed to argue in your essay throughout this unit.

Program Structure and Resources

The Bluebonnet Learning™ K–5 Reading Language Arts program is structured to provide a comprehensive approach to literacy that intentionally builds background knowledge early while strengthening and developing foundational skills in students.

The instructional materials are split into grade bands for Grade K–2 students and Grade 3–5 students. It is important for teachers to note that a key component of the program includes the two strands of Foundational Skills and Reading Language Arts. The strands have fundamental implementation differences across the K–2 and 3–5 grade bands.

Grades K–2 consist of daily Foundational Skills and RLA instruction, taught in separate instructional blocks. The daily Foundational Skills lessons teach reading and writing in tandem, which help support learning related to phonemic awareness, sound-letter patterns, or spelling patterns. As a result, Grade K–2 Foundational Skills lessons support instruction of comprehensive decoding, writing mechanics, structure, and processes.

In Grades K–2, daily Reading Language Arts lessons provide background, academic, and conceptual knowledge to ensure students are prepared to transition from learning to read to reading for comprehension and application purposes. The Reading Language Arts units are built upon a coherent knowledge sequence resulting from years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and can rely on a robust web of prior knowledge when encountering new complex texts and material in later grades.

In Grade 3, the program structure transitions to combine foundational literacy and language arts instruction together into integrated units that build background knowledge via the study of complex texts. In addition, a strand of Foundational Skills units for 3rd grade is now available. The daily foundational skills lessons are structured similarly to the Grade K-2 units, teaching phonics, high frequency words, decoding and encoding, and morphology; grounded in decodable readers. It is not required to implement both strands with third grade students.

In Grades 4 and 5, the Reading Language Arts units are taught as an integrated instructional block. Integration of foundational skills and knowledge coherence in Grades 4 and 5 ensures students become competent in all communication modes, including reading, writing, listening, and speaking.

In Grades K–5, each of the grade bands are structured as follows:

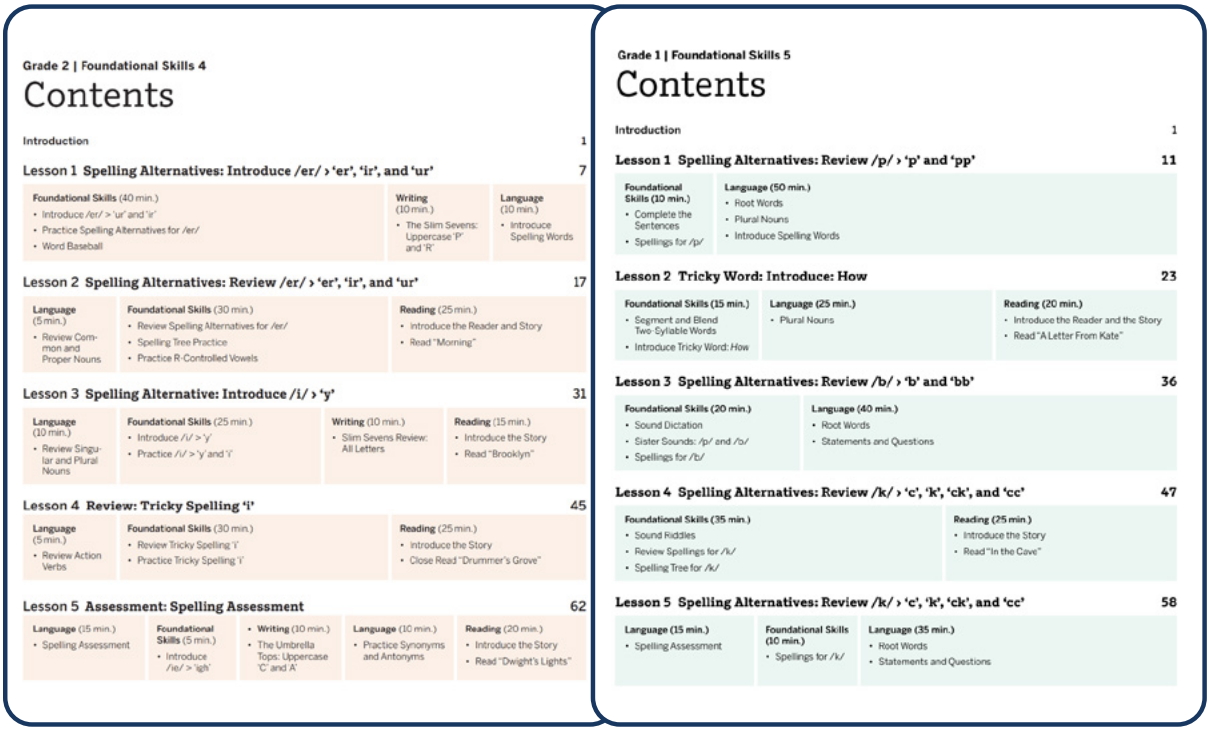
Foundational Skills

Each grade level has a different number of units and corresponding daily instructional time allocated for each lesson. When planning for implementation, please refer to the recommended daily instructional time outlined in the chart.

Kindergarten	Grade 1	Grade 2	Grade 3
9 units	7 units	6 units	10 units
60 minutes	60 minutes	60 minutes	30 minutes

All Foundational Skills lessons include some or all of the following segments:

- **Foundational Skills:** Students learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency. Instruction of foundational skills are explicit and targeted to individual student's needs.
- **Language:** Students focus on grammar, writing mechanics, language conventions, spelling, and vocabulary.
- **Reading:** Students practice decoding and comprehension with decodable chapter books, text- based questions, and written response activities.
- **Writing:** Students learn about the writing process and key text types through connected reading and writing tasks.
- **Speaking and Listening** (integrated into other segments)**:** Students engage in collaborative discussion, including partner and small-group work.
- **Handwriting and Cursive:** In Grade 2 and 3, students have instructional opportunities to refine their penmanship through handwriting and cursive writing practice.
- **Additional Support:** Each lesson features an Additional Support section at the end with targeted activities for additional practice.



Grade 2 | Foundational Skills 4

Contents

Introduction 1

Lesson 1 Spelling Alternatives: Introduce /er/ › 'er', 'ir', and 'ur' 7

Foundational Skills (40 min.) • Introduce /er/ > 'ur' and 'ir' • Practice Spelling Alternatives for /er/ • Word Baseball | Writing (10 min.) • The Slim Sevens: Uppercase 'P' and 'R' | Language (10 min.) • Introcuce Spelling Words

Lesson 2 Spelling Alternatives: Review /er/ › 'er', 'ir', and 'ur' 17

Language (5 min.) • Review Common and Proper Nouns | Foundational Skills (30 min.) • Review Spelling Alternatives for /er/ • Spelling Tree Practice • Practice R-Controlled Vowels | Reading (25 min.) • introduce the Reader and Story • Read "Morning"

Lesson 3 Spelling Alternative: Introduce /i/ › 'y' 31

Language (10 min.) • Review Singular and Plural Nouns | Foundational Skills (25 min.) • Introduce /i/ > 'y' • Practice /i/ > 'y' and 'i' | Writing (10 min.) • Slim Sevens Review: All Letters | Reading (15 min.) • Introduce the Story • Read "Brooklyn"

Lesson 4 Review: Tricky Spelling 'i' 45

Language (5 min.) • Review Action Verbs | Foundational Skills (30 min.) • Review Tricky Spelling 'i' • Practice Tricky Spelling 'i' | Reading (25 min.) • introduce the Story • Close Read "Drummer's Grove"

Lesson 5 Assessment: Spelling Assessment 62

Language (15 min.) • Spelling Assessment | Foundational Skills (5 min.) • Introduce /ie/ > 'igh' | Writing (10 min.) • The Umbrella Tops: Uppercase 'C' and 'A' | Language (10 min.) • Practice Synonyms and Antonyms | Reading (20 min.) • Introduce the Story • Read "Dwight's Lights"

Grade 1 | Foundational Skills 5

Contents

Introduction 1

Lesson 1 Spelling Alternatives: Review /p/ › 'p' and 'pp' 11

Foundational Skills (10 min.) • Complete the Sentences • Spellings for /p/ | Language (50 min.) • Root Words • Plural Nouns • Introduce Spelling Words

Lesson 2 Tricky Word: Introduce: How 23

Foundational Skills (15 min.) • Segment and Blend Two-Syllable Words • Introduce Tricky Word: How | Language (25 min.) • Plural Nouns | Reading (20 min.) • Introduce the Reader and the Story • Read "A Letter From Kate"

Lesson 3 Spelling Alternatives: Review /b/ › 'b' and 'bb' 36

Foundational Skills (20 min.) • Sound Dictation • Sister Sounds: /p/ and /b/ • Spellings for /b/ | Language (40 min.) • Root Words • Statements and Questions

Lesson 4 Spelling Alternatives: Review /k/ › 'c', 'k', 'ck', and 'cc' 47

Foundational Skills (35 min.) • Sound Riddles • Review Spellings for /k/ • Spelling Tree for /k/ | Reading (25 min.) • Introduce the Story • Read "In the Cave"

Lesson 5 Spelling Alternatives: Review /k/ › 'c', 'k', 'ck', and 'cc' 58

Language (15 min.) • Spelling Assessment | Foundational Skills (10 min.) • Spellings for /k/ | Language (35 min.) • Root Words • Statements and Questions

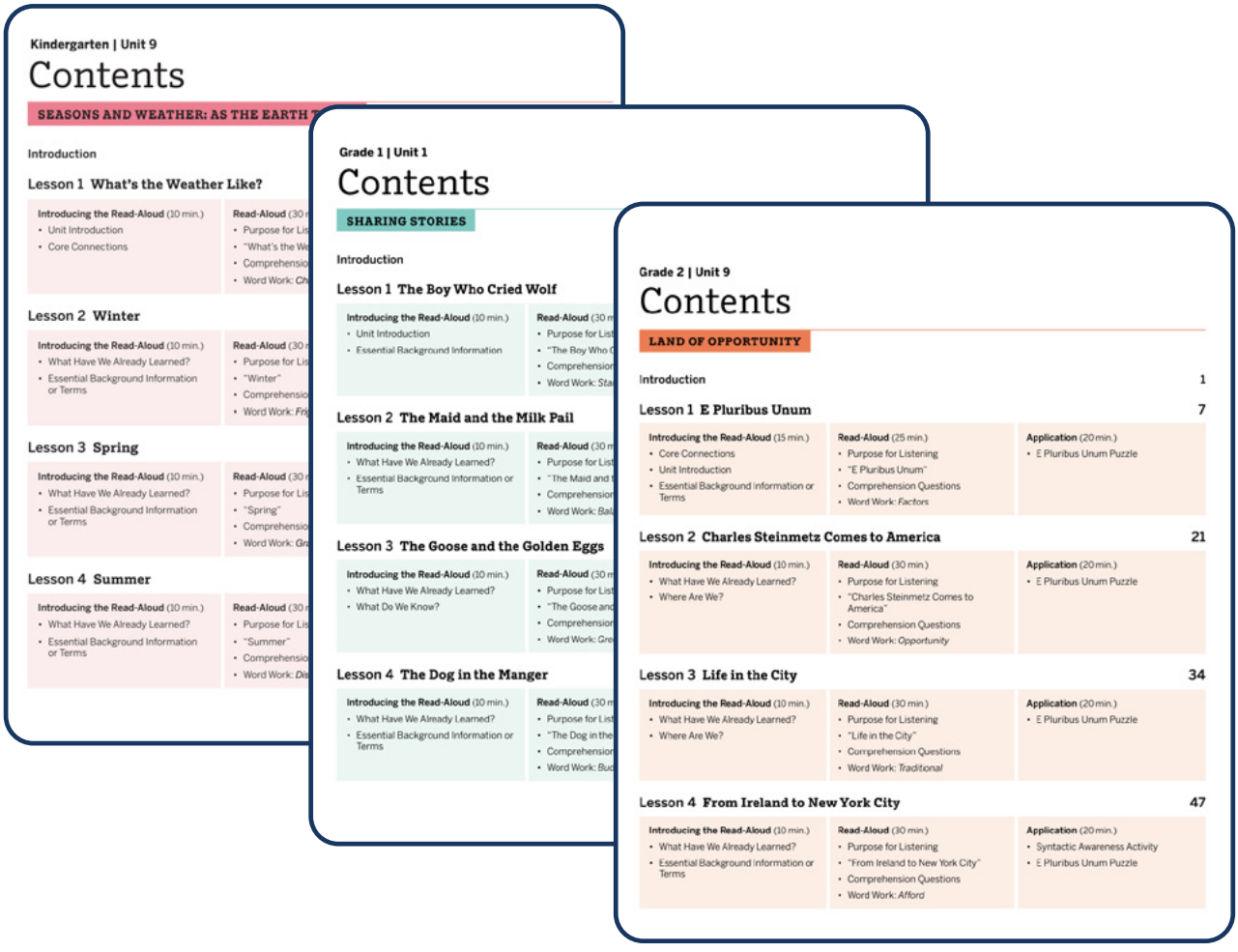
Reading Language Arts

Each grade level has a different number of units for Reading Language Arts, but the daily instructional time allocated for each lesson is consistent across all grades. When planning for implementation, please refer to the chart for the recommended daily instructional time.

Kindergarten	Grade 1	Grade 2
11 units	10 units	11 units
60 minutes	60 minutes	60 minutes

All Reading Language Arts lessons follow the same structure:

- **Core Connections** (Lesson 1 only)**:** Review prior knowledge from past domains and previous years along with upcoming lessons.
- **Introducing the Read-Aloud:** Review the previous day's Read-Aloud and introduce the day's topic.
- **Presenting the Read-Aloud:** Teachers present the day's complex Read-Aloud, asking text-dependent questions and engaging students with rich visuals. Read-Alouds also include Word Work.
- **Application:** Students apply what they've learned through dynamic collaboration and writing activities.



Integrated Reading Language Arts and Foundational Skills Strand

Each grade level has the same number of units, but the daily instructional time allocated for each lesson varies. When planning for implementation, please refer to the recommended daily instructional time outlined in the chart.

Grade 3	Grade 4	Grade 5
10 units	10 units	10 units
120 minutes	90 minutes	90 minutes

Knowledge coherence and foundational skills are integrated, and each unit is organized around anchor texts. All Grade 3–5 lessons include some or all of the following segments:

- **Core Connections (Lesson 1):** Review prior knowledge from past domains and units as well as upcoming lessons.
- **Reading:** Each lesson is organized around knowledge-rich reading on the unit's topic. Rich chapter books, articles, and trade books are used for whole-group, partner, small-group, and independent reading.
- **Writing:** Reading and writing are interconnected as students take on more complex writing projects.
- **Language:** In Grades 4–5, students begin to sharpen their grammar, morphology, and spelling skills.
- **Speaking and Listening:** In Grades 4–5, Read-Alouds become less prominent, as independent reading, speaking, and listening are integrated into other segments for demonstration of reading comprehension and vocabulary application.
- **Handwriting and Cursive:** In Grades 3–5, students will also have instructional opportunities to refine their penmanship through handwriting and cursive writing practice.
- **Additional Support:** Each lesson features an Additional Support section at the end with targeted activities for additional practice.
- **Core Quests:** In Grades 3–5, students will have opportunities to extend knowledge through interactive learning quests.



Grade 3 | Unit 9
Contents
COLONIAL AMERICA
Introduction
Lesson 1 Introduction to *Living in Colonial America*
Lesson 2 "The First English Colony"
Lesson 3 The Founding of Jamestown
Lesson 4 "Jamestown and the Powhatan"

Grade 4 | Unit 7
Contents
POETRY: WONDROUS WORDS
Introduction
Lesson 1 "Wonderful World" & "Wishes"
Lesson 2 "My First Memory (of Librarians)"
Lesson 3 "Harlem"
Lesson 4 "I Hear America Singing"
Lesson 5 "The Delight Song of Tsoai-talee" (Lesson 1 of 2)

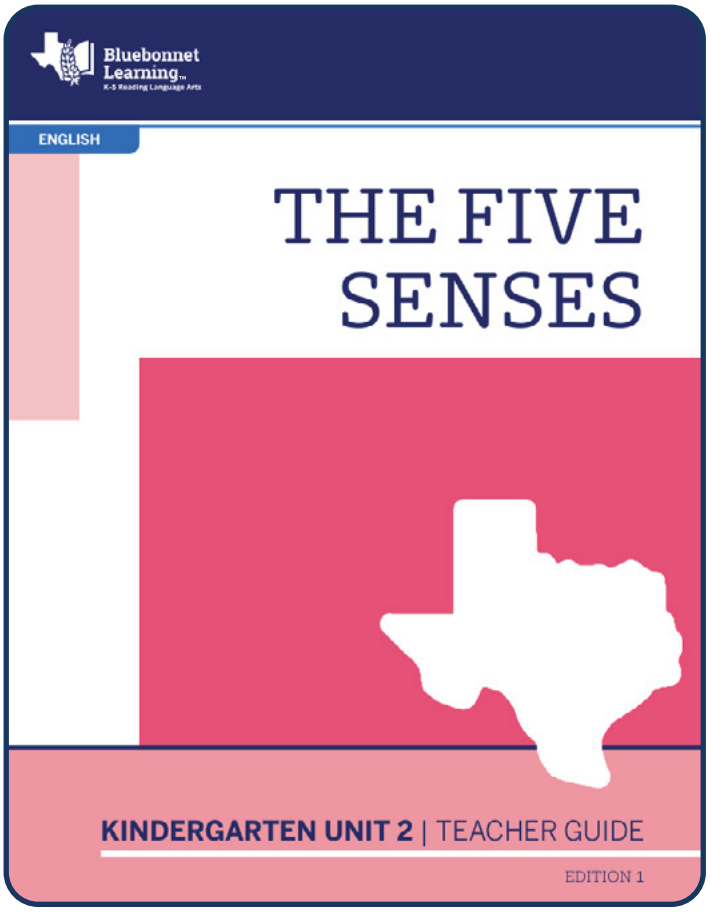
Grade 5 | Unit 8
Contents
CHEMICAL MATTER: DETECTIVES, DINOSAURS, AND DISCOVERY
Introduction 1
Lesson 1 Entering the Badlands 6
Lesson 2 Scientific Stories 26
Lesson 3 Scientists and Detectives, Part 1 42
Lesson 4 Finding Evidence 60
Lesson 5 Call in the Sheriff? 76

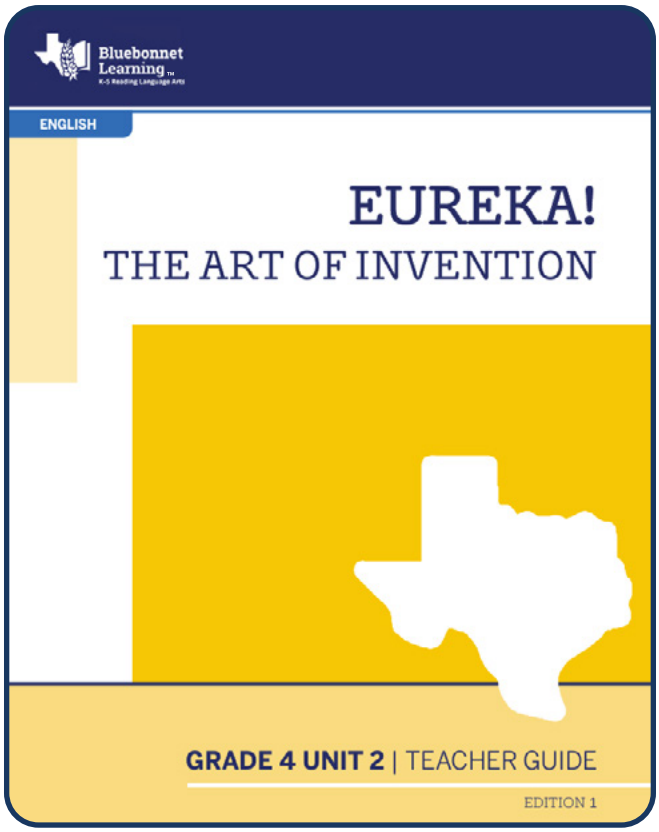
Materials and Resources

Resources embedded within the curriculum are intended to support implementation of instruction for teachers and optimize learning for students. Materials and resources include the following:

Teacher Guides

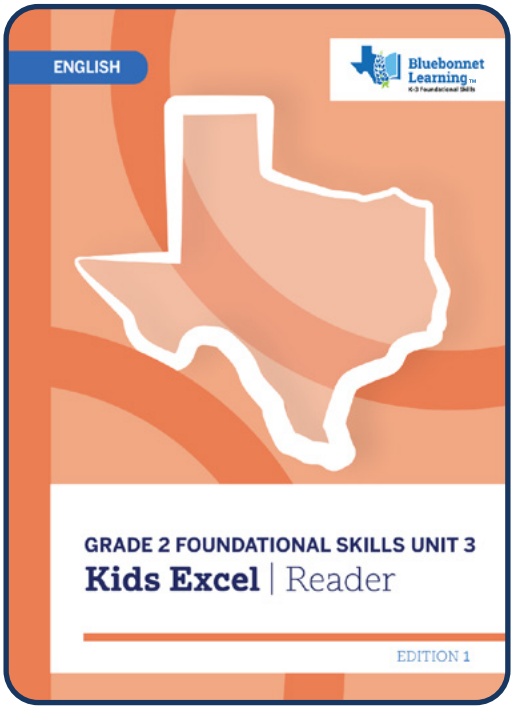
Teacher Guides are available in Grades K–5 and outline the daily instruction to support teachers in planning and annotating lessons. Each of the Teacher Guides lays out the scope and sequence of lessons in a manner that helps teachers plan instruction for a wide range of learners. Teacher Guides highlight primary focus objectives and tie practice activities to scaffolded instruction toward mastery of content for students. Teacher Guides include a Lesson at-a-Glance chart for each lesson, which outlines lesson segments, groupings, time, and materials. In addition, Teacher Guides provide an understanding of overall unit goals and include appendices with additional professional resources and Blackline Masters required for implementation of the instructional materials.





Student Readers

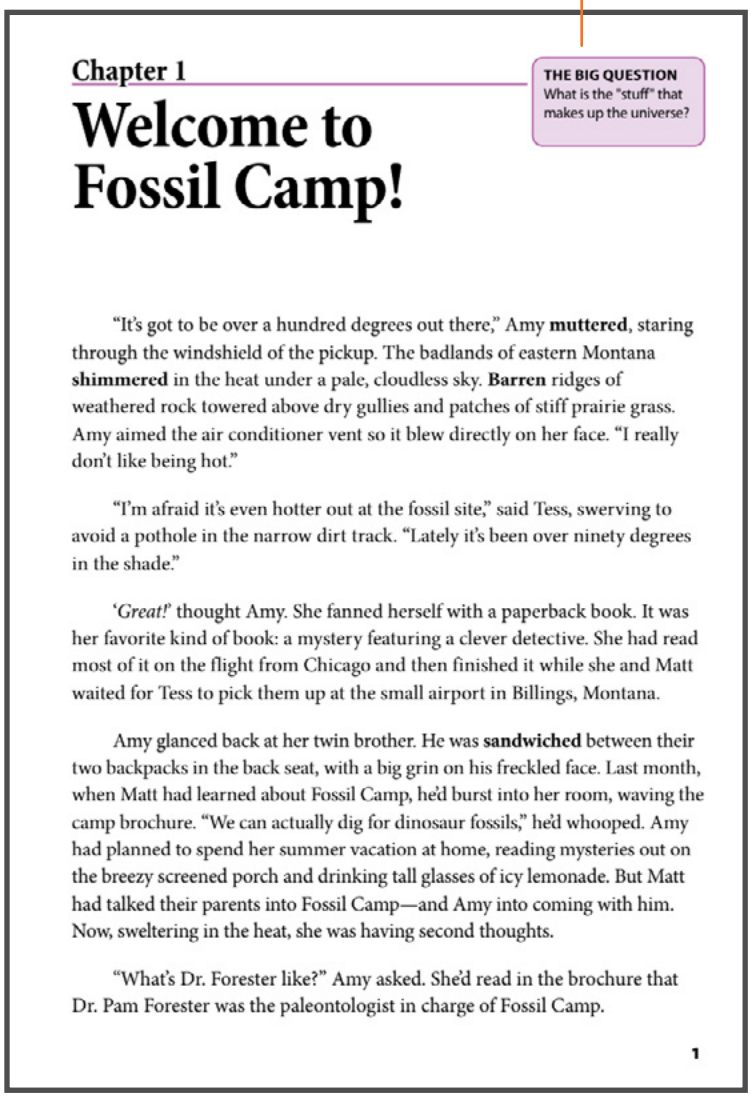
In Grades K–3 Foundational Skills, the Student Readers provide students with decodable text explicitly connected to the phonics scope and sequence. Students practice code and word patterns they've learned and begin using Readers for comprehension purposes. In Grade 3, the Student Readers are built around practicing cumulative decoding skills. These Student Readers help students contextualize meaning as they read. Student Readers in the program represent grade-level text with embedded supports to help students recognize patterns taught. For example, Student Readers include bolded words that help students recognize familiar word patterns they have learned. Additionally, underlined text serves as markers for students to indicate that parts of a word may be tricky and do not apply to a code/pattern they have learned. Readers are designed so that each student can hold a Reader in their hands for tangible decoding and fluency practice. Additional stories are available for practice and help students get more volume of reading connected to the explicit phonics instruction.





In Grades 3–5, the Readers are students' source of background knowledge and story development. Students engage with the content of the Readers daily, with a new focus on extracting meaning from texts and using the text to aid in speaking, listening, and writing. Each Student Reader represents complex grade-level texts for equitable engagement of all learners and allows teachers to provide instructional scaffolding based on students' needs. Each book develops a particular area of knowledge for exposure of rich vocabulary with layers of meaning for comprehension skill development. In all grade levels, Student Readers increase in text complexity as students progress through the K–5 learning continuum.

Big Questions prompt students to think and ask questions before, during, and after reading.



Chapter 1

Welcome to Fossil Camp!

THE BIG QUESTION
What is the "stuff" that makes up the universe?

"It's got to be over a hundred degrees out there," Amy **muttered**, staring through the windshield of the pickup. The badlands of eastern Montana **shimmered** in the heat under a pale, cloudless sky. **Barren** ridges of weathered rock towered above dry gullies and patches of stiff prairie grass. Amy aimed the air conditioner vent so it blew directly on her face. "I really don't like being hot."

"I'm afraid it's even hotter out at the fossil site," said Tess, swerving to avoid a pothole in the narrow dirt track. "Lately it's been over ninety degrees in the shade."

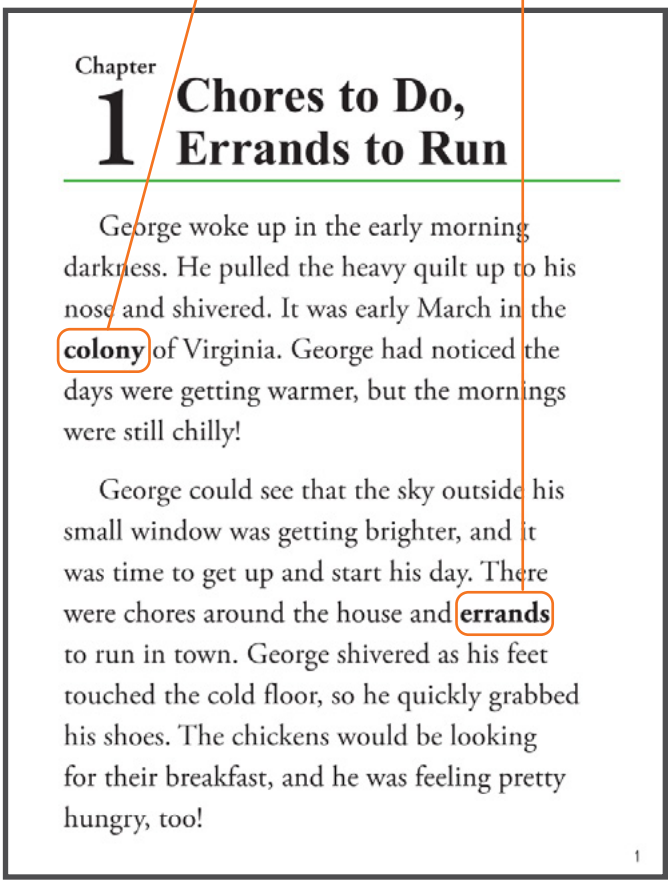
'*Great!*' thought Amy. She fanned herself with a paperback book. It was her favorite kind of book: a mystery featuring a clever detective. She had read most of it on the flight from Chicago and then finished it while she and Matt waited for Tess to pick them up at the small airport in Billings, Montana.

Amy glanced back at her twin brother. He was **sandwiched** between their two backpacks in the back seat, with a big grin on his freckled face. Last month, when Matt had learned about Fossil Camp, he'd burst into her room, waving the camp brochure. "We can actually dig for dinosaur fossils," he'd whooped. Amy had planned to spend her summer vacation at home, reading mysteries out on the breezy screened porch and drinking tall glasses of icy lemonade. But Matt had talked their parents into Fossil Camp—and Amy into coming with him. Now, sweltering in the heat, she was having second thoughts.

"What's Dr. Forester like?" Amy asked. She'd read in the brochure that Dr. Pam Forester was the paleontologist in charge of Fossil Camp.

1

Vocabulary words are highlighted, encouraging students to learn them in context.



Chapter 1

Chores to Do, Errands to Run

George woke up in the early morning darkness. He pulled the heavy quilt up to his nose and shivered. It was early March in the **colony** of Virginia. George had noticed the days were getting warmer, but the mornings were still chilly!

George could see that the sky outside his small window was getting brighter, and it was time to get up and start his day. There were chores around the house and **errands** to run in town. George shivered as his feet touched the cold floor, so he quickly grabbed his shoes. The chickens would be looking for their breakfast, and he was feeling pretty hungry, too!

1

Text Types

The Bluebonnet Learning™ K–5 Reading Language Arts instructional materials explicitly addresses the multigenre strand of TEKS through an array of texts to include literary nonfiction, fairy tales, folktales, poetry, informational text, and drama. Moreover, text types in the instructional program serve as anchors for the response, comprehension, author's purpose, and inquiry and research strands while fostering application of the TEKS strands of listening, speaking, writing, reading, and thinking.

Text Complexity

Texts included in the Bluebonnet Learning™ instructional materials have the appropriate level of complexity for the grade according to their quantitative and qualitative analysis and relation to student tasks. Texts are selected or developed using quantitative measures, such as Lexile® text measures, which measure text difficulty based on factors such as sentence and word length and frequency of unfamiliar words. Read-aloud texts will be above grade level in complexity, as students will be able to engage in more complex texts through teacher guidance. Independent reading texts have been selected or developed using the Lexile® research-based text range for college and career readiness as a reference.

Texts are also selected or developed using qualitative measures, such as text structure, language features, knowledge-building demands, and the text's purpose. Read-aloud texts focus on facilitating student engagement and building constructive context to relevant units of study through teacher guidance. This provides students with ongoing opportunities to listen, think, and critically respond to grade-level texts. Independent reading texts establish text complexity through the evaluation of the text's structure, language features, knowledge building and activity, and purpose. For more information regarding text complexity, reference the Reader Information guides.

Students will have opportunities within the program to engage with mentor texts that model benchmarks for their own narrative, expository, and argumentative writing. Students in Grades K–5 experience reading through text types with different purposes, to include the following:

Knowledge-Based Texts

The texts used within units expose students to content across the curriculum while building background knowledge, conceptual knowledge, and academic knowledge. Texts in the program foster continual vocabulary acquisition and critical thinking. Students respond to texts through formative application of listening, speaking, reading, and writing. Multiple genres of texts are used to support critical thinking and students' metacognition across the curriculum. In this program, students will explore varied text types to explicitly build background and conceptual knowledge that augments academic knowledge across the curriculum.

Read-Aloud Texts

Read-Alouds aid in closing the reading comprehension gap for learners. Fundamentally, students' listening comprehension outpaces their reading comprehension until age thirteen. Therefore, lessons have been strategically structured to ensure students have the opportunity to listen to, and engage with, interactive Read-Aloud texts that build knowledge around content. While Read-Aloud texts are embedded in the curriculum for students in Grades K–5, students in Grades 3–5 also have increasingly more strategic practice with independent reading selections to augment and develop reading comprehension skills (Lane & Wright, 2007).

Licensed Texts

The majority of texts included in this product are considered open source, which means that digital versions are available for free. However, some units incorporate licensed texts, including tradebooks and novel studies. These texts, as well as texts such as ReadWorks passages that are included in some units, can be independently sourced online, at a local library, or at a local bookstore. For information about texts for each unit, see the Program Navigation Guide.

Interacting with Texts

The Bluebonnet Learning instructional materials incorporate five reading methods to support students with accessing, studying, and responding to texts in Foundational Skills and Reading Language Arts units across grades K-5.

Method # 1: Read-Aloud

What is Read-Aloud?

In a read-aloud, the teacher reads a complex text aloud to the whole class. While reading aloud, the teacher displays a book or images related to the text and pauses frequently to encourage student engagement through active listening, answering questions, and making connections.

Where does Read-Aloud occur?

Read-alouds are embedded in K-5 Reading Language Arts units, and occur daily in K-2 RLA units. Teachers read-aloud frequently in 3rd grade RLA units where students may follow along in the Student Reader. This method is used less frequently in 4th and 5th grades, only occuring in one unit per grade: Innovation and Industry in Energy in 4th grade, and Juneteenth in 5th grade.

Why is Read-Aloud Utilized?

Active listening to texts aligns with foundational language Texas Essential Knowledge and Skills (TEKS) and research-based best practices for developing language comprehension. TEKS Strands 1, 2, and 3 refer to listening to text as a strategy for engaging with text and deepening understanding.

"OUR COUNTRY, OUR STATE, OUR PLEDGE, OUR FLAG" (15 MIN.)



Show Image 1A-1: American flag
The American flag is a symbol of our nation, the United States of America. *A symbol is a picture or object that represents a word or idea. A nation is a country.* You can see that the flag is red, white, and blue. You can see that it has red and white stripes. It also has fifty stars, and each star is a symbol for one of the states in the United States of America. *[Ask students to name the state in which they live and other states they have heard of.]*

Grade K RLA Unit 10 Lesson 1

READ-ALOUD: "CASH CROPS AND THE CAROLINAS" (20 MIN.)

- Tell students to turn to the Table of Contents and locate today's chapter—"Cash Crops and the Carolinas." Have students turn to the first page of the chapter and follow along during the Read-Aloud.
- During the Read-Aloud, model appropriate accuracy and prosody. Emphasize using the pronunciation guides throughout the Read-Aloud. **TEKS 3.4**


Chapter 6 Cash Crops and the Carolinas

Student Reader pages 58–59
John Rolfe Presenting Tobacco to King James

As you heard, John Rolfe is well-known for marrying Chief Powhatan's daughter, Pocahontas—whose real

Grade 3 RLA Unit 9 Lesson 5

In addition, the Texas Reading Academies identifies listening comprehension as "an important precursor to reading comprehension...Listening comprehension enables [students] to understand, remember, discuss, retell, and summarize a complex text. [Students] use the same comprehension processes when [they] listen and read." (Module 5E: Oral Language and Vocabulary). As language and vocabulary develop through regular experience with active listening. Students are well-equipped to shift to reading complex texts independently.

Method # 2: Teacher Demonstration

What is Teacher Demonstration?

In teacher demonstration, the teacher reads aloud from a decodable text with the whole class or in small groups. Students follow along in the text using either a Big Book or Student Reader. The teacher pauses frequently to model applying foundational literacy skills such as print awareness and decoding words. The teacher also models fluent reading.

Where does Teacher Demonstration occur?

Teacher Demonstration is utilized in K-1 Foundational Skills. The method is phased out in first grade after Unit Two as students become stronger independent readers.

Why is Teacher Demonstration utilized?

Teacher modeling of reading is crucial because the teacher can clearly and directly demonstrate reading strategies. This allows students to observe an experienced reader decoding words and modeling comprehension strategies to access the meaning of the text. This method is also an important component of gradually releasing responsibility to students as they become increasingly independent readers.

TEACHER DEMONSTRATION (10 MIN.)

Read "Seth"

- Load or display the story "Seth" from the *Seth* Big Book.
- Have students turn to the table of contents in their Readers and locate the page on which the story "Seth" begins (page 2).
- Have students read the title of the story.
- Read the story "Seth" once without interruption, running a finger beneath the words as you read them, as students follow along in their Readers.
- Read the story a second time, pausing to point out that the first letter in a digraph (e.g., *This*) or in any word is capitalized if it is at the beginning of a sentence.
- If you have time, read the story again.

Grade K FS Unit 7 Lesson 9

TEACHER DEMONSTRATION: READ "GRAN'S TRIPS" (10 MIN.)

Whole Group

- Before reading today's story, remind students that the tricky parts of Tricky Words are underlined to help us remember to be careful. Words with the new spelling, 'ee', are in bold print.
- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and discussion questions as you read the story a second time.

Page 2

- **Jen shrugs.** Show me what it means to shrug. (Demonstrate for students.)
- **. . . cab on the street.** Here you see the 'ee' in *see* and *street* is bold.
- **"Gran is here!" Jen yells.** (Point to the exclamation point.) "What do we call this? What does it tell the reader to do?" *(exclamation point; read with excitement)*

Grade 1 FS Unit 2 Lesson 1

Method # 3: Student Reading

What is Student Reading?

In student reading, students read texts in a variety of ways. Students may read along with the whole class, in small groups, with a partner, or individually. The teacher guides students by strategically questioning, clarifying, and supporting students in monitoring their comprehension of the text.

Where does Student Reading occur?

Reading takes place in K-3rd grade Foundational Skills units when students read decodable texts. In 3rd-5th grade Reading Language Arts lessons, students read complex texts. Note that in K-2nd grade Reading Language Arts units, the complex texts are designed to be read aloud. See page 8 of this guide for more information on text complexity in the K-2nd grade RLA program.

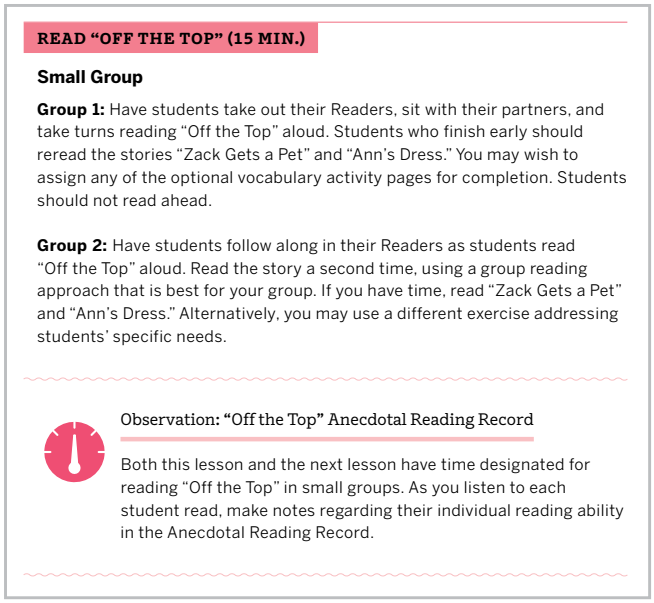
Why is Student Reading Utilized?

With Decodable Text...

According to the Texas Reading Academies, instruction on phonics concepts should be followed by opportunities for students to read to find sound-spelling patterns in an extended text. This reinforces the concept that decoding text is to read words in a connected text. (Module 8: Decoding, Encoding, and Word Study). As students become proficient at decoding, they can apply the phonics skills they have learned to complex texts that are read with increasing independence.

With Complex Text...

In each grade level, students must recognize and analyze literary elements within and across increasingly complex texts, as well as characteristics, structures, and purposes in both literary and informational texts. As teachers strategically clarify or extend student thinking, students can demonstrate their understanding of the text.



READ "OFF THE TOP" (15 MIN.)

Small Group

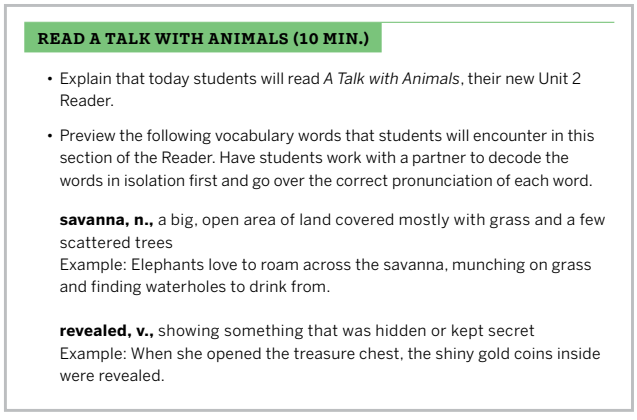
Group 1: Have students take out their Readers, sit with their partners, and take turns reading "Off the Top" aloud. Students who finish early should reread the stories "Zack Gets a Pet" and "Ann's Dress." You may wish to assign any of the optional vocabulary activity pages for completion. Students should not read ahead.

Group 2: Have students follow along in their Readers as students read "Off the Top" aloud. Read the story a second time, using a group reading approach that is best for your group. If you have time, read "Zack Gets a Pet" and "Ann's Dress." Alternatively, you may use a different exercise addressing students' specific needs.

Observation: "Off the Top" Anecdotal Reading Record

Both this lesson and the next lesson have time designated for reading "Off the Top" in small groups. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Grade K FS Unit 9 Lesson 8



READ A TALK WITH ANIMALS (10 MIN.)

- Explain that today students will read *A Talk with Animals*, their new Unit 2 Reader.
- Preview the following vocabulary words that students will encounter in this section of the Reader. Have students work with a partner to decode the words in isolation first and go over the correct pronunciation of each word.

savanna, n., a big, open area of land covered mostly with grass and a few scattered trees
Example: Elephants love to roam across the savanna, munching on grass and finding waterholes to drink from.

revealed, v., showing something that was hidden or kept secret
Example: When she opened the treasure chest, the shiny gold coins inside were revealed.

Grade 3 FS Unit 2 Lesson 1

Method #4: Purposeful Re-Reading

What is Purposeful Re-Reading?

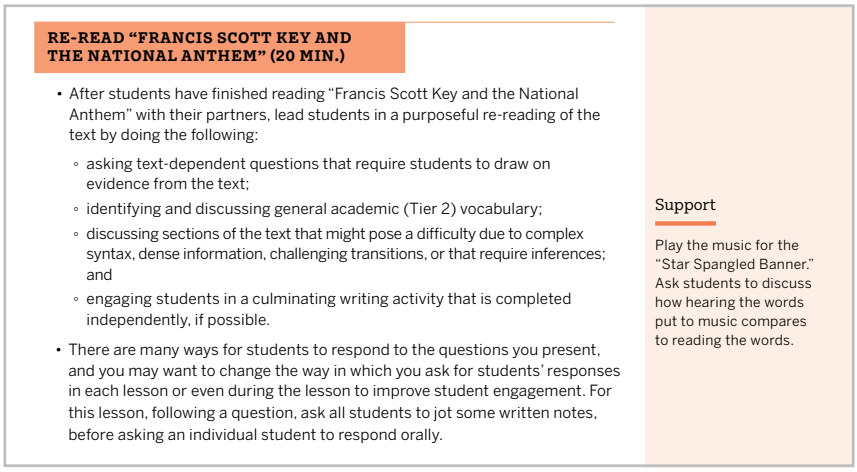
In purposeful re-reading, students read decodable and complex texts for a second time as a whole group, in small groups, with partners, or individually. The method is used intentionally and strategically with texts that require a second reading to help deepen student understanding. Purposeful re-reading is not utilized with all texts.

Where does Purposeful Re-Reading occur?

Purposeful re-reading is used in 2nd grade Foundational Skills and 3rd-5th grade Reading Language Arts units. The method is used in several lessons per unit, in most units per grade.

Why is Purposeful Re-Reading utilized?

Purposeful re-reading supports coverage of TEKS Strand 5, which requires critical thinking about texts. As students engage in purposeful re-reading, they analyze the author's choices and how those choices influence and communicate meaning within a variety of texts. When students purposefully re-read texts, the process not only solidifies their learning but also helps them to become more skillful readers as they revisit the text for different purposes in alignment with the grade-level TEKS.



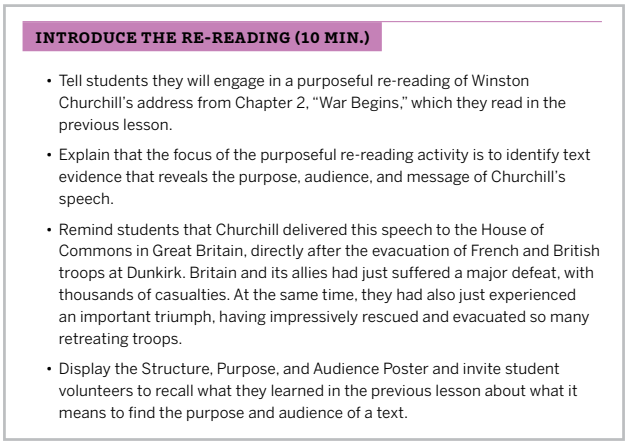
RE-READ "FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM" (20 MIN.)

- After students have finished reading "Francis Scott Key and the National Anthem" with their partners, lead students in a purposeful re-reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students' responses in each lesson or even during the lesson to improve student engagement. For this lesson, following a question, ask all students to jot some written notes, before asking an individual student to respond orally.

Support

Play the music for the "Star Spangled Banner." Ask students to discuss how hearing the words put to music compares to reading the words.

Grade 2 FS Unit 6 Lesson 22



INTRODUCE THE RE-READING (10 MIN.)

- Tell students they will engage in a purposeful re-reading of Winston Churchill's address from Chapter 2, "War Begins," which they read in the previous lesson.
- Explain that the focus of the purposeful re-reading activity is to identify text evidence that reveals the purpose, audience, and message of Churchill's speech.
- Remind students that Churchill delivered this speech to the House of Commons in Great Britain, directly after the evacuation of French and British troops at Dunkirk. Britain and its allies had just suffered a major defeat, with thousands of casualties. At the same time, they had also just experienced an important triumph, having impressively rescued and evacuated so many retreating troops.
- Display the Structure, Purpose, and Audience Poster and invite student volunteers to recall what they learned in the previous lesson about what it means to find the purpose and audience of a text.

Grade 5 RLA Unit 7 Lesson 3

Method # 5: Reading Assessment

What is Reading Assessment?

In reading assessments, students independently read and respond to questions about an assessment passage. Teachers use data from student responses to plan instruction. More information about assessments can be found on page 68 of this guide.

Where do Reading Assessments occur?

In 1st-3rd grade Foundational Skills and 3rd–5th grade Reading Language Arts, most units include an assessment with at least one passage and aligned comprehension questions. K-2 RLA units do not include a passage-reading assessment since students do not independently read the complex texts in those units. Each RLA unit offers a print or digital assessment option.

Why are Reading Assessments utilized?

Student Assessment enables students to demonstrate what they have learned throughout the unit. Teachers leverage the results of reading assessments to inform instruction.



Chapter 17
Marching Orders

The next morning, the knight known as Sir Doug arrived at the palace. He found Sir Gus in the king's kitchen cooking eggs and bacon.

"Good morning!" said a cheery Sir Gus.

"Sir Gus," cried Sir Doug, "Sir Tom and Sir Ed need your help!"

"They do?" said Sir Gus, who was beginning to suspect that there would be no time to eat breakfast.

"Yes!" replied Sir Doug. "Their sudden night attack in the Fields of the West did not go well. They were engaged in fierce fighting with the Black Knight. They have battled all night. They sent me to beg you to come with the rest of the army and save them! Sir Gus, the rest of the army is awaiting your command."

"Yes, indeed, my command," replied Sir Gus, knowing that he must go at once. "Go and saddle the horses! We will ride at once!"

NAME: _____
DATE: _____ 26.1

"Marching Orders"

1. What is Sir Gus cooking when Sir Doug arrives?
   A. frogs and toads
   B. eggs and bacon
   C. pork and beans

2. What does Sir Doug tell Sir Gus?
   A. You need to cook more eggs.
   B. Sir Tom and Sir Ed want bacon.
   C. Sir Tom and Sir Ed need your help.

3. Which sentence shows that Sir Tom and Sir Ed need help?
   A. "Go and saddle the horses!"
   B. Their sudden night attack in the Fields of the West did not go well.
   C. Sir Doug and the rest of the men looked puzzled.
   D. And that was the real reason why Sir Gus and his men rode north.

4. Who sent Sir Doug to get help?
   A. the Black Knight
   B. Sir Gus
   C. Sir Tom and Sir Ed

Grade 2 FS Unit 5 Assessment

End-of-Unit Assessment—Empires in the Middle Ages

Reading Comprehension

Today you will read two selections related to the Middle Ages. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Early Castles in England and France

1 Castles in the Middle Ages served to protect and shelter kings and nobles. They were also a base from which to launch an attack. Castles were initially wooden fort-like structures. Over time, people replaced the wood with stone, and they added towers, walls, and moats.

2 In France during the Middle Ages, a style of defensive structure developed that was called the motte and bailey castle. The motte and bailey castle became a common structure for defense.

3 A motte and bailey castle was a strong wooden structure built on top of a manmade hill called a motte. Wooden steps or a ramp connected the courtyard, or bailey, to the motte. People removed these walkways during a siege to prevent enemies from entering. Royals and nobles sometimes lived in the part of the structure which sat on top of the motte. The bailey housed and provided protection for the people who served the king or the noble. The bailey was also a safe place in which to keep animals and food supplies. A high wooden wall encircled the entire structure, as did a ditch.



A motte-and-bailey castle

Questions

1. In paragraph 5, the text says William the Conqueror had his soldiers build motte and bailey castles in the most rebellious regions of England. Why would William the Conqueror have these structures built in the most rebellious regions?

_____

_____

_____

_____

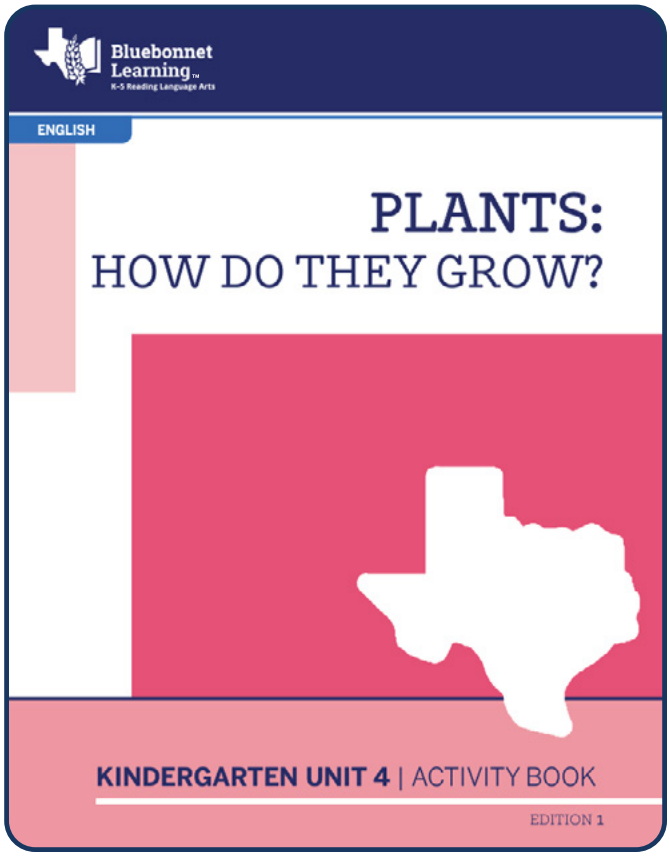
Use the following chart to compare and contrast motte and bailey castles with stone castles. Use information from the text to describe each feature of the structures.

	Motte and Bailey Castle	Stone Castle
2. Made from what material?		
3. Way into the castle?		
4. Features surrounding the castle?		
5. Why the castle was built?		

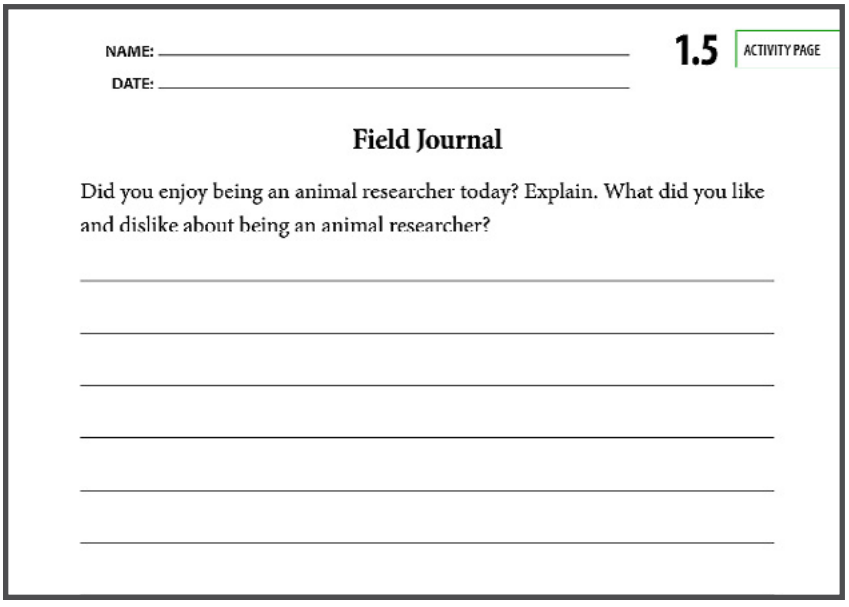
Grade 4 RLA Unit 4 Assessment

Activity Books

In Grades K–5, Activity Books allow students to practice and apply newly instructed skills while strengthening those that require additional time to master. Activity Books foster distributed practice so that students have multiple opportunities to strengthen skills. As an instructional tool, this allows teachers to spiral back to skills as needed for individual students during implementation of the program. Within Activity Books, activities are designed to support students' mastery of the primary objective for each lesson. Therefore, teachers should be using Activity Books as formative opportunities to gauge students' progression toward learning outcomes. Each activity is intentionally designed to align with learning objectives, with the main purpose of enhancing students' understanding and application of essential skills through explicit practice.



Teachers should assign activity pages as needed to provide additional instructional support or acceleration based on students' progression toward mastery of objectives. Activities included in the Activity Books are skills driven and aid in comprehension, writing, response to texts, and analysis of ideas or concepts.


NAME: _____ 1.5 ACTIVITY PAGE

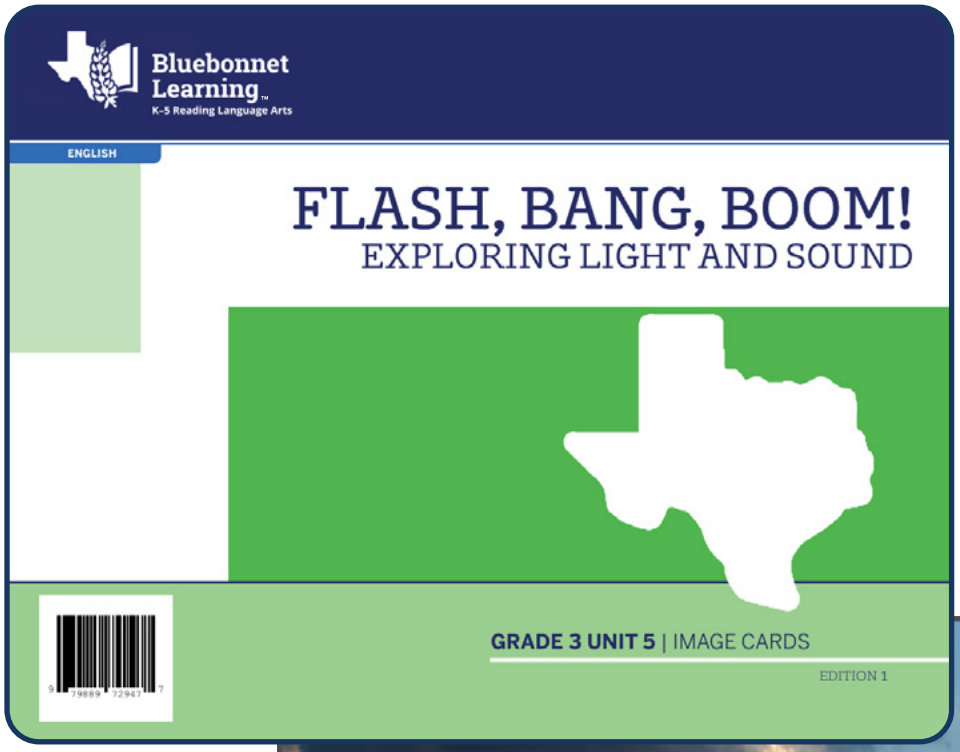
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Field Journal

Did you enjoy being an animal researcher today? Explain. What did you like and dislike about being an animal researcher?

Image Cards

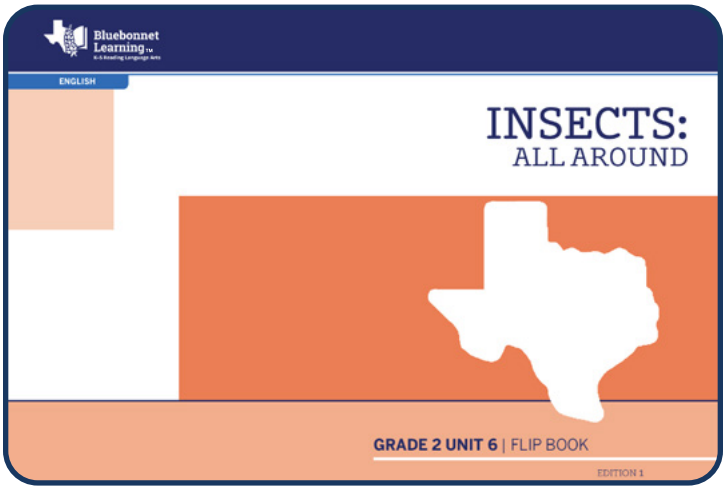
In Grades K–3, Image Cards are used to support students' comprehension and development of mental models. Images extend knowledge of a unit topic and connect ideas between texts read aloud to students. Image Cards are beneficial for students that require additional language acquisition skills and vocabulary development, including EB students.

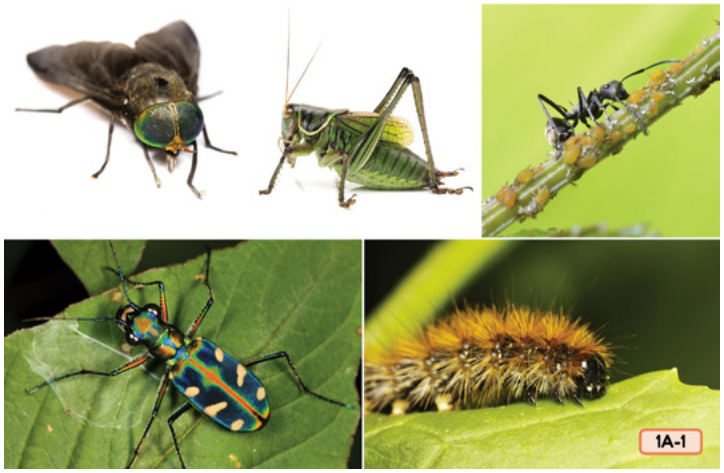




Flip Books

In Grades K–2, Flip Books are related to the Read-Aloud texts. Like Image Cards, the Flip Books contain images that reflect the content in Read-Aloud texts and visually support listening comprehension development. Flip Books include photographs, art images, maps, and graphs that help build text connections, particularly when language gaps exist for students. Therefore, Flip Books allow teachers to personalize learning for students using visual aids that provide equitable access to the curriculum.

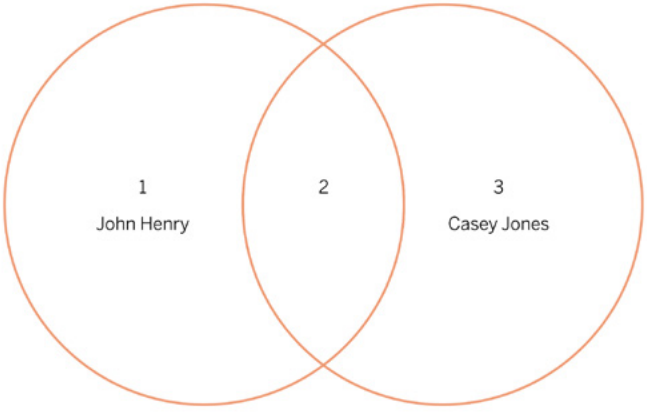




Digital Components

Digital Components are PDF documents that teachers can download to print or project and show to students during lessons. Digital Components include charts, timelines, lists, and other resources related to each lesson. In Grade 3 RLA units, these digital resources are referred to as Digital Projections.

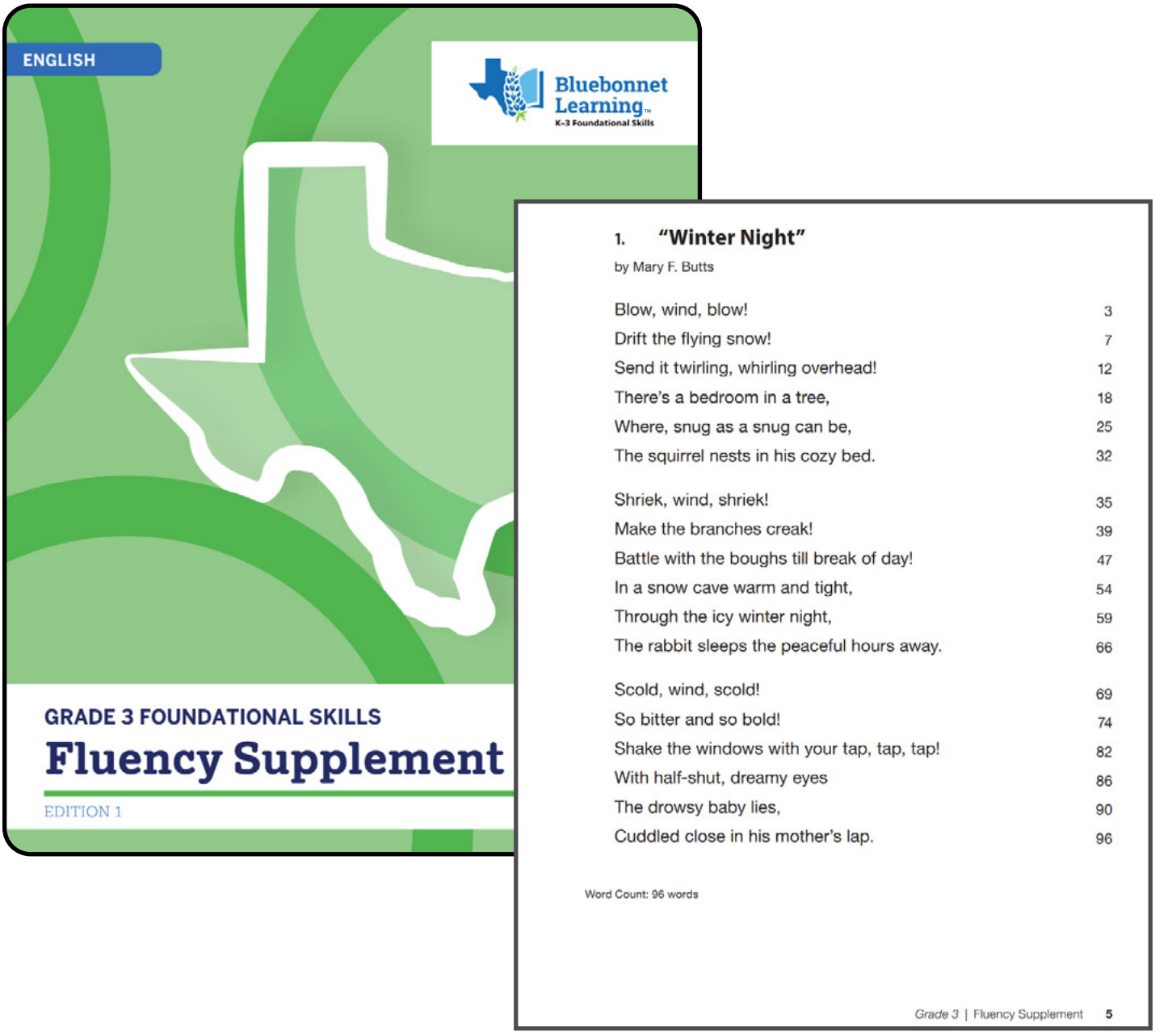




Fluency Supplements

The Fluency Supplement is available in the program's online materials. These supplements accompany Grades 2–5. They consist of short poetry, fiction and nonfiction selections, and Reader's Theater.

These additional text selections provide opportunities for students to practice reading with fluency and expression (prosody). A fluency rubric is included in the supplement to help track students' progress toward fluent reading. For more information on implementation, along with the take-home letter for families, please consult the supplement.

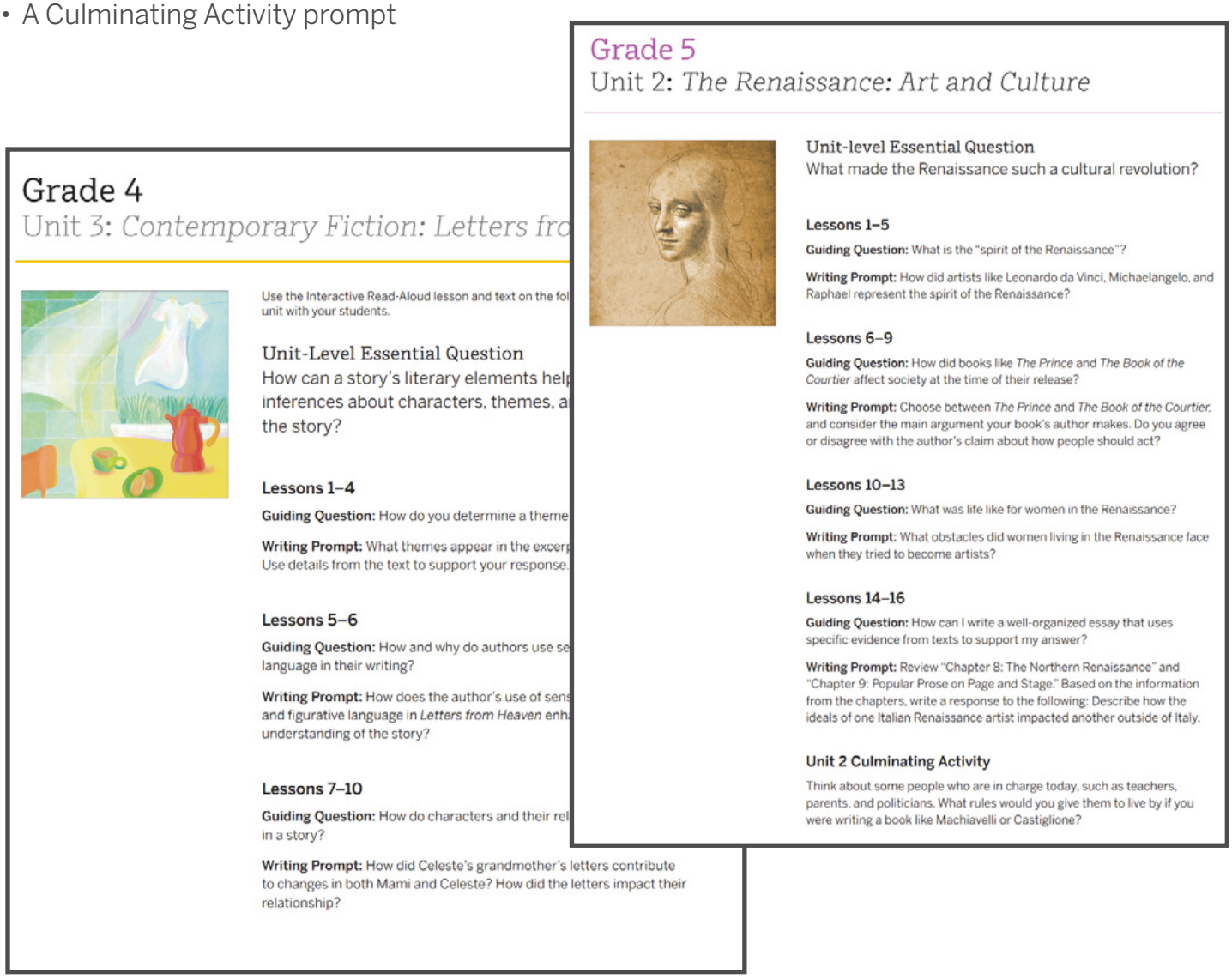


Essential Questions and Prompts

In Grades 3–5, the Reading Language Arts units provide teachers with Essential Questions and Prompts. This instructional tool supports students in reflecting on their learning across the unit and can provide teachers the opportunity to gather student data and progress monitoring students' understanding. This tool can also be used to support a project-based or problem-solving instructional model within the classroom.

The Essential Questions and Prompts can include:

- Unit-level guided questions
- Lesson-level guiding questions and writing prompts
- Text-specific guided questions at various levels of complexity
- A Culminating Activity prompt



Grade 4

Unit 3: *Contemporary Fiction: Letters fro*

Use the Interactive Read-Aloud lesson and text on the fol
unit with your students.

Unit-Level Essential Question

How can a story's literary elements help
inferences about characters, themes, a
the story?

Lessons 1–4

Guiding Question: How do you determine a theme

Writing Prompt: What themes appear in the excerp
Use details from the text to support your response.

Lessons 5–6

Guiding Question: How and why do authors use se
language in their writing?

Writing Prompt: How does the author's use of sens
and figurative language in *Letters from Heaven* enh
understanding of the story?

Lessons 7–10

Guiding Question: How do characters and their rel
in a story?

Writing Prompt: How did Celeste's grandmother's letters contribute to changes in both Mami and Celeste? How did the letters impact their relationship?

Grade 5

Unit 2: *The Renaissance: Art and Culture*

Unit-level Essential Question

What made the Renaissance such a cultural revolution?

Lessons 1–5

Guiding Question: What is the "spirit of the Renaissance"?

Writing Prompt: How did artists like Leonardo da Vinci, Michaelangelo, and Raphael represent the spirit of the Renaissance?

Lessons 6–9

Guiding Question: How did books like *The Prince* and *The Book of the Courtier* affect society at the time of their release?

Writing Prompt: Choose between *The Prince* and *The Book of the Courtier*, and consider the main argument your book's author makes. Do you agree or disagree with the author's claim about how people should act?

Lessons 10–13

Guiding Question: What was life like for women in the Renaissance?

Writing Prompt: What obstacles did women living in the Renaissance face when they tried to become artists?

Lessons 14–16

Guiding Question: How can I write a well-organized essay that uses specific evidence from texts to support my answer?

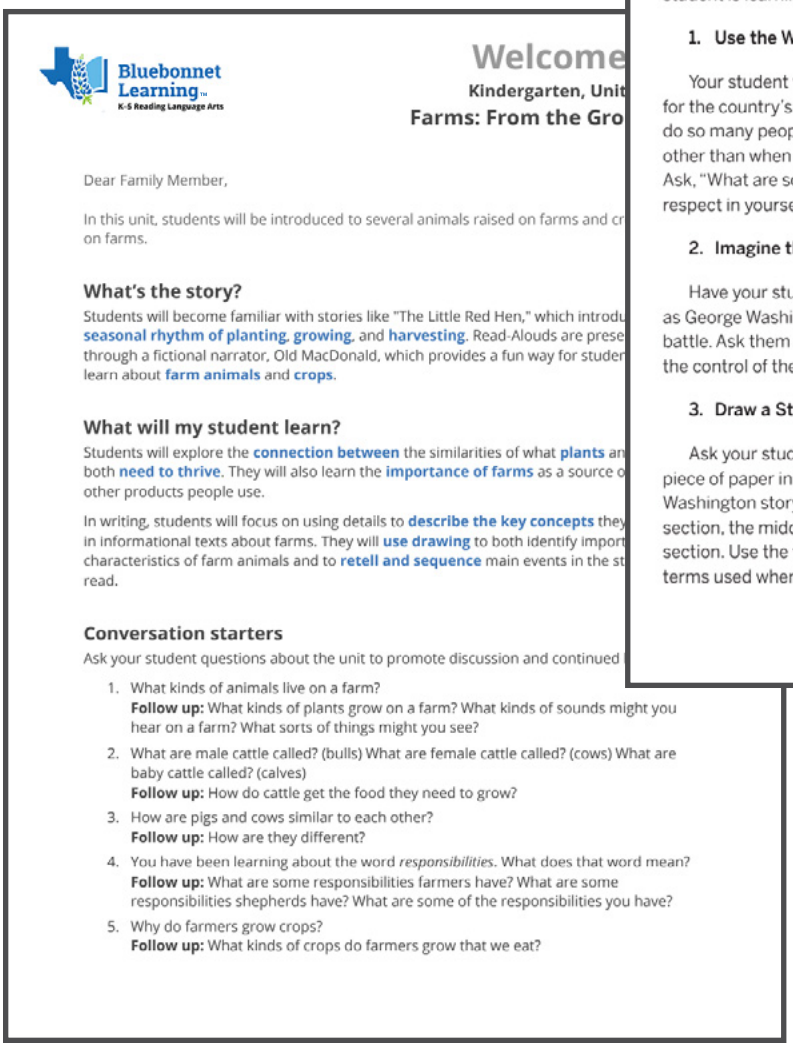
Writing Prompt: Review "Chapter 8: The Northern Renaissance" and "Chapter 9: Popular Prose on Page and Stage." Based on the information from the chapters, write a response to the following: Describe how the ideals of one Italian Renaissance artist impacted another outside of Italy.

Unit 2 Culminating Activity

Think about some people who are in charge today, such as teachers, parents, and politicians. What rules would you give them to live by if you were writing a book like Machiavelli or Castiglione?

Family Support Letters

Family Support Letters are provided in English and Spanish with all RLA and Foundational Skills units to connect learning between school and home. These letters provide families with guidance on ways that students can practice skills taught within the unit in their home environment. Families can support the progress of their students through the activities provided. Take-Home Activities are also included throughout the Activity Books of most units to introduce families to new skills or support them in practicing skills that have been taught previously in the unit.



Bluebonnet Learning
K-5 Reading Language Arts

Welcome
Kindergarten, Unit
Farms: From the Gro

Dear Family Member,

In this unit, students will be introduced to several animals raised on farms and cr
on farms.

What's the story?

Students will become familiar with stories like "The Little Red Hen," which introdu
seasonal rhythm of planting, **growing**, and **harvesting**. Read-Alouds are prese
through a fictional narrator, Old MacDonald, which provides a fun way for studer
learn about **farm animals** and **crops**.

What will my student learn?

Students will explore the **connection between** the similarities of what **plants** ar
both **need to thrive**. They will also learn the **importance of farms** as a source o
other products people use.

In writing, students will focus on using details to **describe the key concepts** they
in informational texts about farms. They will **use drawing** to both identify import
characteristics of farm animals and to **retell and sequence** main events in the st
read.

Conversation starters

Ask your student questions about the unit to promote discussion and continued

1. What kinds of animals live on a farm?
   Follow up: What kinds of plants grow on a farm? What kinds of sounds might you hear on a farm? What sorts of things might you see?
2. What are male cattle called? (bulls) What are female cattle called? (cows) What are baby cattle called? (calves)
   Follow up: How do cattle get the food they need to grow?
3. How are pigs and cows similar to each other?
   Follow up: How are they different?
4. You have been learning about the word *responsibilities*. What does that word mean?
   Follow up: What are some responsibilities farmers have? What are some responsibilities shepherds have? What are some of the responsibilities you have?
5. Why do farmers grow crops?
   Follow up: What kinds of crops do farmers grow that we eat?

NAME: _____

DATE: _____

1.1 Take-Home

Dear Family Member,

Your student will be learning about U.S. presidents at school. They will learn about the president's job, the significance of the city of Washington, D.C., and the importance of George Washington, the first president of the United States. Your student will also learn about another Founding Father of our country, Thomas Jefferson, as well as other important presidents, including Abraham Lincoln and Theodore Roosevelt.

Below are some suggestions for activities you may do at home to reinforce what your student is learning about the presidents.

1. Use the Word *Respect*

Your student will use the word *respect* to talk about the feelings that many people have for the country's Founding Fathers. Ask your student, "Who was George Washington? Why do so many people respect him?" Encourage your student to use this word in situations other than when talking about the Founding Fathers and presidents of the United States. Ask, "What are some qualities you respect in other people? What are some qualities you respect in yourself?"

2. Imagine the Feeling

Have your student close their eyes and imagine what it might feel like to lead an army, as George Washington did. Ask your student what feelings they might have before a great battle. Ask them what feelings they might have after learning that America was free from the control of the king of Great Britain.

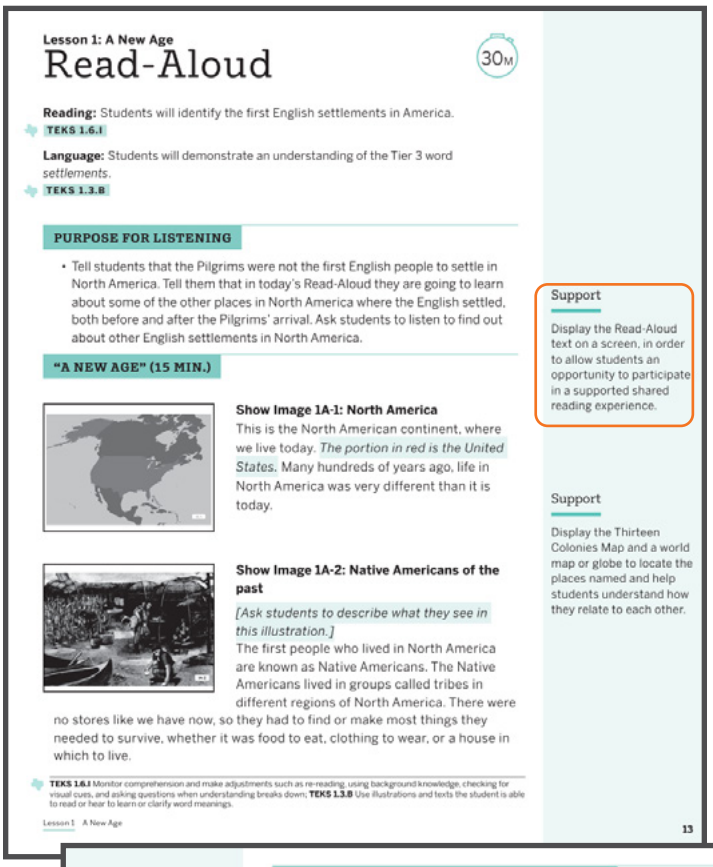
3. Draw a Story

Ask your student to describe their favorite story about George Washington. Fold a piece of paper in thirds and give it to your student. Have your student draw their favorite Washington story. Guide your student to draw the beginning of the story in the first section, the middle of the story in the second section, and the end of the story in the last section. Use the terms *beginning*, *middle*, and *end* to reinforce the understanding of the terms used when talking about a story.

Unit 10

Additional Support Resources

The appendices in each Teacher Guide provide grade-level professional support and resources, such as Blackline Masters and other lesson-related support documents. Unit overviews provide context for each lesson taught within a unit.



Lesson 1: A New Age

Read-Aloud

30M

Reading: Students will identify the first English settlements in America. TEKS 1.6.I

Language: Students will demonstrate an understanding of the Tier 3 word *settlements*. TEKS 1.3.B

PURPOSE FOR LISTENING

- Tell students that the Pilgrims were not the first English people to settle in North America. Tell them that in today's Read-Aloud they are going to learn about some of the other places in North America where the English settled, both before and after the Pilgrims' arrival. Ask students to listen to find out about other English settlements in North America.

"A NEW AGE" (15 MIN.)

Show Image 1A-1: North America

This is the North American continent, where we live today. *The portion in red is the United States.* Many hundreds of years ago, life in North America was very different than it is today.

Show Image 1A-2: Native Americans of the past

[Ask students to describe what they see in this illustration.]

The first people who lived in North America are known as Native Americans. The Native Americans lived in groups called tribes in different regions of North America. There were no stores like we have now, so they had to find or make most things they needed to survive, whether it was food to eat, clothing to wear, or a house in which to live.

TEKS 1.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Lesson 1 A New Age

13

Support

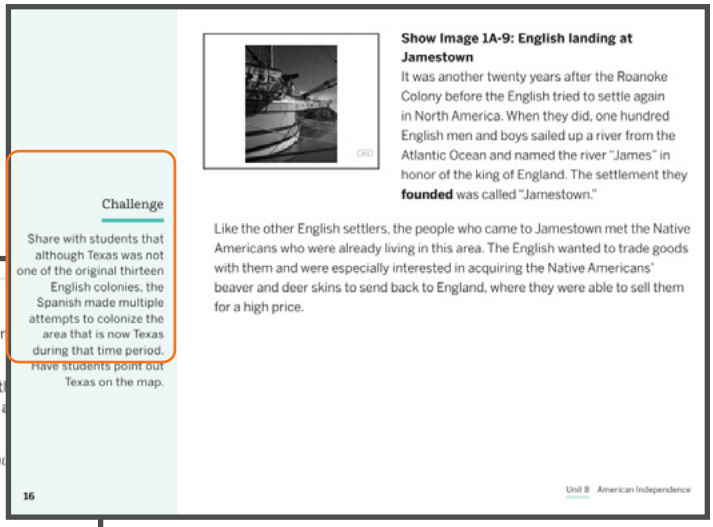
Display the Read-Aloud text on a screen, in order to allow students an opportunity to participate in a supported shared reading experience.

Support

Display the Thirteen Colonies Map and a world map or globe to locate the places named and help students understand how they relate to each other.

In Grades K-3, Foundational Skills lessons include Additional Support activities, designed for students requiring bolstering of foundational skills.

Additionally, each Grade K–5 lesson includes specific support recommendations for Universal Access, EB students, Support, and Challenge for all learners. These sidebars support teachers in differentiation for their students based on their individual needs throughout the lessons.



Challenge

Share with students that although Texas was not one of the original thirteen English colonies, the Spanish made multiple attempts to colonize the area that is now Texas during that time period. Have students point out Texas on the map.

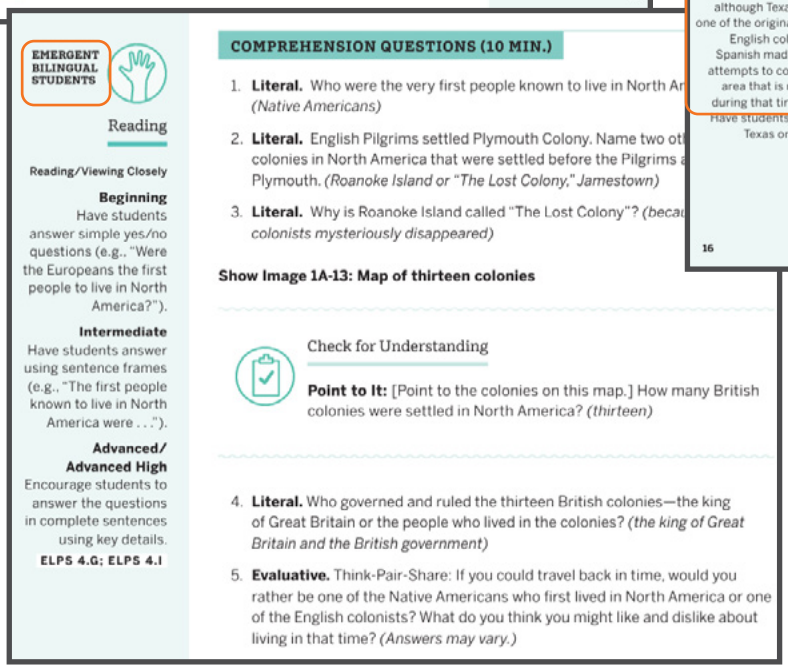
Show Image 1A-9: English landing at Jamestown

It was another twenty years after the Roanoke Colony before the English tried to settle again in North America. When they did, one hundred English men and boys sailed up a river from the Atlantic Ocean and named the river "James" in honor of the king of England. The settlement they **founded** was called "Jamestown."

Like the other English settlers, the people who came to Jamestown met the Native Americans who were already living in this area. The English wanted to trade goods with them and were especially interested in acquiring the Native Americans' beaver and deer skins to send back to England, where they were able to sell them for a high price.

16

Unit 8 American Independence



EMERGENT BILINGUAL STUDENTS

Reading

Reading/Viewing Closely

Beginning
Have students answer simple yes/no questions (e.g., "Were the Europeans the first people to live in North America?").

Intermediate
Have students answer using sentence frames (e.g., "The first people known to live in North America were . . .").

Advanced/ Advanced High
Encourage students to answer the questions in complete sentences using key details.

ELPS 4.G; ELPS 4.I

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who were the very first people known to live in North Ar *(Native Americans)*
2. **Literal.** English Pilgrims settled Plymouth Colony. Name two ot colonies in North America that were settled before the Pilgrims a Plymouth. *(Roanoke Island or "The Lost Colony," Jamestown)*
3. **Literal.** Why is Roanoke Island called "The Lost Colony"? *(becau colonists mysteriously disappeared)*

Show Image 1A-13: Map of thirteen colonies

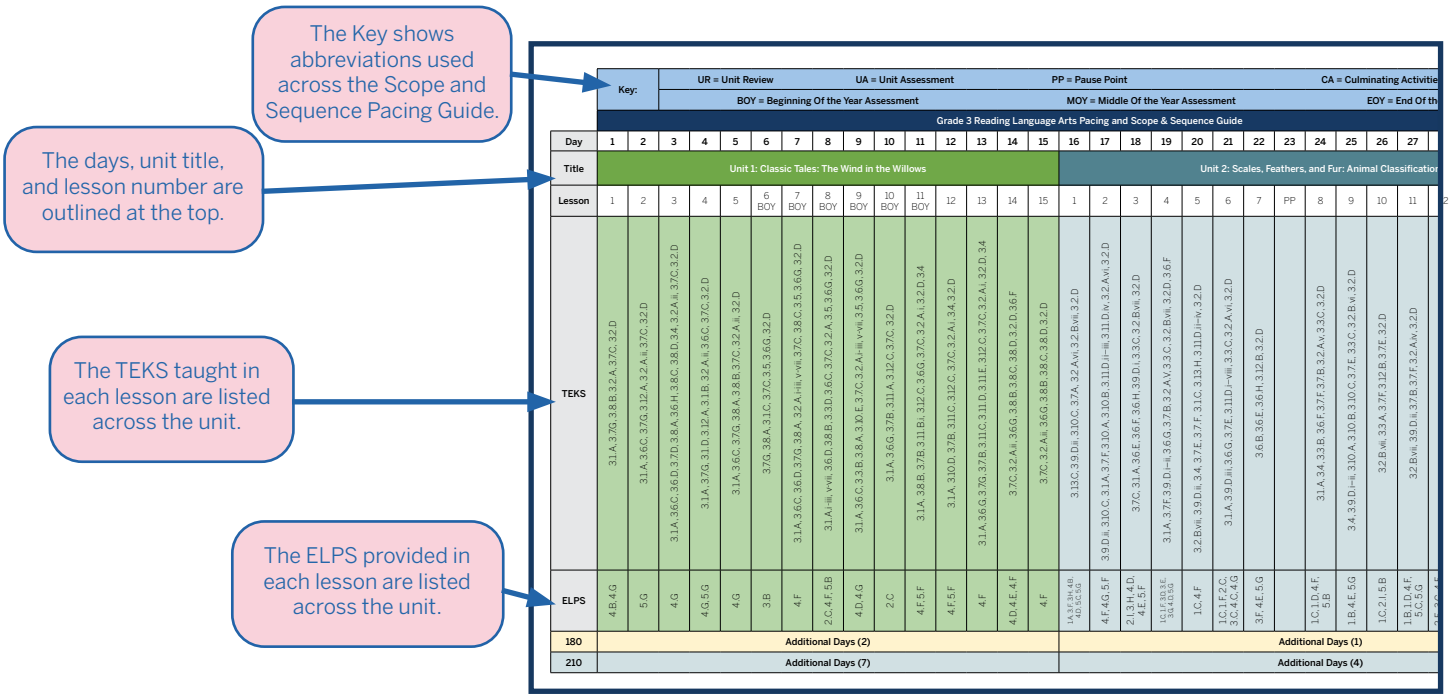
Check for Understanding

Point to It: [Point to the colonies on this map.] How many British colonies were settled in North America? *(thirteen)*

4. **Literal.** Who governed and ruled the thirteen British colonies—the king of Great Britain or the people who lived in the colonies? *(the king of Great Britain and the British government)*
5. **Evaluative.** Think-Pair-Share: If you could travel back in time, would you rather be one of the Native Americans who first lived in North America or one of the English colonists? What do you think you might like and dislike about living in that time? *(Answers may vary.)*

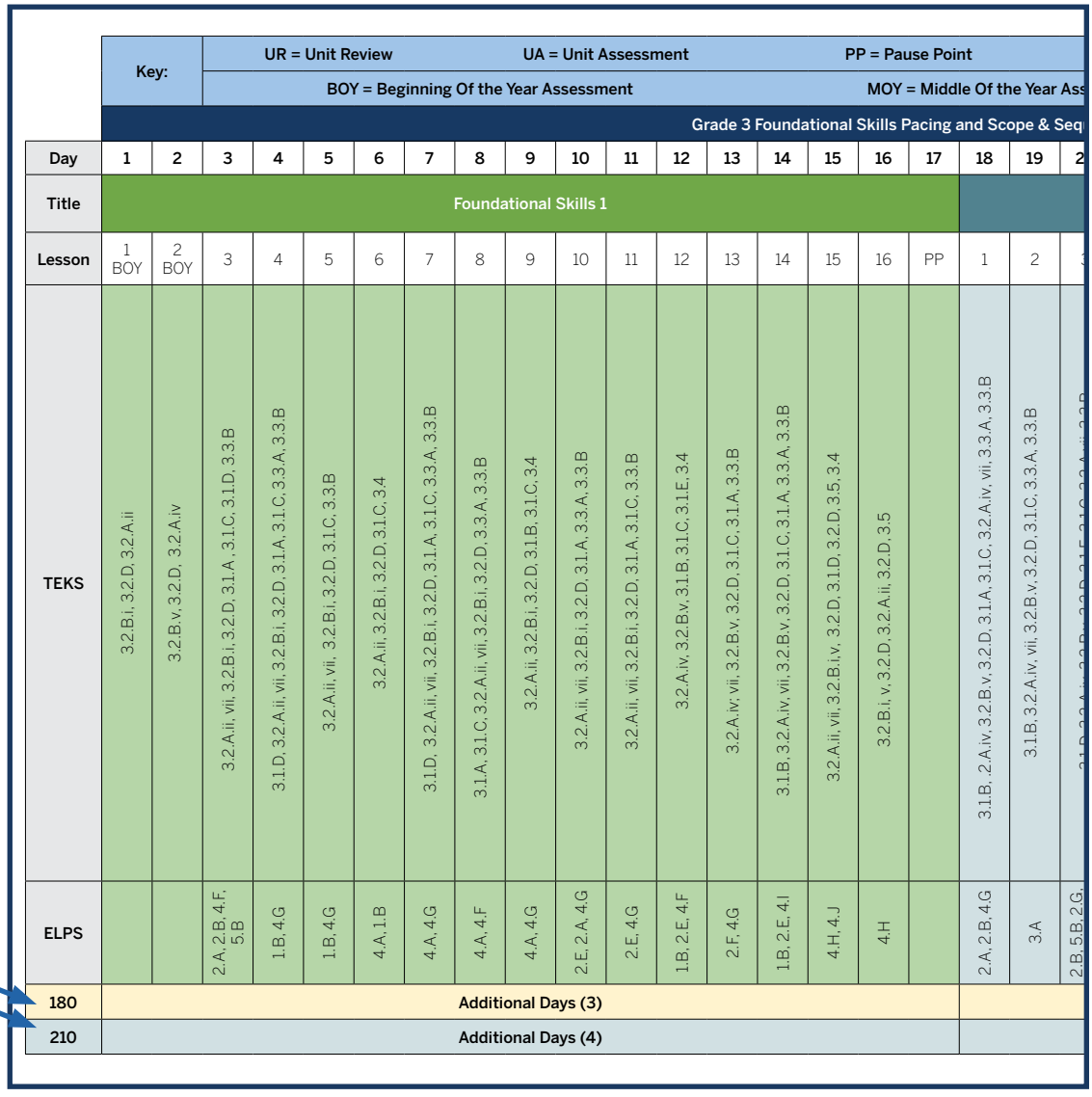
Pacing and Scope & Sequence Guides

Pacing and Scope & Sequence Guides are provided to support teachers in planning out their instructional school year. The Pacing and Scope & Sequence Guides demonstrate how units can be implemented across an instructional year of approximately 160-170 days, with guidance for how to extend instruction to cover 180 and 210 day school years.



Throughout the units, teachers will have the opportunity to use Pausing Point days to extend or accelerate learning as needed. These days can be increased or decreased to accommodate local school calendars. In addition to Pausing Point days, K–2 Reading Language Arts units include Culminating Activities, Unit Reviews, and Assessments. While the program recommends a number of days for each of these instructional activities, schools can make local decisions to extend or condense the instructional days to meet the needs of their students.

Bluebonnet Learning™ K–5 Reading Language Arts instructional materials also include supplemental components, such as the K–5 Independent Reading Guide and Grade 2, Grade 3, and Grades 4–5 Fluency Supplements. These resources can be used as additional opportunities for core instruction, reteaching, or extensions as needed to support students in their growth and development as readers.



Key:	UR = Unit Review	UA = Unit Assessment	PP = Pause Point
	BOY = Beginning Of the Year Assessment		MOY = Middle Of the Year Ass

Grade 3 Foundational Skills Pacing and Scope & Seq

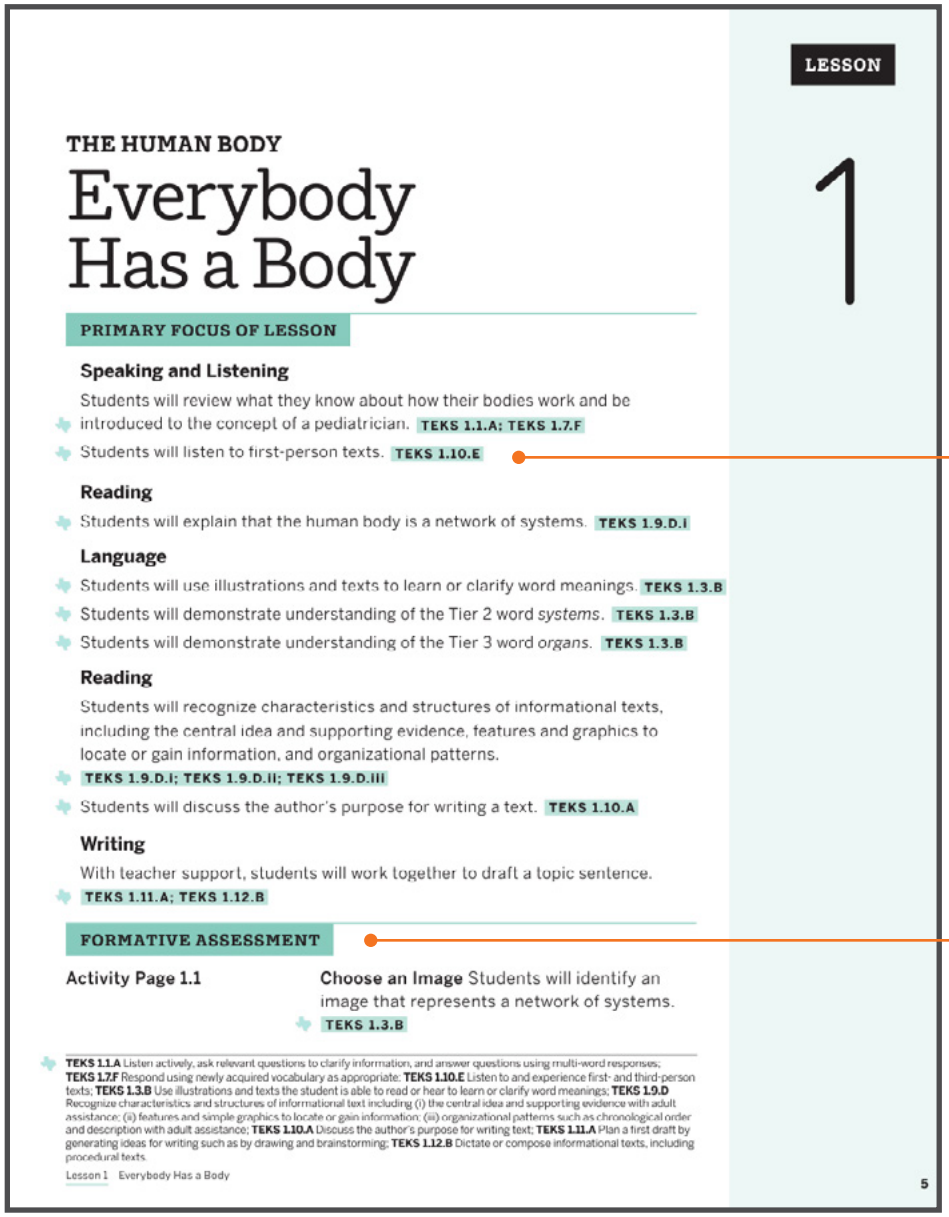
Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	2
Title	Foundational Skills 1																			
Lesson	1 BOY	2 BOY	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PP	1	2	
TEKS	3.2.B.i, 3.2.D, 3.2.A.ii	3.2.B.v, 3.2.D, 3.2.A.iv	3.2.A.ii, vii, 3.2.B.i, 3.2.D, 3.1.A, 3.1.C, 3.1.D, 3.3.B	3.1.D, 3.2.A.ii, vii, 3.2.B.i, 3.2.D, 3.1.A, 3.1.C, 3.3.A, 3.3.B	3.2.A.ii, vii, 3.2.B.i, 3.2.D, 3.1.C, 3.3.B	3.2.A.ii, 3.2.B.i, 3.2.D, 3.1.C, 3.4	3.1.D, 3.2.A.ii, vii, 3.2.B.i, 3.2.D, 3.1.A, 3.1.C, 3.3.A, 3.3.B	3.1.A, 3.1.C, 3.2.A.ii, vii, 3.2.B.i, 3.2.D, 3.3.A, 3.3.B	3.2.A.ii, 3.2.B.i, 3.2.D, 3.1.B, 3.1.C, 3.4	3.2.A.ii, vii, 3.2.B.i, 3.2.D, 3.1.A, 3.3.A, 3.3.B	3.2.A.ii, vii, 3.2.B.i, 3.2.D, 3.1.A, 3.1.C, 3.3.B	3.2.A.iv, 3.2.B.v, 3.1.B, 3.1.C, 3.1.E, 3.4	3.2.A.iv, vii, 3.2.B.v, 3.2.D, 3.1.C, 3.1.A, 3.3.B	3.1.B, 3.2.A.iv, vii, 3.2.B.v, 3.2.D, 3.1.C, 3.1.A, 3.3.A, 3.3.B	3.2.A.ii, vii, 3.2.B.i.v, 3.2.D, 3.1.D, 3.2.D, 3.5, 3.4	3.2.B.i, v, 3.2.D, 3.2.A.ii, 3.2.D, 3.5		3.1.B, .2.A.iv, 3.2.B.v, 3.2.D, 3.1.A, 3.1.C, 3.2.A.iv, vii, 3.3.A, 3.3.B	3.1.B, 3.2.A.iv, vii, 3.2.B.v, 3.2.D, 3.1.C, 3.3.A, 3.3.B	
ELPS			2.A, 2.B, 4.F, 5.B	1.B, 4.G	1.B, 4.G	4.A, 1.B	4.A, 4.G	4.A, 4.F	4.A, 4.G	2.E, 2.A, 4.G	2.E, 4.G	1.B, 2.E, 4.F	2.F, 4.G	1.B, 2.E, 4.I	4.H, 4.J	4.H		2.A, 2.B, 4.G	3.A	2.B, 5.B, 2.G,
180	Additional Days (3)																			
210	Additional Days (4)																			

Suggested additional days to use during instruction to meet a 180 or 210 school-year calendar.

What's in a Reading Language Arts Lesson?

Introduction

Each Reading Language Arts unit in K–2 begins with a review of previous knowledge, helping kids connect the knowledge they're building as they grow as readers.



LESSON

1

THE HUMAN BODY

Everybody Has a Body

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review what they know about how their bodies work and be introduced to the concept of a pediatrician. TEKS 1.1.A; TEKS 1.7.F

Students will listen to first-person texts. TEKS 1.10.E

Reading

Students will explain that the human body is a network of systems. TEKS 1.9.D.i

Language

Students will use illustrations and texts to learn or clarify word meanings. TEKS 1.3.B

Students will demonstrate understanding of the Tier 2 word *systems*. TEKS 1.3.B

Students will demonstrate understanding of the Tier 3 word *organs*. TEKS 1.3.B

Reading

Students will recognize characteristics and structures of informational texts, including the central idea and supporting evidence, features and graphics to locate or gain information, and organizational patterns.

TEKS 1.9.D.i; TEKS 1.9.D.ii; TEKS 1.9.D.iii

Students will discuss the author's purpose for writing a text. TEKS 1.10.A

Writing

With teacher support, students will work together to draft a topic sentence.

TEKS 1.11.A; TEKS 1.12.B

FORMATIVE ASSESSMENT

Activity Page 1.1

Choose an Image Students will identify an image that represents a network of systems. TEKS 1.3.B

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.10.E** Listen to and experience first- and third-person texts; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.9.D** Recognize characteristics and structures of informational text including (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance; **TEKS 1.10.A** Discuss the author's purpose for writing text; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

Lesson 1 Everybody Has a Body

5

Each RLA lesson aligns to multiple key standards.

Opportunities for formative assessment during lessons are clearly highlighted to save you time.

RLA units give students context to understand vocabulary words.

CORE VOCABULARY

human, adj. having to do with, or acting like, a person
Example: Sometimes it seemed as if her dog had human emotions.
Variation(s): human, n.

network, n. a group of parts or systems that work together
Example: The boy created a network of roads for his toy car.
Variation(s): networks

organs, n. body parts that perform specific tasks
Example: All of the organs in your body work to keep you healthy.
Variation(s): organ

oxygen, n. a gas in air and water that living things need to survive
Example: Humans take oxygen into their lungs from the air they breathe.
Variation(s): none

systems, n. groups of organs that work together in the human body
Example: Human body systems include the digestive system and the circulatory system.
Variation(s): system

Vocabulary Chart for "Everybody Has a Body"

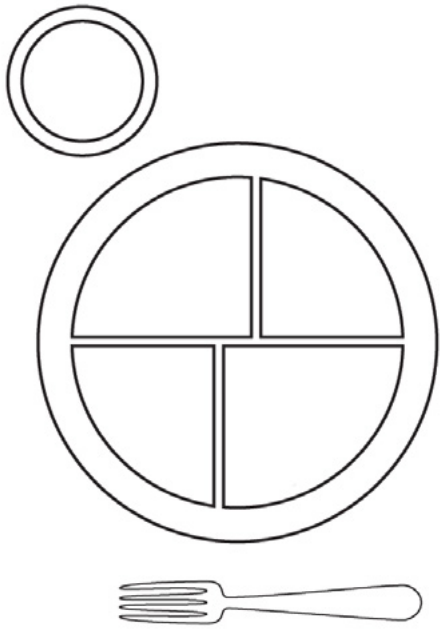
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	oxygen (*oxígeno*)	network systems (*sistemas*) human (*humano/a*)	
Multiple-Meaning	organs (*órganos*)		
Sayings and Phrases			

Students will fill in this empty plate with a drawing of a healthy meal as they gain knowledge about the food pyramid.

NAME: _____
DATE: _____

CA.1 Activity Page

A Well-Balanced Meal
(Grains, Fruits, Vegetables, Meat and Beans, Milk)

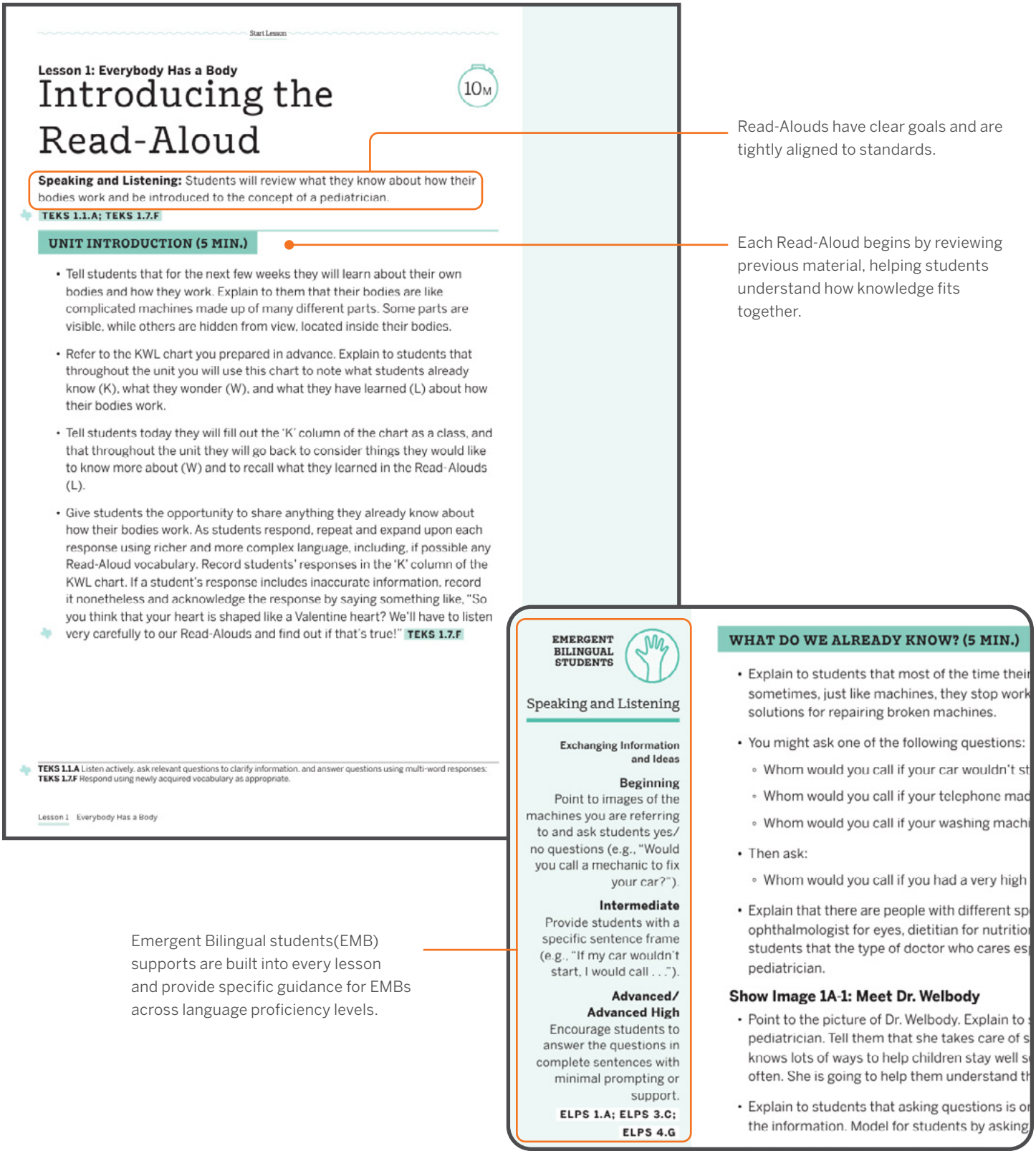


Directions: Create a healthy meal to fill the empty plate. Include foods from all food groups.

Unit 2

Interactive Read-Aloud

Students will begin their learning journey about the human body with a Read-Aloud. Through careful questions, students will start to piece together how these two concepts might connect.



Start Lesson

Lesson 1: Everybody Has a Body

Introducing the Read-Aloud

10M

Speaking and Listening: Students will review what they know about how their bodies work and be introduced to the concept of a pediatrician.

TEKS 1.1.A; TEKS 1.7.F

UNIT INTRODUCTION (5 MIN.)

- Tell students that for the next few weeks they will learn about their own bodies and how they work. Explain to them that their bodies are like complicated machines made up of many different parts. Some parts are visible, while others are hidden from view, located inside their bodies.
- Refer to the KWL chart you prepared in advance. Explain to students that throughout the unit you will use this chart to note what students already know (K), what they wonder (W), and what they have learned (L) about how their bodies work.
- Tell students today they will fill out the 'K' column of the chart as a class, and that throughout the unit they will go back to consider things they would like to know more about (W) and to recall what they learned in the Read-Alouds (L).
- Give students the opportunity to share anything they already know about how their bodies work. As students respond, repeat and expand upon each response using richer and more complex language, including, if possible any Read-Aloud vocabulary. Record students' responses in the 'K' column of the KWL chart. If a student's response includes inaccurate information, record it nonetheless and acknowledge the response by saying something like, "So you think that your heart is shaped like a Valentine heart? We'll have to listen very carefully to our Read-Alouds and find out if that's true!" TEKS 1.7.F

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.

Lesson 1 Everybody Has a Body

EMERGENT BILINGUAL STUDENTS

Speaking and Listening

Exchanging Information and Ideas

Beginning
Point to images of the machines you are referring to and ask students yes/no questions (e.g., "Would you call a mechanic to fix your car?").

Intermediate
Provide students with a specific sentence frame (e.g., "If my car wouldn't start, I would call . . .").

Advanced/ Advanced High
Encourage students to answer the questions in complete sentences with minimal prompting or support.

ELPS 1.A; ELPS 3.C; ELPS 4.G

WHAT DO WE ALREADY KNOW? (5 MIN.)

- Explain to students that most of the time their
  sometimes, just like machines, they stop work
  solutions for repairing broken machines.
- You might ask one of the following questions:
  - Whom would you call if your car wouldn't st
  - Whom would you call if your telephone mac
  - Whom would you call if your washing machi
- Then ask:
  - Whom would you call if you had a very high
- Explain that there are people with different sp
  ophthalmologist for eyes, dietitian for nutritio
  students that the type of doctor who cares es
  pediatrician.

Show Image 1A-1: Meet Dr. Welbody

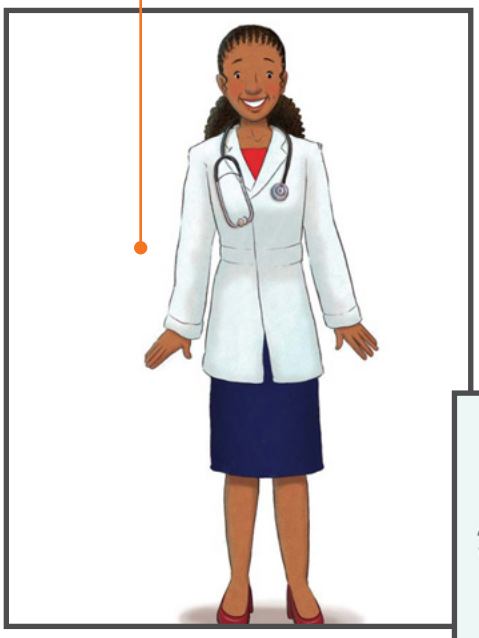
- Point to the picture of Dr. Welbody. Explain to
  pediatrician. Tell them that she takes care of s
  knows lots of ways to help children stay well s
  often. She is going to help them understand th
- Explain to students that asking questions is o
  the information. Model for students by asking

Read-Alouds have clear goals and are tightly aligned to standards.

Each Read-Aloud begins by reviewing previous material, helping students understand how knowledge fits together.

Emergent Bilingual students(EMB) supports are built into every lesson and provide specific guidance for EMBs across language proficiency levels.

Read-Alouds are supported by vivid images, increasing engagement and understanding.



Embedded differentiation gives teachers in-the-moment opportunities for enrichment and extra support.

A listening comprehension approach lets students focus on engaging with the content.

Challenge

Ask students what other types of bodies they can think of aside from the human body.

Support

Organs are also musical instruments that have keyboards, similar to a piano.

Here's one I made up about my favorite subject, the human body:



Show Image 1A-2: Dr. Welbody

Everybody has a body
And I have one, too.
It is grand to understand
The things our bodies do.

Now you say it with me. *[Ask students to echo each line after you as you repeat the rhyme.]*



Show Image 1A-3: Diverse people

What do you see in this picture?
The human body truly is an amazing thing. Some parts of a human are on the outside where we can see them. What parts of your body can you see? What parts of the children sitting near you can you see? *[Pause for answers.]* You can probably see skin, hair, faces, and fingernails. Skin comes in different colors. Hair does, too. Hair may be curly, wavy, or straight. Eyes may be brown, blue, or green. People are also different sizes and different ages, too.

TEKS 1.3.B



Show Image 1A-4: Diagram of the human body

Although people may look somewhat different from one another on the outside, on the inside, all humans are pretty much alike. All humans have **organs**, such as stomachs and intestines, inside them. *[Point to the diagram.]* *This is one meaning of the word* organs. The organs work together in **systems** to keep each person alive and healthy. *A system is a group of organs working together.* For example, the stomach and intestines are part of the digestive system, which breaks down the food you eat so it can be absorbed and used by the body. During our time together, I am going to teach you about the skeletal system, the muscular system, the digestive system, the circulatory system, and the nervous system. These systems allow you to grow, move, think, hear, see, feel, and speak. They also enable your body to breathe air, digest food, and even heal itself. And the systems are all tied together into a **network** that is called the human body.

TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

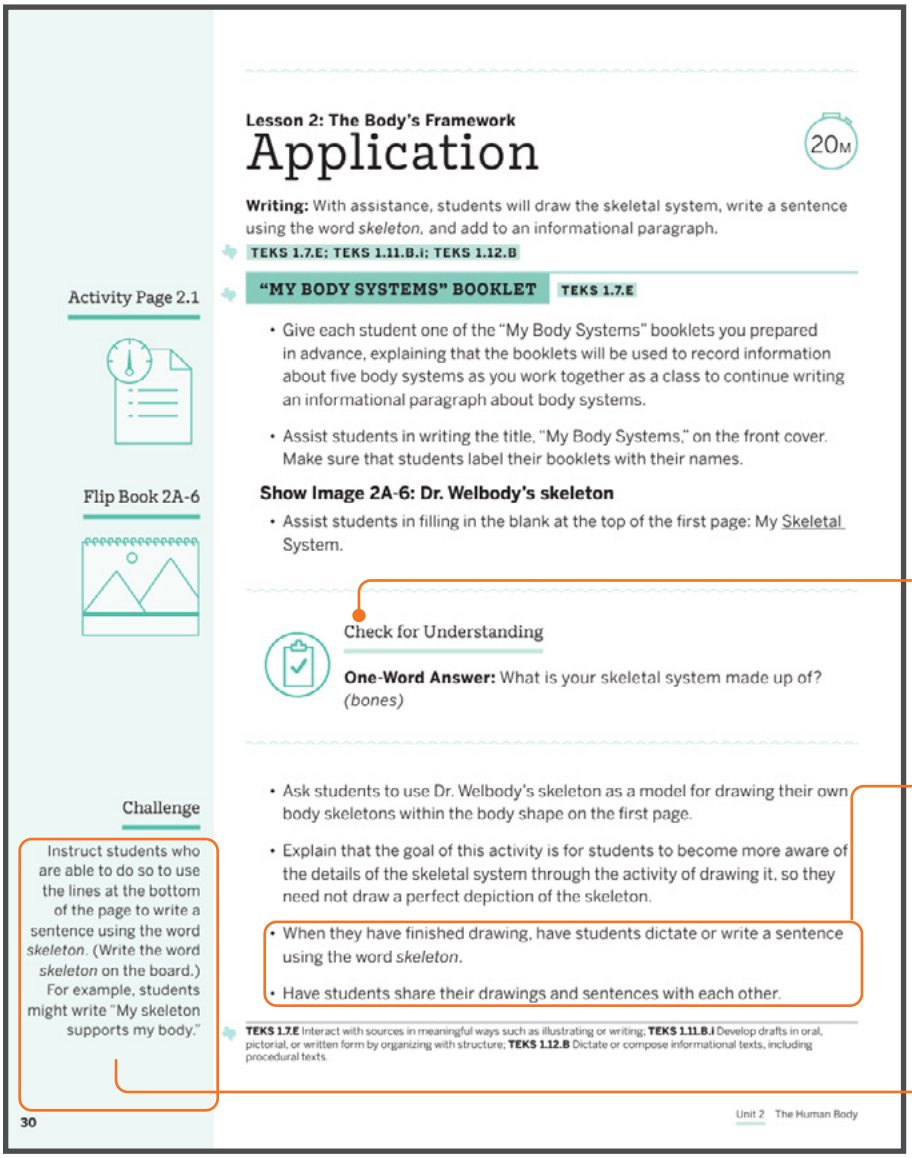
12

Unit 2 The Human Body

Read-Alouds emphasize interactivity and critical thinking about the content.

Application

After each Read-Aloud, students will apply what they've learned through Word Work and other writing and critical thinking activities.



Lesson 2: The Body's Framework

Application

20M

Writing: With assistance, students will draw the skeletal system, write a sentence using the word *skeleton*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

Activity Page 2.1

"MY BODY SYSTEMS" BOOKLET TEKS 1.7.E

- Give each student one of the "My Body Systems" booklets you prepared in advance, explaining that the booklets will be used to record information about five body systems as you work together as a class to continue writing an informational paragraph about body systems.
- Assist students in writing the title, "My Body Systems," on the front cover. Make sure that students label their booklets with their names.

Flip Book 2A-6

Show Image 2A-6: Dr. Welbody's skeleton

- Assist students in filling in the blank at the top of the first page: My Skeletal System.

Check for Understanding

One-Word Answer: What is your skeletal system made up of? *(bones)*

Challenge

Instruct students who are able to do so to use the lines at the bottom of the page to write a sentence using the word *skeleton*. (Write the word *skeleton* on the board.) For example, students might write "My skeleton supports my body."

- Ask students to use Dr. Welbody's skeleton as a model for drawing their own body skeletons within the body shape on the first page.
- Explain that the goal of this activity is for students to become more aware of the details of the skeletal system through the activity of drawing it, so they need not draw a perfect depiction of the skeleton.
- When they have finished drawing, have students dictate or write a sentence using the word *skeleton*.
- Have students share their drawings and sentences with each other.

TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

30

Unit 2 The Human Body

Each lesson provides opportunities for informal checks to measure understanding.

Based on the Read-Aloud, students get to practice informative and evocative writing.

Sidebars contain options for differentiated learning, including Challenge suggestions.

Supporting All Learners

Students with Disabilities (SWD)

The Bluebonnet Learning™ K–5 Reading Language Arts Program supports access to instructional materials for all learners, including scaffolding for students with disabilities. The Texas Vertical Alignment documents have been reviewed in the formulation of units to ensure prior knowledge has been considered as an entry point to the curriculum for diverse learners, including those with identified physical and/or learning disabilities, whenever possible. Teachers of students with disabilities should adhere to the Texas Education Agency Instructional Supports for Students with Disabilities in the implementation of this literacy program. Tasks for Universal Access are included in each lesson segment.

Gifted/Talented (G/T) Students

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, the Bluebonnet Learning™ K–5 Reading Language Arts Program provides opportunities for students to explore areas of interest within Knowledge units through guided and independent research. Additionally, the learning experiences encourage advanced-level products and/or performance tasks, such as those in the Texas Performance Standards Project (TPSP), whenever applicable. Challenge tasks for all learners are included in each lesson segment. Teachers can consult the sidebars within the units to find additional enrichment suggestions for G/T students within the lessons.

Emergent Bilingual (EB) Students

In Texas, the EB population covers over 120 different native languages, and over 90 percent of schools serve varying EB student populations. EB students may be at varying levels of proficiency, depending on when they first began to learn English. Therefore, the English Language Proficiency Standards (ELPS) are designed to support the ability of EB students to acquire the English proficiency to be able to participate equally in an English instructional program with no second-language acquisition supports across all subject areas.

The Bluebonnet Learning™ K–5 Reading Language Arts Program is a set of Tier 1 instructional materials that includes linguistic accommodations for EB students, with instruction that is communicated, sequenced, and scaffolded commensurate with students' English proficiency

levels. In accordance with both TEKS and ELPS, this literacy program addresses appropriate accommodations for EB students through vocabulary cognates, small-group instruction, visual aids, summaries, and other modes of scaffolding. Please see the following table, as well as the sidebar supports embedded in lessons across the program, for more information on how to effectively implement Bluebonnet Learning™ K–5 Reading Language Arts with EB students in state-approved ESL programs. Teachers can consult the sidebars within the units to find additional scaffolds for EB students within the lessons.

Best Practices and Strategies for Supporting All Learners			
	Students with Disabilities	**Emergent Bilingual Students**	**Gifted/Talented Students**
Best Practices Embedded Within the Lessons	• Multiple grouping structures (small groups, partners, individual) to scaffold instruction and offer flexible ways to support learning • Instructional routines to set expectations and enhance confidence • Spatial organizers, hands-on learning, explicit instruction, visual strategies, and peer collaboration included in the program • Use of Additional Support, Culminating Activities, and Pausing Points within units to provide support opportunities and encourage student choice	• Tiered support sidebars (three to five levels) for scaffolding instruction within small groups, with partners, or with individuals • Guidance on explicit instruction (such as sentence frames and starters) to strengthen language production in writing and speaking tasks during whole-group instruction. • Teaching of vocabulary cognates to bridge between English and Spanish and support content mastery • Alignment to ELPS standards; vocabulary, writing, speaking, listening, and reading routines embedded to support and enhance language development and proficiency in English	• Enrichment texts provided in Grades 4 and 5 for additional differentiation or extension • Challenge sidebars that provide extension activities to engage and stretch student thinking • Employing a variety of writing tasks that allow for multiple extension trajectories • Use of open-ended discussion questions to advance oral language skills and vocabulary development • Use of Culminating Activities and Pausing Points within units to provide extension opportunities and encourage student choice
Additional Strategies That Can Be Incorporated	• Use of scaffolding tools, such as mnemonic strategies, graphic organizers, anticipation guides, and class notes in both print and digital form to enhance student learning • Use of available technology to allow students digital access for material completion • Use of social skill supports (brain breaks, modeling communication, social narratives) and transition-focused activities (songs, dances, partnering, movement) to promote student engagement	• Use of visuals (photos, graphs) and realia (real-life objects like maps, menus, etc.) to connect home language with English • Use of dual-language materials to support language acquisition and knowledge-building • Use of Total Physical Response (TPR) strategies to support language and vocabulary learning • Use of guided literary materials,bilingual dictionaries, and thesaurus.	• Use of technology when appropriate; invite students to invent new and creative ways of showcasing knowledge using available technology • Use of discussion techniques to host debates, question-and-answer sessions, and seminars, inviting students to hone their questioning and communication skills • Use of classroom movement and centers • Instruction of soft skills, such as note-taking, organization, self-reflection techniques, and peer support

Additional Cognates Strategies

A cognate is a term denoting a word that shares a common linguistic origin, meaning, or spelling, and sometimes even pronunciation, with a word in another language. Research suggests that nearly 40 percent of English vocabulary has cognates in Spanish. Facilitating students' comprehension of how to identify and utilize cognates serves as a bridge between their two languages. However, it's crucial to recognize that this linguistic connection isn't automatic, and students require time and practice to develop proficiency in leveraging cognates effectively.

Cognate Selection Criteria

Educators can select cognates in English and Spanish that are most useful and relevant for their EB students. These criteria include:

1. Similarity in Spelling: Cognates often have similar spellings in both languages, making them easy to recognize.
2. Similarity in Meaning: Cognates typically have related meanings in both languages, although there may be slight differences in usage or connotation.
3. Similarity in Pronunciation: Cognates often have similar pronunciation in both languages, although there may be differences in accent or emphasis.
4. Frequency of Use: Commonly used words are more likely to have cognates in both languages.
5. Transparency: The relationship between the cognate and its counterpart in the other language should be transparent and easily recognizable to language learners.

Cognate Activities

The following list offers teachers the flexibility to choose from different activities related to cognates allowing for variety and adaptability in their instructional routines. These activities promote students' understanding and recognition of cognates, enhancing their language proficiency and comprehension.

Cognate Wall Activity:

- Have students contribute cognates they encounter in their reading to a class cognate wall.
- For each new cognate added, discuss its similarities and differences in both languages.
- Guide students to use their knowledge of the word in their native language to aid in understanding its English counterpart.

Compare Cognates Exercise:

- Distribute a list of cognates to students and ask them to circle the letters that differ between the English and Spanish words.
- Lead students in pronouncing each English word, focusing on various sounds and intonation patterns.

Sort Cognates Activity:

- Provide students with a variety of cognates and ask them to identify patterns and sort the words into categories.
- Categories may include words spelled the same in both languages, words with predictable spelling variations, and false cognates.

False Cognates Discussion:

- Explain the concept of false cognates to students, highlighting words that are spelled and pronounced similarly but have different meanings.
- Have students pronounce both words and compare their meanings, discussing any potential confusion.

Cognate Activities

Step	Directions
Introduction (5 minutes)	• Begin by explaining what cognates are and their significance in language learning. • Provide examples of cognates in English and Spanish to illustrate their similarities.
Activity (10 minutes)	• Select one of the activities from the list to implement, and follow the directions.
Reflection (5 minutes)	• Conclude the lesson by summarizing key points about cognates and their role in language learning. • Encourage students to reflect on their understanding of cognates and how they can apply them in their language learning.

Supports for EB Students

For some students in Grades 4–5, there are critical areas that should be addressed promptly and practiced regularly because the skills are primarily taught in lower grade levels. These skills focus on print concepts, phonological awareness, and phonics/decoding. The strategies outlined in the following table can be used to help students who need specific support in these areas.

ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.		
Strategy Examples	**When to Use**	**Sample Routine**
• Have students practice reading vocabulary words aloud. Have them identify similarities and differences in the sounds of the words. • Have students identify and provide oral rhyming words or words with alliteration. • Have students identify and provide oral words with the same consonant clusters at the beginning or end of the word (e.g., flag, flood, flit, fast, mist, rest). • Have students practice oral blending and segmenting.	• Oral warm-up activity before reading or spelling lessons • Incorporate into existing Emergent Bilingual Student lesson support • Small-group support or intervention • 1:1 support	• **Introduce:** Explain to students that they are going to work on recognizing and producing rhyming words. Tell them that words rhyme when they repeat similar sounds at the end of the word. • **Model:** Provide a list of rhyming and non-rhyming words and model how to determine the difference. • **Example:** I'm going to say two words, and then we'll listen to the sounds: cat, mat. In cat, I hear the sounds /k/ /a/ /t/. In mat, I hear the sounds /m/ /a/ /t/. Cat and mat both end with /at/. Cat and mat rhyme because they have similar sounds at the end. • **Practice:** Provide words that have long and short vowels in them, such as kit and kite, as well as words with similar and different consonant clusters at the end. Use a similar routine for alliterative words.

ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills, such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.

Strategy Examples	When to Use	Sample Routine
• Teacher modeling • Shared reading • Paired reading • Highlight prefixes, suffixes, roots, base words, and cognates in the text before reading.	• Reading lessons (preview the spelling/ vocabulary) • Incorporate into existing Emergent Bilingual Student lesson support • Small-group support or intervention • 1:1 support • Spelling lessons • Morphology lessons	• **Introduce:** Remind students that when we decode (read) words, we sound out each letter and blend the letters together to read and pronounce the word. The more practice we have, the more reading words becomes automatic, meaning we hardly even have to think about each letter/sound. • **Model:** Write the word sat on the board. Ask students to read the word aloud. Next, orally segment the sounds into the phonemes /s/ /a/ /t/. Ask students how many syllables are in the word. (one) • **Example:** Explain to students that they can decode words with more than one syllable, like words with prefixes and suffixes, by breaking the words apart using the chunking method. Prefixes and suffixes change the meaning of words. Prefixes are added at the beginning of words. Some prefixes include un– (meaning not), dis– (meaning not), and re– (meaning again). Suffixes are added at the end of words and include *–ing, –ed, –ly, –ful, –ness, –less*, and others. Suffixes sometimes change the part of speech of the base word, such as changing a verb to an adverb. Write the word wanted on the board. Tell them that to decode a word with a suffix, you are going to draw a line between the base word want and the suffix –ed. Have students read the word aloud. Ask them how the suffix changed the meaning of the word. *(It became past tense.)* • **Practice:** Use the chunking method to decode a variety of different words with prefixes and suffixes (including words that end in 'y'). Have students identify the prefix, suffix, and base word or root and explain how the meaning of the word changes. Match the routine words to words used in current lessons. • **Practice:** Use the chunking method to decode a variety of different words with prefixes and suffixes (including words that end in 'y'). Have students identify the prefix, suffix, and base word or root and explain how the meaning of the word changes. Match the routine words to words used in current lessons. • **Cognates:** The ELPS program has identified several Spanish cognates in the lesson vocabulary words, but of course there are many others in the texts. One strategy is to have EB students identify cognates as you read aloud and make a class list of them for future reference as you read. When a cognate is identified, discuss the differences and similarities in pronunciation and spelling and, in some cases, the multiple meanings in either language. It would also be helpful to point out false cognates, or words that look alike in different languages but have different meanings (e.g., *soap/sopa, large/largo*).

ELPS 4.B Recognize directionality of English reading such as left to right and top to bottom.		
Strategy Examples	**When to Use**	**Sample Routine**
• Provide and practice reading environmental print in the classroom. • Model tracking by pointing to displayed text as you read aloud. • Reinforce directionality during both reading and writing lessons. • Use Pausing Points to explicitly teach or practice directionality.	• Reading lessons (preview the chapter, then monitor and support tracking during reading) • Incorporate into existing Emergent Bilingual Student lesson support • Small-group support or intervention • 1:1 support	• **Introduce:** Remind students that in English, print is read from left to right and from top to bottom. • **Model:** Display text from a Student Reader. Use a pointer to demonstrate appropriate directionality while you read the text aloud. • **Example:** Display a page from a current reading lesson. Use a pointer to track each word, showing left to right and top to bottom directionality. Ask student volunteers to be the "pointer" while the class reads aloud. • **Practice:** Do a whole-class Read-Aloud from the Student Reader. Have students use their fingers to track the print as they read aloud. Circulate while students are reading so you can make anecdotal notes about each student's ability to correctly track print. Provide assistance as needed.

EB Student Strategies According to Language Program Models

Texas Bluebonnet Learning™ also offers Grades K–5 Spanish Reading Language Arts units that feature authentic literature choices and literary transadaptation for bilingual students. These units are focused on the same topics as the English units, and they undergo a careful process to adapt them into Spanish, involving a spectrum of transadaptation, translation, and authentic text led by native speakers from a variety of Spanish-speaking regions. The Spanish Reading Language Arts units are available for use but have not yet been through the state Instructional Materials Review and Approval (IMRA) process.

The following table shares suggestions for biliteracy strategies that can be incorporated into the program and used with the instructional materials provided.

Emergent Bilingual Student Strategies According to Language

	Transitional Bilingual Education (early exit)	Transitional Bilingual Education (late exit)	Dual Language Immersion (one- and two-way)	Content-Based ESL and ESL Pull-Out
Use of SLAR and ELAR	• Focusing on SLAR for early grades and on ELAR for older grades (depending on language allocation)			• Depending on students' needs • Leveraging SLAR to make content accessible and utilize ESL strategies
Building/Activating Background Through Oracy	• Concrete activities » Field trips, hands-on activities, videos, etc. • Dialogue » Open ended » Give-and-take conversation • Use of CALP and BICS		• Sentence prompts • Habits of discussion • Different types (whole group, small group, partners, etc.) » Strategies for building background knowledge ° Total Physical Response (TPR)	
Building Vocabulary	• Total Physical Response (TPR) » visuals, movements, etc. • Color coding text for specified language (e.g., the Teaching for Biliteracy Model uses green for Spanish and blue for English, such as *escenario* [green] / setting [blue]) • English and Spanish • Contrastive analysis		» Phonemes – *Fonemas* » Morphemes – *Morfemas* » Syntax – *Sintaxis* » Semantics – *Semántica* » Pragmatics – *Pragmática* • Bridging tools of SLAR (what is in the program/lesson to help students transfer what they know in one language to the other) • Cultural settings: questions to ask, assumptions to avoid	
Assessment	• Checks for Understanding (CFU) • Rubrics • Projects • Mid-Unit and End-of-Unit Assessments in English and Spanish			

Program Models

In a 90/10 model, teachers may incorporate English skills practice and Flip Books or Image Cards during oral language instructional blocks.

In 50/50 programs, English and Spanish teachers can alternate teaching units or divide lessons across the unit so that students see content in both languages. In the 50/50 model, there are ample opportunities to bridge content between languages. Various versions of the 50/50 program model are outlined in the following table.

50/50 within the day model

Every day students study Reading, Language Arts, and Math in Spanish and all other subjects in English. In a transitional model, schools can phase in the use of English knowledge units as students get older, eventually using only English units in transitional bilingual programs.

	K–1	2	3	4	5
Reading	Spanish	Spanish	Spanish	Spanish/ English	English/ Spanish
Language Arts	Spanish	Spanish	Spanish	Spanish/ English	English

50/50 alternating days using a Roller Coaster Model

Day one will begin in one language and before outside time, students switch to the second language. On the following morning, they begin with the language spoken during the afternoon and before outside time, they switch again.

AM	K–5 : Day 1	K–5: Day 2	K–5: Day 3	K–5: Day 4	K–5: Day 5
Reading	Spanish	English	Spanish	English	Spanish
Language Arts	Spanish	English	Spanish	English	Spanish

50/50 alternating days

	K–1	2	3	4	5
Reading	Spanish on Mon., Wed., Fri.; English Tue., Thu.; then English Mon., Wed., Fri.; and Spanish Tue., Thu.				
Language Arts					

50/50 model alternating weeks

	K–1	2	3	4	5
Reading	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English
Language Arts	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English

Family Involvement and Cultural Connections

The Bluebonnet Learning™ K–5 Reading Language Arts Program incorporates letters to families explaining the unit overview. These letters encourage families to speak about unit themes and ask students about new learning. Families can bring in background knowledge about the topics and support the learning of content, vocabulary, and language development. While students explore culturally rich topics and texts within the units, they can build connections at home with their families.

Language and Vocabulary Development

Within the Bluebonnet Learning™ K–5 Reading Language Arts Program, there is a continued emphasis on knowledge coherence and vocabulary development. The supports embedded within the lessons allow EB students the opportunity to build connections between content and their home language. The vocabulary sections within the lessons list Spanish cognates that align to the English vocabulary words. Students can build what they know about the content from one language to another.

Education Development Center, *Supporting Emergent Bilingual Children in Early Learning: Promising Practices and Checklist*

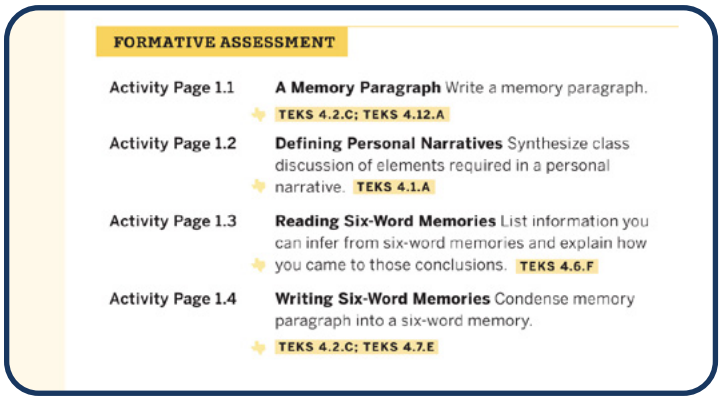
About 40% of English words have a Spanish cognate [cognado].

Assessments

The Bluebonnet Learning™ K–5 Reading Language Arts Program assessments allow teachers to gain critical information about student mastery of standards-based performance tasks. Through the use of formative assessments embedded in the Grade K–5 lessons, teachers may adjust instruction as needed to meet the diverse needs of learners. Assessments include the following formats and are used to gauge student understanding and application of Skills and Knowledge units.

Daily Formative Assessments

The daily formative assessments are aligned to each lesson and allow students to demonstrate learning success on that day's instruction. These assessments are completed either during instructional time or as a home-extension and are located in the Activity Book. Formative assessment strategies include Checks for Understanding, delivered briefly during instruction. Checks for Understanding allow teachers to monitor progress on each primary focus objective and adjust instruction as needed. Strategic questioning of students should include literal, inferential, and evaluative question types. The use of literal, inferential, and evaluative questioning allows teachers to examine students for explicit and inferred information from texts along with analytical application of skills.


FORMATIVE ASSESSMENT

Activity Page 1.1 **A Memory Paragraph** Write a memory paragraph. TEKS 4.2.C; TEKS 4.12.A

Activity Page 1.2 **Defining Personal Narratives** Synthesize class discussion of elements required in a personal narrative. TEKS 4.1.A

Activity Page 1.3 **Reading Six-Word Memories** List information you can infer from six-word memories and explain how you came to those conclusions. TEKS 4.6.F

Activity Page 1.4 **Writing Six-Word Memories** Condense memory paragraph into a six-word memory. TEKS 4.2.C; TEKS 4.7.E

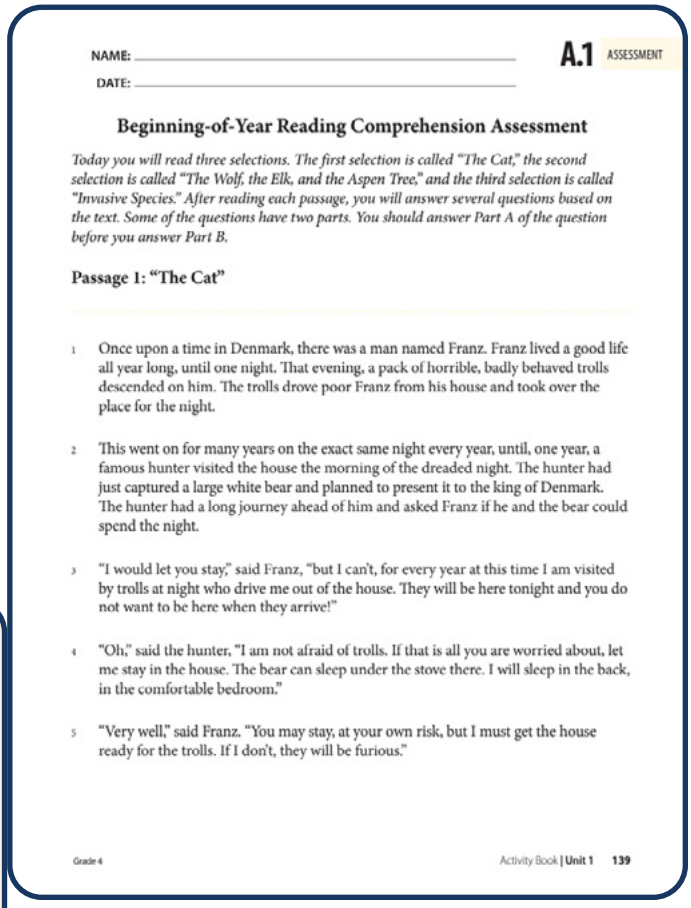
Mid-Unit Assessments

The mid-unit assessments are embedded within some units to support teachers in progress monitoring over the course of the unit and tailoring the remaining instructional time as needed. These mid-unit assessments are accompanied by instructional materials, teacher implementation directions, and supports for analyzing student performance. Additional Pausing Point days within

the units give teachers the opportunity to reteach or provide additional instructional support in small groups or 1:1 following the performance analysis.

Unit Assessments

Unit assessments offer summative assessment of students' comprehension of the Knowledge units. These assessments, which typically take one instructional period, include support for analysis of errors and assessment charts to record student progress. These assessments are available in two formats: paper-based assessments and Question & Test Interoperability Assessments, or QTI Assessments. It is recommended that administrators select either the print or QTI Assessment method for students. Students should not take both assessment types at the end of a unit.



NAME: _____ A.1 ASSESSMENT

DATE: _____

Beginning-of-Year Reading Comprehension Assessment

Today you will read three selections. The first selection is called "The Cat," the second selection is called "The Wolf, the Elk, and the Aspen Tree," and the third selection is called "Invasive Species." After reading each passage, you will answer several questions based on the text. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: "The Cat"

1 Once upon a time in Denmark, there was a man named Franz. Franz lived a good life all year long, until one night. That evening, a pack of horrible, badly behaved trolls descended on him. The trolls drove poor Franz from his house and took over the place for the night.

2 This went on for many years on the exact same night every year, until, one year, a famous hunter visited the house the morning of the dreaded night. The hunter had just captured a large white bear and planned to present it to the king of Denmark. The hunter had a long journey ahead of him and asked Franz if he and the bear could spend the night.

3 "I would let you stay," said Franz, "but I can't, for every year at this time I am visited by trolls at night who drive me out of the house. They will be here tonight and you do not want to be here when they arrive!"

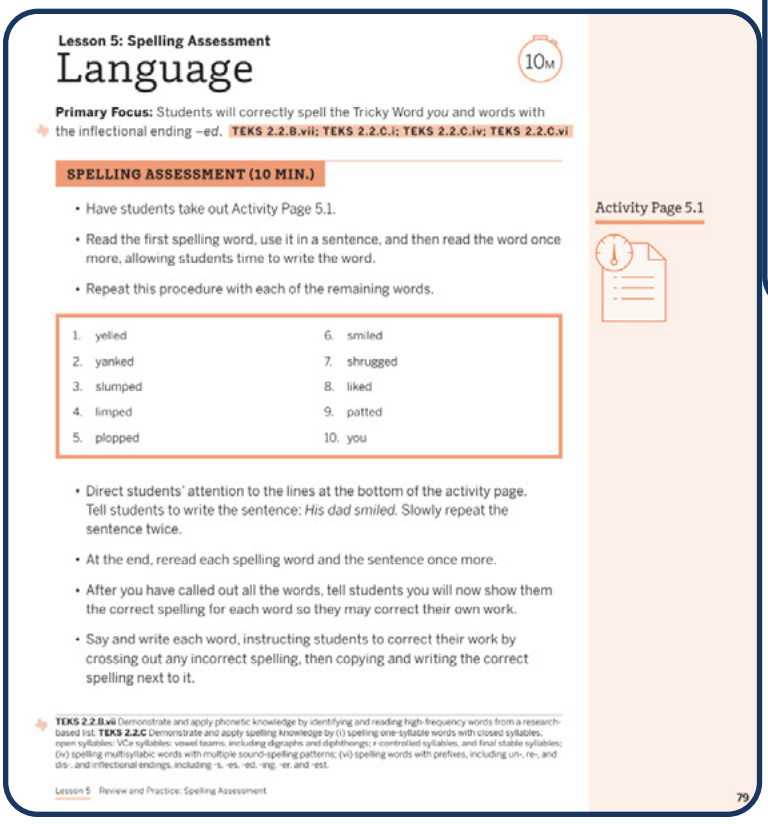
4 "Oh," said the hunter, "I am not afraid of trolls. If that is all you are worried about, let me stay in the house. The bear can sleep under the stove there. I will sleep in the back, in the comfortable bedroom."

5 "Very well," said Franz. "You may stay, at your own risk, but I must get the house ready for the trolls. If I don't, they will be furious."

Grade 4 Activity Book | Unit 1 139

Beginning-, Middle-, and End-of-Year Assessments

Beginning-, middle-, and end-of-year assessments



Lesson 5: Spelling Assessment

Language

10M

Primary Focus: Students will correctly spell the Tricky Word *you* and words with the inflectional ending –ed. TEKS 2.2.B.vii; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.C.vi

SPELLING ASSESSMENT (10 MIN.)

- Have students take out Activity Page 5.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

1. yelled	6. smiled
2. yanked	7. shrugged
3. slumped	8. liked
4. limped	9. patted
5. plopped	10. you

- Direct students' attention to the lines at the bottom of the activity page. Tell students to write the sentence: *His dad smiled.* Slowly repeat the sentence twice.
- At the end, reread each spelling word and the sentence once more.
- After you have called out all the words, tell students you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

Activity Page 5.1

TEKS 2.2.B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list. TEKS 2.2.C Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

Lesson 5 Review and Practice: Spelling Assessment 79

(BOY, MOY, and EOY) are multiple-day assessments that help teachers gauge student mastery of grade-level material and direct placement and intervention. Spelling and writing assessments are available for Grades 1–5. Spelling analysis sheets and writing rubrics are included in Teacher Guides.

Spelling Assessments

Spelling assessments are provided for Grades 1–5. They are embedded within the units. Spelling analysis sheets are provided in Teacher Guides to support teachers in assessing student progress across the spelling patterns taught.

Writing Assessments

The writing assessment directly aligns with the knowledge-building of the unit. Students learn explicit writing skills across the unit and respond to a writing prompt that aligns to the content/topic of the unit. Writing rubrics are provided in Teacher Guides to support teachers in assessing student progress across the writing genre.

STAAR-Aligned Question Types

In Grades 3–5, STAAR-aligned questions are embedded into the instructional materials. Students will also have an opportunity to engage in STAAR-aligned writing tasks, as well as interact with writing rubrics that provide clear guidance for achieving end-of-year expectations. These can be found within the following locations:

- the comprehension questions
- the Guided Reading supports
- the Exit Tickets
- part of the activity page
- in some print and digital end-of-unit assessments

These question types can include hot text, multipart, multiple select, inline choice, short constructed response, and extended constructed response.

For more information on the STAAR question types, visit the Texas Education Agency website.

Assessment	Purpose	Additional Information	How to Use the Data
Daily Formative Assessments	Determines individual student and class mastery of identified TEKS-aligned **primary focus objectives**	• One or more in every lesson • Many forms, including observation, anecdotal records, exit tickets, activity pages	• Allows teacher to see how individual students understand the lesson • Informs small group instruction • Provides progress-monitoring data
Spelling Assessments	Determines individual student and class mastery of identified TEKS-aligned **primary focus objectives**	• Grades 1–5 • Spelling analysis sheet included in Teacher Guide • Teacher guidance provided to ensure consistency and accuracy of administration	• Gives insight into individual students decoding and encoding skills • Informs small group instruction
Writing Assessments	Determines individual student and class mastery of identified TEKS-aligned **primary focus objectives**	• Daily response-to-text activities • Grades 1–5 • Unit-based assignments include rubrics	• Gives insight into individual students decoding and encoding skills • Informs small group instruction
Mid-Unit Assessments	Assesses student mastery of literacy skills, knowledge, and vocabulary covered in the first half of the unit	• Analysis and observation records with additional support included in Teacher Resource section of Teacher Guide • Teacher guidance provided to ensure consistency and accuracy of administration	• Informs teacher choice of Pausing Point activities to best meet student needs • Informs small group instruction
Unit Assessments	Evaluates student learning of the content of the unit	• At end of unit • Analysis and observation records with additional support include in Teacher Resource section of Teacher Guide • Teacher guidance provided to ensure consistency and accuracy of administration	• Allows teacher to evaluate student learning of unit content • Informs small group instruction

Other Suggested Assessment Tools

In addition to the assessment resources provided within the instructional materials, it is also recommended to support students in tracking their own data using progress monitoring tools. A student progress record form may be used to track how individual students are progressing over time. Students can set individualized goals for growth and monitor their progress across various assessment forms.

Below are two Student-Tracking examples. Teachers can also use the Smart Goal planning documents (AR 9.1, 9.2) and the Reading Reflection forms (AR 15.2, 15.2) in the Independent Reading Guide.

Student-Tracking examples:

100%					
90%					
80%					
70%					
60%					
50%					
<50%					
Unit Assessment Title					

Unit Title	Goal	Reflection

QTI Assessment Guidance

Question & Test Interoperability Assessments, or QTI Assessments, are digitally implemented in Grades K–5 to measure students' independent application of literacy skills. In Grades K–2, assessments are designed to evaluate listening comprehension and vocabulary through audio-based passages and items. In Grades 3–5, reading comprehension, vocabulary, grammar, and morphology are assessed through independent reading of passages and related questions.

Across grade levels, reading passages include the knowledge and associated vocabulary in the units taught to students. Each assessment item has an objective that is designed to gauge students' mastery of the TEKS, with items that reflect a range of Depth of Knowledge (DOK) levels. The assessments increase in complexity and length to mirror knowledge building as students progress through instruction. End-of-unit (EOU) assessments are administered at the end of each unit to help teacher analyze data and respond to students' needs. There are digital assessments for all units except the K-5 research units and the novel study units in Grades 4 and 5, as these units are not pedagogically aligned to the framework of the QTI assessments.

QTI files can only be viewed and administered once they have been ingested into a Learning Management System. It is recommended that administrators select either the print or QTI Assessment method for students. Students should not take both assessment types at the end of a unit.

Guidelines for accommodating QTI Assessments for students may include but are not limited to reducing the number of questions, providing breaks, taking a portion of the test and completing the remaining items later, or any other accommodation that align to a student's IEP, 504, and/or other accommodation plan.

Administration

QTI assessments have an approximate administration time frame of 45–50 minutes, or an individual class period. During the test administration, teachers and administrators can expect the following QTI Assessment components by grade band.

Grades K–2:

Students are administered an audio-based reading passage, based on the knowledge in the unit, that they are hearing for the first time.
Images related to the passage are visible for students as they listen.
Students answer questions that are read aloud.
Questions include multiple choice.

Grades 3–5:

Students independently read a passage, based on the knowledge in the unit, that they are reading for the first time.
Students read and answer questions independently.
Questions include multiple choice and other STAAR-aligned item types.

Descriptions of Items

Multiple Choice

The student will choose the correct answer from a set of possible answer choices.

Multiple Select

The student will choose the correct answer(s) from a set of possible answer choices.

Short Constructed Response

Reading: The student will give a brief explanation in their own words to demonstrate understanding.
Writing: The student will demonstrate proficiency in the skill by constructing a sentence that corrects a revising or editing error.

Extended Constructed Response

The student will write an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.

Hot Text

The student selects highlighted text in a sentence, paragraph, or selection.

Inline Choice

The student selects the correct answer from a drop-down menu.

Multipart

The student responds to a two-part question where Part A and B are scored separately. Part B asks students to choose the answer that provides text evidence for the answer in Part A.

Item Scoring

The items on QTI Assessments have one of the following scoring systems assigned, based on the question type.

1. **Exact Match:** The item has only one correct answer option; for example, a multiple-choice question, an inline-choice question, or a hot text with only one correct option. The student receives the full credit of 1 point for each correct exact match question.

2. **Partial Match per Response:** The item requires multiple answers to be chosen correctly for the student to receive the full credit of 1 point. For example, in a multiple-select item with two correct answers for the full credit of 1 point, a student earns 0.5 points for each correct answer.

3. **Written Response:** Short constructed responses—reading are scored on a 2-point rubric, and extended constructed responses are scored on a 10-point rubric. Short constructed responses—revising and editing are worth 1 point.

Data results for teacher and administrator reports are contingent upon the platform used by the district or school to administer the QTI Assessments. QTI Assessment Guides are provided with the unit materials. Teachers can print the guides or view them online to see the assessment passages, items, and answer keys. These can be analyzed during the unit internalization process referenced in the Program Implementation Guidance section.

Program Implementation Guidance

For a comprehensive understanding of the instructional materials provided by the Bluebonnet Learning™ K–5 Reading Language Arts Program, professional development resources for teachers, coaches, and administrators are provided.

These materials include internalization protocols that support educators using the program in effectively implementing and using the high-quality instructional materials (HQIM) provided.

Internalization is the process of deeply studying a unit or lesson from your HQIM to understand what students are expected to learn and how you will teach it to achieve those outcomes. The internalization of HQIM is different from traditional "planning" and enables teachers to utilize their expertise and creativity more effectively to engage and differentiate for all students. HQIM internalization helps to ensure that all students get access to rigorous and engaging grade-level content. It also improves the quality of differentiation and in-the-moment support that students receive. The goal of internalization is to provide equitable instruction and student success. Because it is critical for teachers to learn and internalize their HQIM effectively, the Texas Educational Agency has provided the following materials to support all administrators, teachers, and coaches in facilitating meaningful learning experiences with the grade-level content provided within the Bluebonnet Learning™ K–5 Reading Language Arts Program.

This includes unit-level internalization where teachers and coaches engage in a step-by-step process for understanding each unit prior to teaching, including what students will be learning, how students will be assessed, and the high-level arc of learning. By starting with unit internalization, teachers see how each lesson fits into the big picture prior to using the Lesson Internalization Protocol.

Unit-level internalization documents:

- K–2 Reading Language Arts Unit Internalization for Teachers
- K–3 Foundational Skills Unit Internalization for Teachers
- 3–5 Unit Internalization for Teachers
- K–2 Reading Language Arts Unit Internalization for Coaches
- K–3 Foundational Skills Unit Internalization for Coaches
- 3–5 Unit Internalization for Coaches

Unit Internalization | **Bluebonnet Learning™ K-2 Reading Language Arts** Edition 1

Unit Internalization Coach Guide

Teacher Prework	Purpose of Prework
Read and annotate the core texts of the unit. Be aware that some texts may include or address topics that may be sensitive for students. Refer to unit materials for the provided family letters on these topics and note how you may introduce them safely to your students.	Reading the unit introduction orients teachers to the background on the content of the unit and its development.

Step 1: Understand the big picture.

- **Use the Unit Introduction:** Write or discuss 3-5 key takeaways student should have by the end of the unit. You will refer to this when using the lesson internalization protocol; identify background knowledge from previous grade levels.
- **Use the Scope and Sequence/Pacing Guide provided by your district:** Note which days you will be teaching the lessons and administering the assessments
- **Reflect:** Why is this unit important? How does it connect to the prior unit (if applicable)?

Step 1 Guidance for Coaches

Recommended timing: 5–10 min

Purpose of This Step

In this step, teachers will read the Unit Introduction to understand the knowledge of the unit. This helps teachers begin to see the coherence within the units and how the unit is organized to develop student understanding.

Implementation

During collaborative planning time, guide teachers to discuss their reflections for Step 1 to ensure aligned understanding of how this unit contributes to students' knowledge building and content development. It is an option to give teachers time to look at their calendars and pace out the unit.

Going Deeper

- Identify content learned in the previous and/or current grade-level that is prerequisite for the new learning.
- Make connections from prior learning to future learning of the content .
- Determine how the content aligns to and meets the rigor of the TEKS.
- Work with teachers to adjust the scope and sequence/ pacing guide provided by your district given needs for students.
- Identify the foundational skills that can b this unit to support what students are lea skills units.

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Coach

Unit Internalization | **Bluebonnet Learning™ K-3 Foundational Skills** Edition 1

Teacher Unit Internalization Protocol

Purpose	Prework
Reading the unit introduction orients teachers to the background on the content of the unit and its development.	Using the Teacher Guide, read the unit introduction.

Step 1: Understand the big picture.

- **Use Appendix B located in Unit 1:** Analyze where this unit fits in the yearly Scope and Sequence/Pacing Guide. Identify and reflect on what students will learn in this unit, what they learned in the unit before, and what they will learn next.
- **Use the Table of Contents:** Identify how many days are allocated for lessons, pausing points, and assessments.
- **Using the TEKS chart in the Teacher Resources:** Review the TEKS and ELPS being taught. Highlight the TEKS that are being assessed.
- **Use the Scope and Sequence/Pacing Guide provided by your district.** Note which days you will be teaching the lessons and administering the assessments.
- **Reflect:** Why is this unit important?

Step 2: Know your destination.

- **Use the Unit Introduction:** Read the Unit Introduction; discuss the recommendations for delivery and rationale of instruction for foundational skills; identify the assessment opportunities throughout the unit.
- **Use the unit assessment:** Review the unit assessment sections; if applicable, complete the comprehension assessment as the students would and annotate the foundational skills required to access the text.
- **Reflect:** How will identifying the skills that students will need to access the text within the unit assessment impact your daily instruction throughout the unit?

Step 3: Examine the arc of learning.

- **Use the Table of Contents:** Review how the lessons build on one another; how will students develop the prioritized skills over the course of the unit? Identify how the lessons connect to the unit assessment. Locate and review the Pausing Point lessons. Locate and review the Teacher Resources section.
- **Reflect:** How will you support students who do not exhibit mastery of prerequired skills necessary for the new learning within the unit?

Step 4: Organize your resources.

- **Use the Unit Introduction:** Review the Skills Strand Components to identify the additional materials needed for this unit i.e. markers, index cards, chart paper etc.
- **Use the Teacher Resources:** Prepare to use anecdotal recordings. Prepare resources needed for selected activities.
- **Reflect:** What would you like the Special Education and ESL teacher to do based on what you know about the unit? How will those actions contribute to improved student outcomes?
- **Use the text complexity rubric:** Review the rubric to check the rigor of the text.

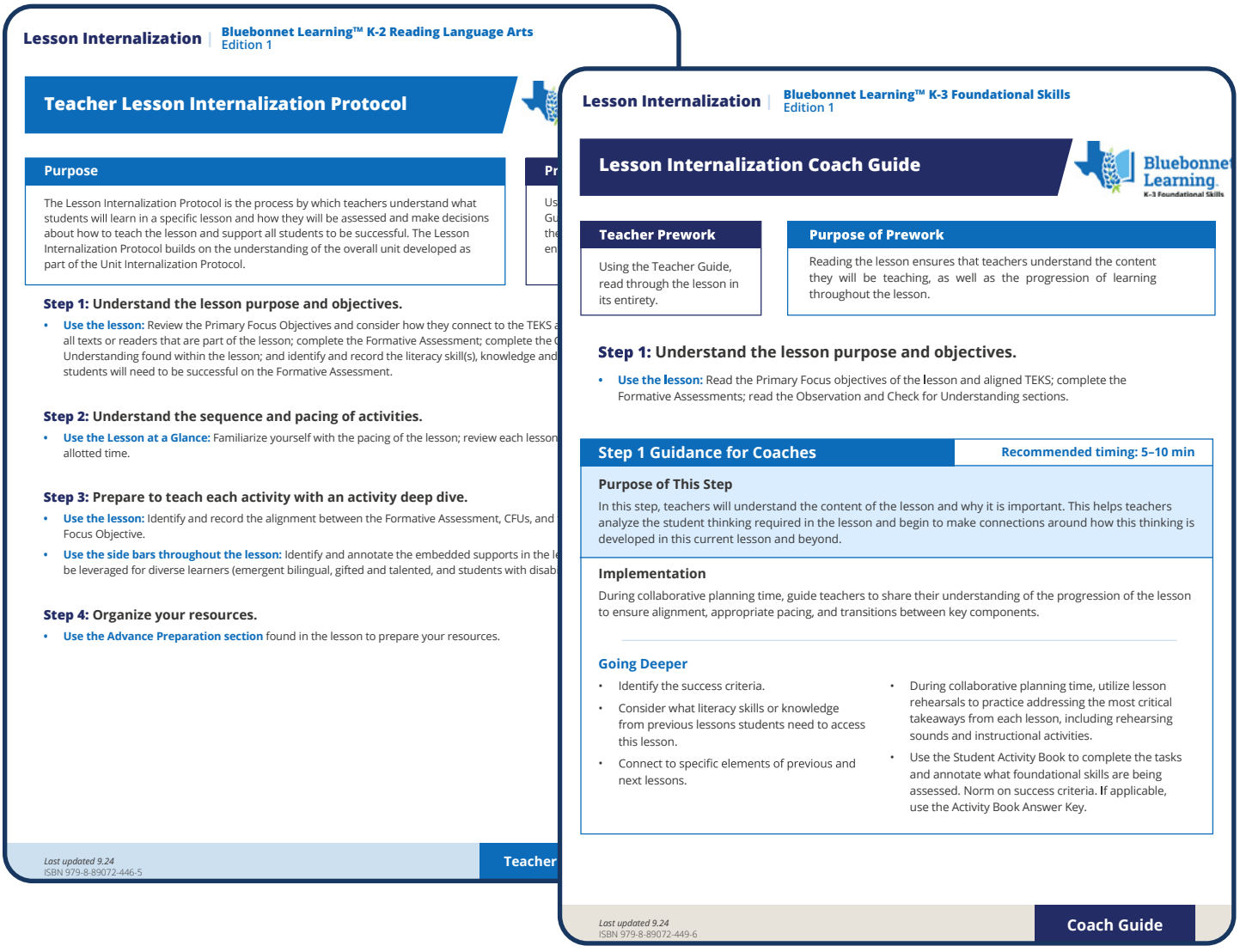
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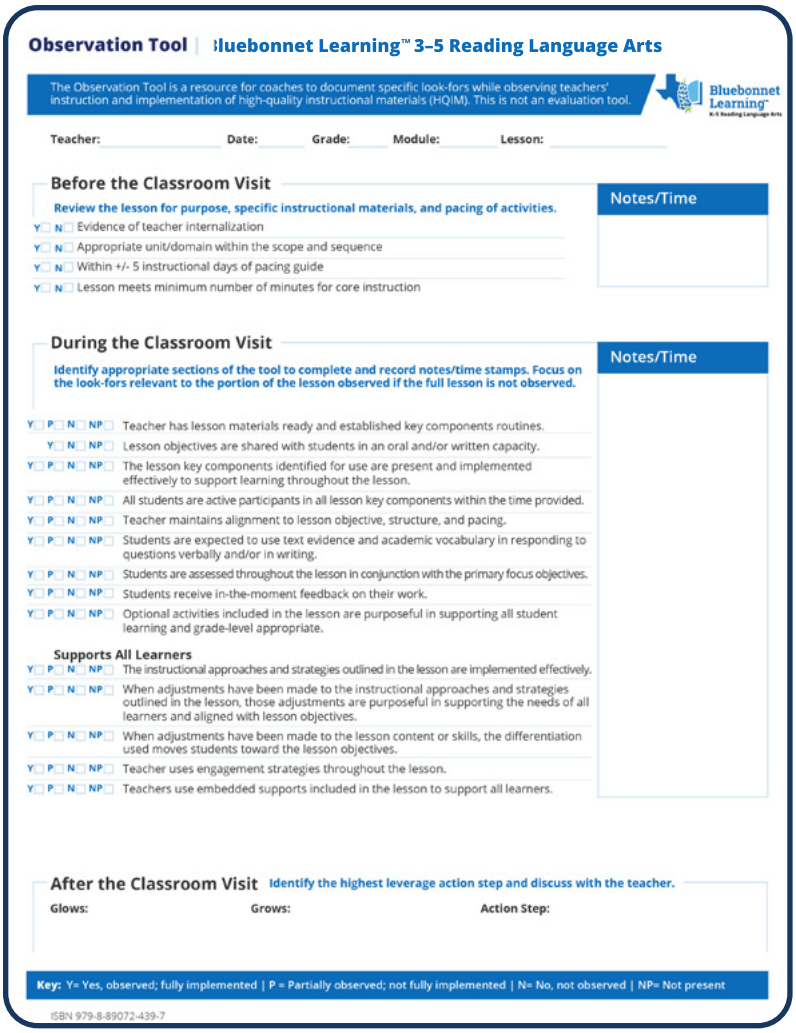
Teacher Protocol

Following the unit internalization, teachers will engage in the lesson internalization. The Lesson Internalization Protocol is the process by which teachers understand what students will learn in a specific lesson, how students will be assessed, and how teachers will make decisions about how to teach the lesson and support all students to be successful. The Lesson Internalization Protocol builds on the understanding of the overall unit developed as part of the Unit Internalization Protocol.

Lesson-level internalization documents:

- K–2 Reading Language Arts Unit Internalization for Teachers
- K–3 Foundational Skills Unit Internalization for Teachers
- 3–5 Unit Internalization for Teachers
- K–2 Reading Language Arts Unit Internalization for Coaches
- K–3 Foundational Skills Unit Internalization for Coaches
- 3–5 Unit Internalization for Coaches





Observation Tool | **Bluebonnet Learning™ 3–5 Reading Language Arts**

The Observation Tool is a resource for coaches to document specific look-fors while observing teachers' instruction and implementation of high-quality instructional materials (HQIM). This is not an evaluation tool.

Bluebonnet Learning™ K-5 Reading Language Arts

Teacher: Date: Grade: Module: Lesson:

Before the Classroom Visit

Review the lesson for purpose, specific instructional materials, and pacing of activities.

Notes/Time

- Y N Evidence of teacher internalization
- Y N Appropriate unit/domain within the scope and sequence
- Y N Within +/- 5 instructional days of pacing guide
- Y N Lesson meets minimum number of minutes for core instruction

During the Classroom Visit

Identify appropriate sections of the tool to complete and record notes/time stamps. Focus on the look-fors relevant to the portion of the lesson observed if the full lesson is not observed.

Notes/Time

- Y P N NP Teacher has lesson materials ready and established key components routines.
- Y N NP Lesson objectives are shared with students in an oral and/or written capacity.
- Y P N NP The lesson key components identified for use are present and implemented effectively to support learning throughout the lesson.
- Y P N NP All students are active participants in all lesson key components within the time provided.
- Y P N NP Teacher maintains alignment to lesson objective, structure, and pacing.
- Y P N NP Students are expected to use text evidence and academic vocabulary in responding to questions verbally and/or in writing.
- Y P N NP Students are assessed throughout the lesson in conjunction with the primary focus objectives.
- Y P N NP Students receive in-the-moment feedback on their work.
- Y P N NP Optional activities included in the lesson are purposeful in supporting all student learning and grade-level appropriate.

Supports All Learners

- Y P N NP The instructional approaches and strategies outlined in the lesson are implemented effectively.
- Y P N NP When adjustments have been made to the instructional approaches and strategies outlined in the lesson, those adjustments are purposeful in supporting the needs of all learners and aligned with lesson objectives.
- Y P N NP When adjustments have been made to the lesson content or skills, the differentiation used moves students toward the lesson objectives.
- Y P N NP Teacher uses engagement strategies throughout the lesson.
- Y P N NP Teachers use embedded supports included in the lesson to support all learners.

After the Classroom Visit Identify the highest leverage action step and discuss with the teacher.

Glows: Grows: Action Step:

Key: Y= Yes, observed; fully implemented | P = Partially observed; not fully implemented | N= No, not observed | NP= Not present

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In addition to these resources, is the Observation Tool. The Observation tool is a resource for coaches and/or administrators to document specific look-fors while observing teachers' instruction and implementation of high-quality instructional materials. This is not an evaluative tool, but rather a support for coaches and/or administrators to collect observable data. Coaches and/or administrators can use the data collected to develop individualized coaching plans for teachers or grade-level teams. The data may also be used to develop campus-wide or district-wide professional learning sessions as needed.

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K–5 Reading Language Arts

ENGLISH

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