

High-Quality Instructional Materials and School Supports Provided by House Bill 1605

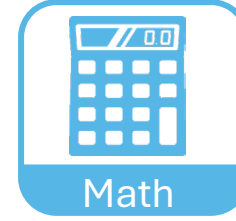
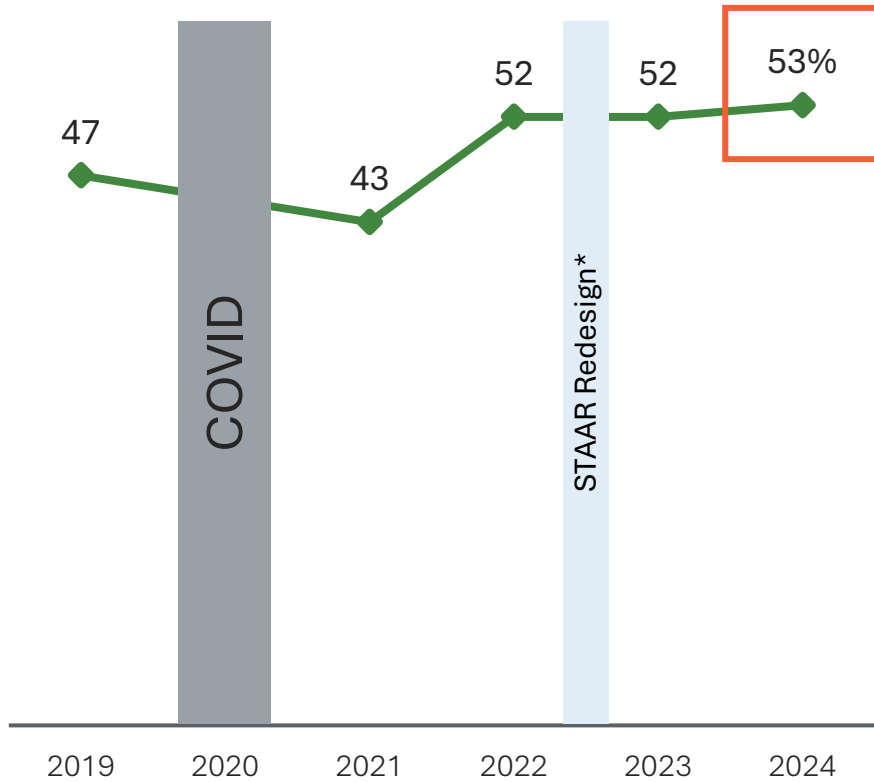


Why are High-Quality Instructional Materials (HQIM) Important?

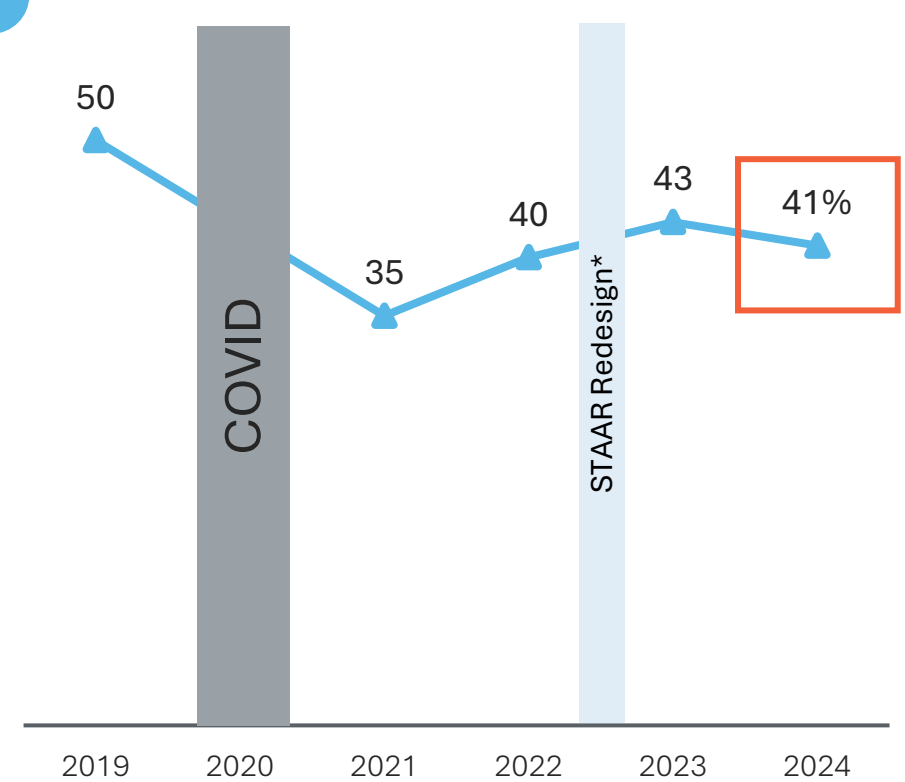
Far Too Few Students Are on Grade-Level in Reading and Math



Percent of Students that Met Grade Level or Above in RLA (Grades 3-8, English I & II)



Percent of Students that Met Grade Level or Above in Math (Grades 3-8 & Algebra I)



Many teachers are spending hours developing curriculum

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



Many Students are Getting Lessons That Are Not at Grade-Level

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

17%

of lessons were at grade level (or higher)

TEA reproduced the study methodology with elementary Texas school systems.

19%

of lessons were at grade level (or higher)

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

HB 1605 Overview



Instructional Materials Review and Approval (IMRA)

Creates new criteria and an overall process for State Board of Education (SBOE) review and approval. **Criteria include:**

- TEKS Coverage
- Quality
- Suitable for Grade and Subject
- Free from Factual Error
- No Harmful Content and Other Statutory Compliance
- Parent Portal Compliance

Additional funding (on top of the Instructional Materials and Technology Allotment (IMTA), is provided to districts that choose to use SBOE-approved materials (**\$40/student**). An additional **\$20/student** for districts printing state-owned materials (PDF versions are free.)



Parent Transparency

Requires local school systems to establish a classroom instructional material review process.

Requires publishers to make IMRA-approved textbooks accessible to parents via the Internet.



State-Owned Textbooks

Requires TEA to develop state-owned textbooks that are subject to approval by SBOE.

Provides optional teacher training for districts to utilize the materials and a related grant for educator prep programs.



TEKS Review and Revision

Requires a new vocabulary and book list addendum to the Reading Language Arts (RLA) standards.

Creates flexibility in the TEKS review and revision schedule.

Prohibits the use of three-cueing in phonics materials.



Teacher Protections

Teachers **cannot** be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teachers.

SBOE Instructional Materials Review and Approval (IMRA) Criteria



Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)



Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22



Quality Review

Material quality supports student's ability to demonstrate proficiency in the standards

Also ensures compliance with three-cuing ban



Factual Errors

Materials do not contain factual errors



Physical and Electronic Specifications

Material components meet physical and digital requirements



Parent Portal

Materials included on parent portal that meet transparency requirements

The SBOE Established a Multi-Year Plan to Complete Reviews of Instructional Materials



Cycle 2024 Materials in classrooms SY 2025-26	Cycle 2025 Materials in classrooms SY 2026-27	Cycle 2026 Materials in classrooms SY 2027-28	Cycle 2027 Materials in classrooms SY 2028-29	Cycle 2028 Materials in classrooms SY 2029-30	Cycle 2029 Materials in classrooms SY 2030-31	Cycle 2030 Materials in classrooms SY 2031-32	Cycle 2031 Materials in classrooms SY 2032-33
Foundation Subjects <ul style="list-style-type: none"> Math K-12 ELAR K-5 SLAR K-5 	Foundation Subjects <ul style="list-style-type: none"> Math K-12 ELAR K-5 SLAR K-5 <ul style="list-style-type: none"> Math Supplemental 	Foundation Subjects <ul style="list-style-type: none"> Math K-12 Math Adv ELAR K-5 SLAR K-5 <ul style="list-style-type: none"> Math Supplemental RLA Supplemental Enrichment Subjects <ul style="list-style-type: none"> Positive Character Traits Fine Arts CTE (Batch 1) 	Foundation Subjects <ul style="list-style-type: none"> Math K-12 Math Adv ELAR K-5 SLAR K-5 <ul style="list-style-type: none"> Math Supplemental RLA Supplemental Enrichment Subjects <ul style="list-style-type: none"> Positive Character Traits Fine Arts CTE (Batch 1) CTE (Batch 2) Languages Other Than English (LOTE) 	Foundation Subjects <ul style="list-style-type: none"> Math K-12 Math Advanced ELAR K-5 SLAR K-5 <ul style="list-style-type: none"> Math Supplemental RLA Supplemental Enrichment Subjects <ul style="list-style-type: none"> Positive Character Traits Fine Arts CTE (Batch 1) CTE (Batch 2) CTE (Batch 3) Languages Other Than English (LOTE) Religious Literature 	Foundation Subjects <ul style="list-style-type: none"> Math K-12 Math Advanced ELAR K-12 SLAR K-6 Science K-12 Social Studies K-12 <ul style="list-style-type: none"> Math Supplemental RLA Supplemental Enrichment Subjects <ul style="list-style-type: none"> Positive Character Traits Fine Arts CTE (Batch 1) CTE (Batch 2) CTE (Batch 3) Languages Other Than English (LOTE) Religious Literature 	Foundation Subjects <ul style="list-style-type: none"> Math K-12 Math Advanced ELAR K-12 SLAR K-6 Science K-12 Social Studies K-12 Prekindergarten <ul style="list-style-type: none"> Math Supplemental RLA Supplemental Enrichment Subjects <ul style="list-style-type: none"> Positive Character Traits Fine Arts CTE (Batch 1) CTE (Batch 2) CTE (Batch 3) Languages Other Than English (LOTE) Religious Literature 	Foundation Subjects <ul style="list-style-type: none"> Math K-12 Math Advanced ELAR K-12 SLAR K-6 Science K-12 Social Studies K-12 Prekindergarten <ul style="list-style-type: none"> Math Supplemental RLA Supplemental Enrichment Subjects <ul style="list-style-type: none"> Positive Character Traits Fine Arts CTE (Batch 1) CTE (Batch 2) CTE (Batch 3) Languages Other Than English (LOTE) Religious Literature Health Physical Education

Each year IMRA reviews will cumulatively expand to include more courses and categories of instructional materials.

In 2024, the SBOE reviewed materials in the following categories:

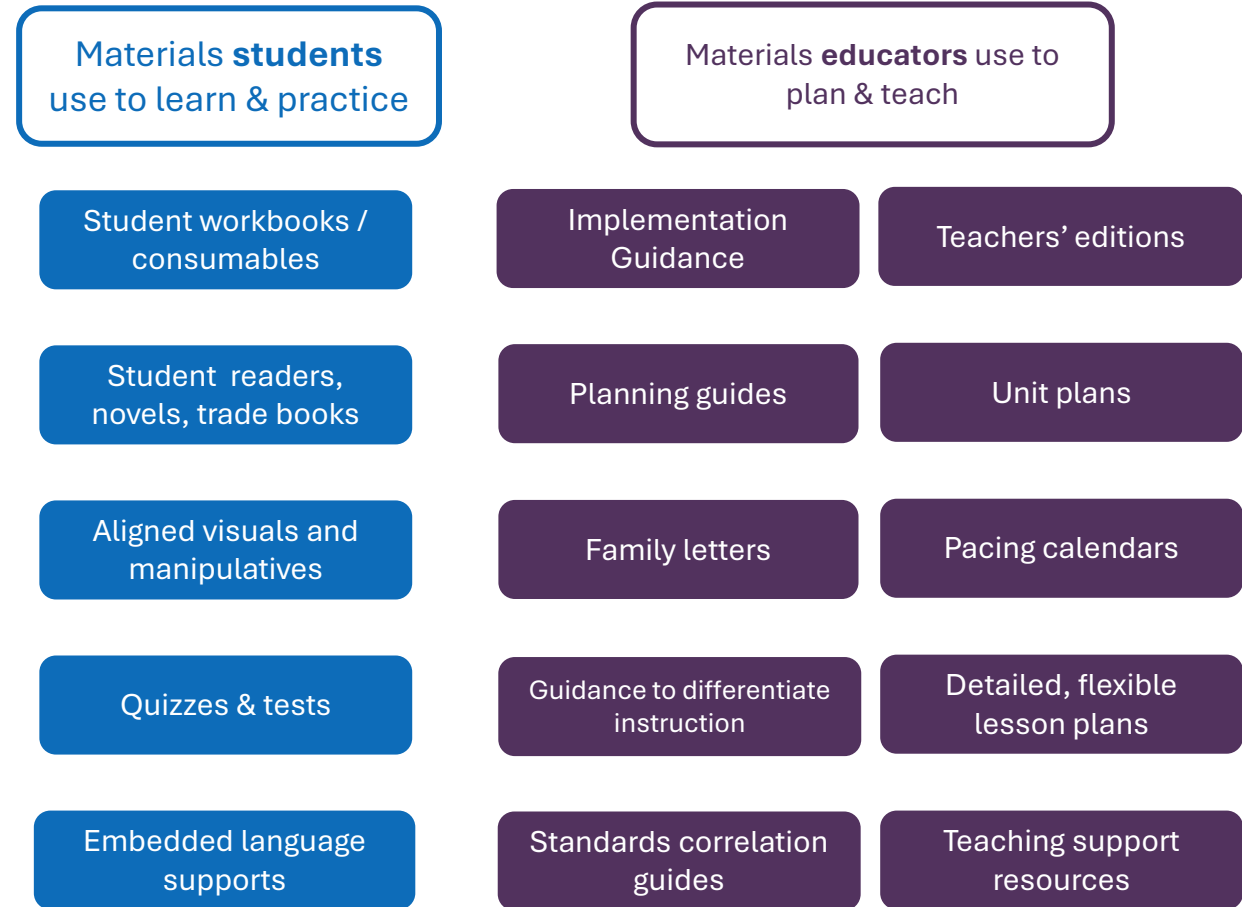
Full-subject, tier-one instructional materials:

- K–5 English Language Arts and Reading (ELAR)
- K–5 Spanish Language Arts and Reading (SLAR)
- K–12 Mathematics

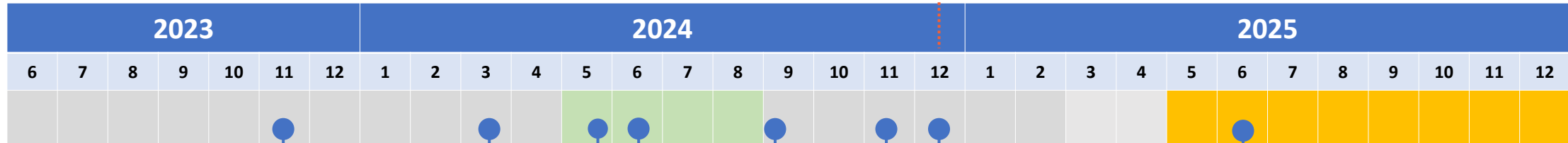
Partial-subject, tier-one instructional materials:

- K–3 English and Spanish phonics are also up for review.

Full- and Partial-subject instructional materials contain all the following:



SBOE IMRA Cycle 2024 Timeline



November 2023
Agency issues request for materials

March 2024
Agency announces lists of materials to be reviewed

May 29, 2024
All instructional materials under review by the SBOE were made publicly available for review

May–August 2024
Instructional materials review and public comment period for submitted materials

September 2024
SBOE review of IMRA reports and public hearing on materials

December 2024 – February 2025
Agency executes contracts. Bluebonnet available for requisition by 12/16/24.

November 2024
SBOE votes to approve/reject materials

May–December 2025
Districts may requisition new materials in EMAT for School Year 2025–26 using new formula funding

In November of 2024, the SBOE created a list of approved instructional materials and a list of rejected instructional materials closing the first year of the IMRA process.



95

instructional materials
added to the Approved List

[IMRA 2024 List of SBOE-Approved
Instructional Materials \(PDF\)](#)



32

instructional materials
SBOE took no action




15

instructional materials
added to the Rejected List

[IMRA 2024 List of SBOE-Rejected
Instructional Materials \(PDF\)](#)

Districts may still use these materials; however, districts may not access the new entitlement funding for rejected products, nor any products where the SBOE took “no action”.



What Does This Mean for School Systems, Now?

Updates in December 2024

School systems can now examine detailed quality evaluations for all products reviewed in 2024

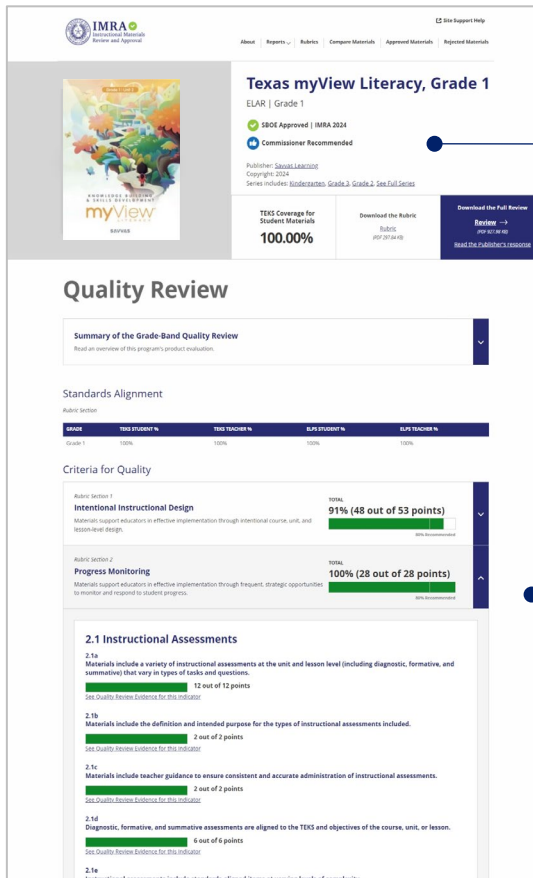
A new website to assist school districts in locating and selecting instructional materials including:

- List of instructional materials reviewed as part of the IMRA process
- IMRA results and agency recommendations
- SBOE determination on reviewed materials
- Technology required to use the materials
- Pricing for these materials
- Additional information to assist in materials selection

Districts Can Leverage the Information to Better Inform Instructional Materials Selection and Procurement Decisions.

1

Explore the [IMRA website](#)
(How-to/walk-through video coming soon)



Discover status

View full, in-depth review

Expand to see rubric alignment and evidence from Texas educators

2

Join Strong Foundations Planning



3

Connect with your service center to get support walking through these resources.



Instructional Materials Funding: Allotment and Entitlement State Funds Defined

Instructional Materials and Technology Allotment (IMTA)

- **A biennial allotment of money from the state instructional materials and technology fund to Texas public schools.** This has also been referred to as the Technology and Instructional Materials Allotment or TIMA in past legislation.
- The most recent biennium allotted **\$171.82 per student and an additional \$15.58 per emergent bilingual student.**

SBOE-Approved Instructional Materials Entitlement (\$40 / student / year)

- An annual additional entitlement of **\$40 per enrolled student** credited to a district's Instructional Materials and Technology Account to **procure instructional materials placed on the approved list** maintained by the SBOE through the IMRA process under [TEC, §31.022](#).
[See TEC, §48.307](#)

State-Developed Open Education Resource (OER) Entitlement (\$20 / student / year)

- An annual additional entitlement of up to **\$20 per enrolled student** credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of **SBOE-approved open education resources (Bluebonnet Learning)**. [See TEC, §48.308](#)

For a deeper dive into materials funding, visit the [Instructional Materials Funding web page](#) and view the [Instructional Materials Funding Webinar](#)



Updates in December 2024

School Year	2024-2025	Allotment Report	Go back to Start Page Allotment
Instructional Materials and Technology Allotment*			
Current Biennium includes SY 2023-2024 - 2024-2025			
Biennial Allotment	\$2,021,414.46	Total Allotment	\$2,024,204.06
Carryover Funds	\$0.00	Requisitions:	
Adjustments	\$2,789.60	Completed	\$0.00
		Pending	\$0.00
		Disbursements:	
Total Allotment	\$2,024,204.06	Completed	\$0.00
		Pending	\$0.00
		Allotment Used	\$0.00
		Allotment Remaining	\$2,024,204.06
SBOE-Approved Instructional Materials Entitlement*			
Current Entitlement for SY 2024 - 2025			
Annual Entitlement	\$408,852.00	Total Allotment	\$863,132.00
Carryover Funds	\$454,280.00	Requisitions:	
Adjustments	\$0.000	Completed	\$0.00
		Pending	\$0.00
		Pending	\$0.00
Total Allotment	\$863,132.00	Allotment Used	\$0.00
		Allotment Remaining	\$863,132.00
State-Developed Open Education Resource Entitlement			
Current Entitlement for SY 2024 - 2025			
Annual Entitlement	\$204,426.00	Total Allotment	\$204,426.00
Adjustments	\$0.00	Requisitions:	
		Completed	\$0.00
		Pending	\$0.00
		Pending	\$0.00
Total Allotment	\$204,426.00	Allotment Used	\$0.00
		Allotment Remaining	\$204,426.00

EMAT has been updated with new allotment funds for school systems

EMAT updates for instructional materials procurement, reporting, and LEA account management:

- The applicable **\$40- and \$20-per-student entitlements** for SBOE-approved instructional materials will be visible in EMAT.
- Requisition of Bluebonnet Learning products for SY 2025–26 will be available this week (12/12/24).
- Requisition functionality for all approved products will begin in Spring of 2025, after final contracts are signed with publishers.

New SBOE-Approved Instructional Materials Funding Scenario



District Profile—Example ISD

Student Enrollment SY 2023-24: 10,338

Student Enrollment SY 2024-25: 10,365

Snapshot of November 2024 Allotment - Amounts

IMTA funds can be used to purchase any materials.

When purchasing SBOE-Approved HQIM, new formula funding is available. If no purchases are made, the funding accumulates in a school system's account.

When purchasing printed Bluebonnet Learning materials, district access annual OER materials funding.

<input checked="" type="checkbox"/>	Instructional Materials and Technology Allotment Carryover Funding from previous biennium	\$3,044
<input checked="" type="checkbox"/>	Instructional Materials and Technology Allotment Remaining from current biennium (24-25)	\$ 1,849,121
<input checked="" type="checkbox"/>	SBOE-Approved Instructional Materials Entitlement (Annual/Carryover) SY 2023–24	\$ 413,520
<input checked="" type="checkbox"/>	SBOE-Approved Instructional Materials Entitlement (Annual/Carryover) SY 2024–25	\$ 414,600
<input type="checkbox"/>	Edition 1, SBOE-Approved, State-Developed OER Entitlement (Annual) SY 2024–25	\$207,300

Total Instructional Materials Funding Available: **\$2,680,285**

Instructional Material Decisions are Local in Texas

- **Districts have local discretion** when selecting instructional materials (Texas Education Code 31.0211)
- The State Board of Education reviews materials, including OER, and decides what high-quality material is available to schools (TEC 31.022)
- Parents have a right to review all instructional materials (TEC 26.006)
- Parents have a right to temporarily remove a child from a class or school activity (TEC 26.010)



Bluebonnet Learning Overview

HB 1605 Overview



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Teacher Protections

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SBOE-Approved Bluebonnet Learning Materials are available for Schools to Order in Print for the 2025-26 SY

Bluebonnet Learning, Mathematics, K-5

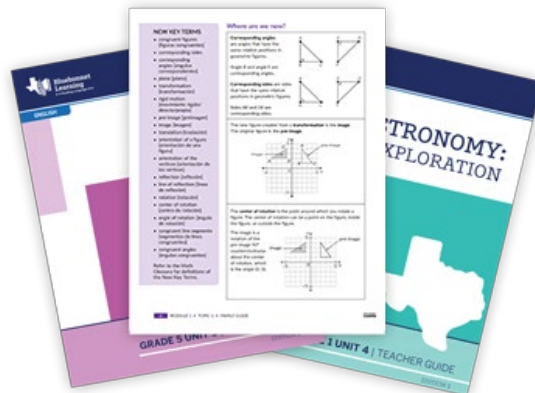
- Kinder (50 minute lessons)
- Grade 1 (60 minute)
- Grade 2
- Grade 3
- Grade 4
- Grade 5

Materials include lesson plans & teacher guides, student editions, readers, etc., for a full school year



Bluebonnet Learning, Mathematics, Secondary

- Grade 6 (45 minute)
- Grade 7
- Grade 8
- Algebra I



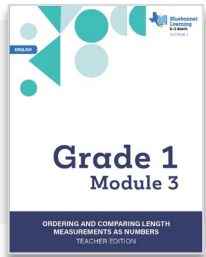
Bluebonnet Learning, Reading/Language Arts, K-5

- Kinder Skills (60 minute)
- Grade 1 Skills
- Grade 2 Skills
- Kinder Knowledge (60 minute)
- Grade 1 Knowledge
- Grade 2 Knowledge
- Grade 3 Knowledge & Skills (120 minute)
- Grade 4 RLA (90 minute)
- Grade 5 RLA

Spanish K-5 RLA materials are available for pilot in 2025-26 using IMTA

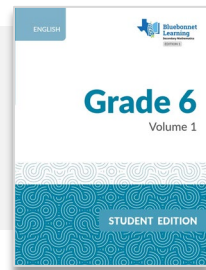
Example Bluebonnet Print Order Procurement Scenario with New State Supports – Small District

In November 2024, the SBOE approves **Bluebonnet Learning Edition 1 in Math & RLA**



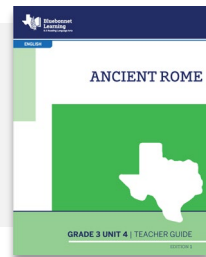
Instructional Material–Math K-5

Total Price for all Classrooms: \$33,204



Instructional Material–Math 6-Alg

Total Price for all Classrooms: \$ 6,456



Instructional Material–RLA K-5

Total Price for all Classrooms: \$41,532

Total Cost of Materials in Year 1: \$81,192

District Profile – Example ISD

Student Enrollment SY 2023-24: 1,582

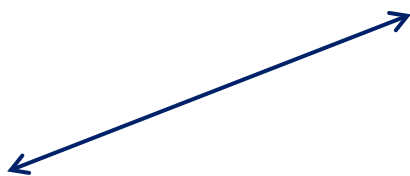
Student Enrollment SY 2024-25: 1,578

Snapshot of November 2024 New Allotment

(excluding pre-existing Instructional Materials & Technology Allotment)

✓	SBOE-Approved Instructional Materials Entitlement (Annual/Carryover) SY 2023–24	\$63,280
✓	SBOE-Approved Instructional Materials Entitlement (Annual/Carryover) SY 2024–25	\$ 63,120
✓	Edition 1, SBOE-Approved, State-Developed OER Entitlement (Annual) SY 2024–25	\$31,560

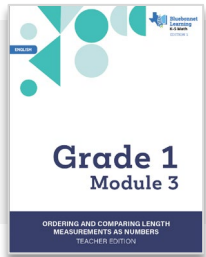
Total 1605 Formula Funding Available: \$157,960



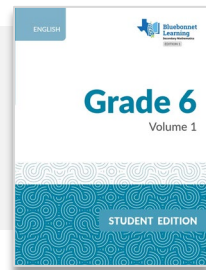
Spanish language versions of Bluebonnet are also available for 2024-25 SY but would need to be purchased in that year only with IMA funds.

Example Bluebonnet Print Order Procurement Scenario with New State Supports – Large District

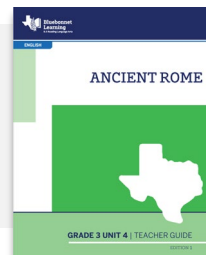
In November 2024, the SBOE approved **Bluebonnet Learning Edition 1** in **Math & RLA**



Instructional Material–Math K-5
Total Price for all Classrooms: \$1,853,703



Instructional Material–Math 6-Alg
Total Price for all Classrooms: \$ 321,607



Instructional Material–RLA K-5
Total Price for all Classrooms: \$2,289,918

Total Cost of Materials in Year 1: \$4,465,228

District Profile – Example ISD

Student Enrollment SY 2023-24: 73,707

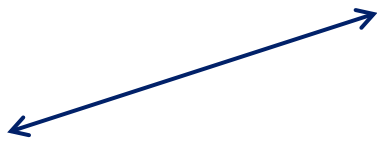
Student Enrollment SY 2024-25: 73,561

Snapshot of November 2024 New Allotment

(excluding pre-existing Instructional Materials & Technology Allotment)

<input checked="" type="checkbox"/>	SBOE-Approved Instructional Materials Entitlement (Annual/Carryover) SY 2023–24	\$ 2,948,280
<input checked="" type="checkbox"/>	SBOE-Approved Instructional Materials Entitlement (Annual/Carryover) SY 2024–25	\$ 2,942,440
<input checked="" type="checkbox"/>	Edition 1, SBOE-Approved, State-Developed OER Entitlement (Annual) SY 2024–25	\$1,471,220

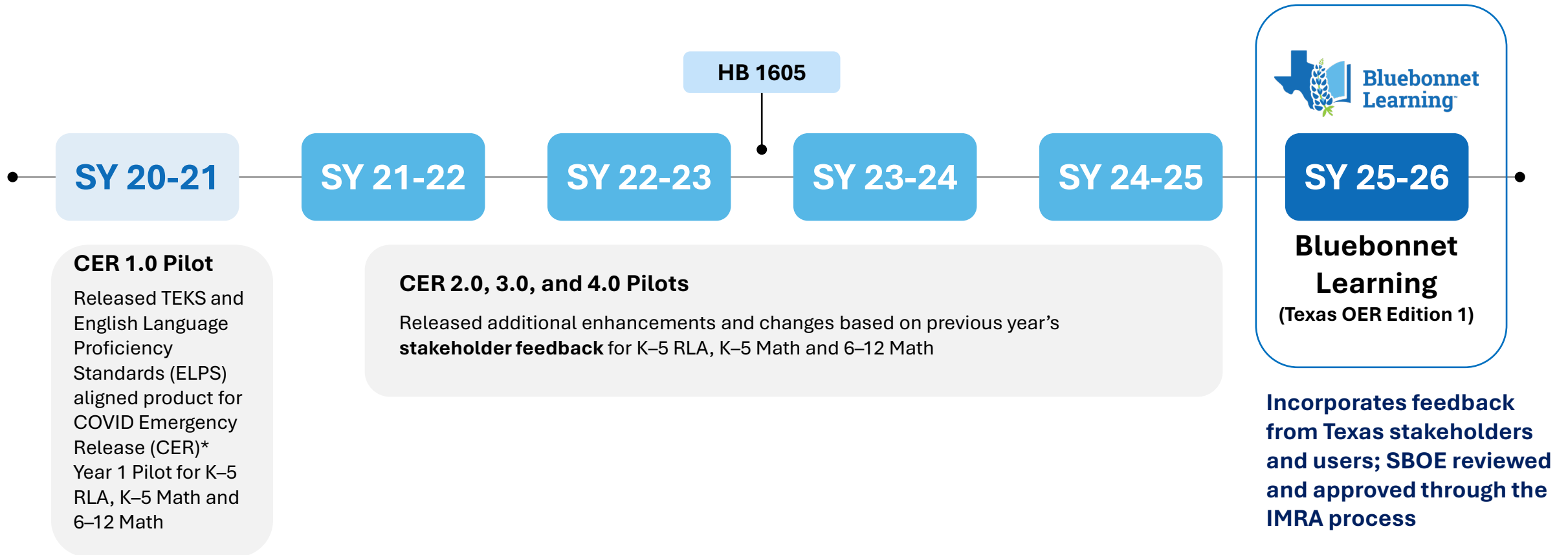
Total 1605 Formula Funding Available: \$7,361,940



Spanish language versions of Bluebonnet are also available for 2024-25 SY but would need to be purchased in that year only with IMA funds.

Evolution of TEA's Instructional Materials: Using Feedback from Texas Educators and Parents to Improve Materials Quality

A process of continuous improvement



*Originally published as part of Texas Home Learning (THL)

Bluebonnet Learning mathematics products are designed to align to the TEKS based on student learning research

Materials Not Aligned with Research

Stand-alone scope & sequence and modules



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



Prioritize **procedural skill and fluency** at expense of strong Tier-One instruction



Below grade-level tasks grounded in remediation



Problems requiring **one word or numerical** answer without justification



Materials Designed Based on Research

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

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

Balances **conceptual understanding, procedural skill and fluency, and application**

All students working on **grade-level tasks**

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

Bluebonnet Learning Math: A Research-Based Design

Bluebonnet Learning Edition 1 K–5 Math Unit Topics



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

Integrated ADSY units are provided to extend learning

Grade 1 Module 1

SUMS AND DIFFERENCES TO 10 | TEACHER EDITION

BLUEBONNET LEARNING K-5 MATH Module Overview 1 • 1

Grade 1 • Module 1 Sums and Differences to 10

OVERVIEW

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

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

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

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

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

Through dialogue, they engage in seek invited by the joining situation and the invited by the number bonds. Express model both the stories and the bonds, the decompositions (1.3B, 1.5D).

The work with story problems in Topic to real-world situations. Students adv change unknown problems such as:

Module Overview

BLUEBONNET LEARNING K-5 MATH Module Overview 1 • 1

Terminology

A Spanish cognate is included when the term has a similar meaning and spelling in English. Not every term in this module has a Spanish cognate.

New or Recently Introduced Terms

- Addend:** one of the numbers being added

$$\begin{array}{c} \text{addends} \\ 2 + 1 \\ \hline 3 \end{array} \quad \begin{array}{c} \text{addends} \\ 8 = 3 + 3 + 2 \end{array}$$
- Count on:** count up from one part to the total
- Doubles (Dobles):** an addition number sentence or expression with the same number added twice
- Doubles plus 1:** an addition number sentence or expression with two equal addends and a third addend that is 1 more than the other two

$$\begin{array}{l} \text{doubles} \\ 2 + 2 = \square \quad 2 + 3 = \square \\ 3 + 3 = \square \quad 3 + 4 = \square \\ 4 + 4 = \square \quad 4 + 5 = \square \end{array}$$
- Expression (Expresión):** a number sentence without an equal sign

$$\begin{array}{l} 2 + 1 \\ 5 - 3 \end{array}$$

Terminology

BLUEBONNET LEARNING K-5 MATH Module Overview 1 • 1

Topic	TEKS	Student Misconception	How to Bridge to a Better Understanding
Topics C and H	1.3B 1.5D	Students scan word problems for numbers and key words to determine which operation to use (e.g., "More means add. I find the numbers in the story problem and add them together").	Notice how concrete and pictorial models are used to represent a story problem. Make the connection between the models and the story in the problem even clearer. For example, you can ask the following: <ul style="list-style-type: none"> What does the 4 tell us about in the story? The 2? The 6? What are we looking for? A part or a total? What is happening in this story? What symbol can we use to show what is happening?
Topic D	1.3D	Students rely on counting all (e.g., "I have to count from 1").	Make 5-group cards available or at centers. To support counting on, have Partner A show a numeral. Have Partner B show a number of dots and count on to find the total (e.g., "Sililiix, 7, 8, 9")

Misconceptions

BLUEBONNET LEARNING K-5 MATH Lesson 1 1 • 1

Lesson 1

Objective: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.

Suggested Lesson Structure

- Fluency Practice (16 minutes)
- Application Problem (7 minutes)
- Concept Development (30 minutes)
- Student Debrief (7 minutes)
- Total Time (60 minutes)**

Fluency Practice (16 minutes)

- Math Fingers Flash 1.2A (3 minutes)
- Sprint: Count Dots 1.2A (13 minutes)

Math Fingers Flash (3 minutes)

Note: Visually recognizing (perceptually subitizing) particularly fingers, allows students to move toward seeing two sets of objects together (counting on), thus preparing them for the fluency objective.

Students are encouraged to make appropriate adjustments to fluency activities to account for varying student needs.

Teacher flashes fingers the Math Way for numbers 0–10. When using a document camera, teacher begins by raising the left pinky and ends with the right pinky as shown above. When facing the students, teacher's raised fingers should begin with the right pinky and end with the left pinky as seen below. At all times, students see fingers move from left to right.

T: I'm going to hold up some fingers the Math Way and then hide them. Look carefully and say the number you saw when I snap.
 T: (Flash 3 fingers for 2–3 seconds and then hide them.) Ready (snap).
 S: 3.
 Repeat process for numbers within 5.
 T: (Flash 7 fingers.) Ready (snap).

NOTES ON FLUENCY PRACTICE:

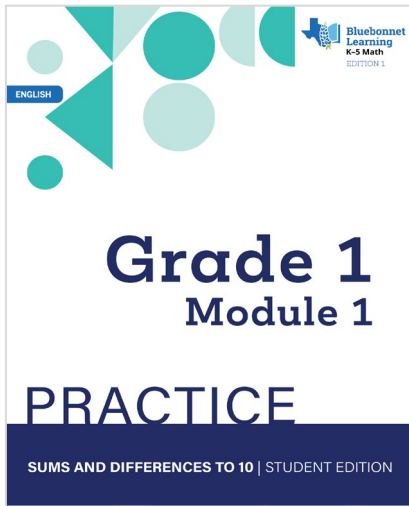
Think of Fluency Practice as having three goals:

- Maintenance (staying sharp on previously learned skills).
- Preparation (targeted practice for the current lesson).
- Anticipation (skills that ensure that students are ready for the in-depth work of upcoming lessons).

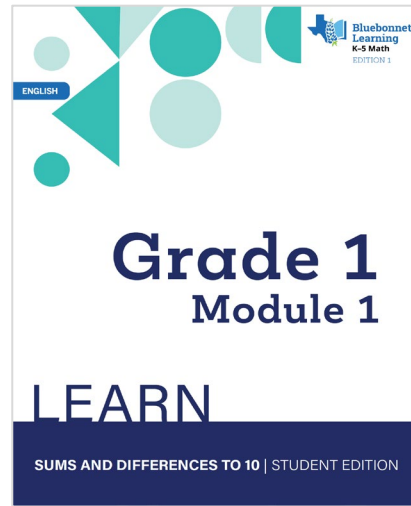
Example of anticipatory fluency: Students must be secure in counting to 10 long before they can be expected to decompose 10.

Detailed Lessons

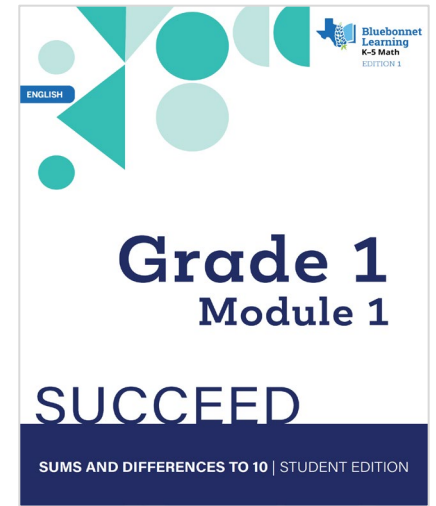
Bluebonnet Learning K–5 Math (2/2)



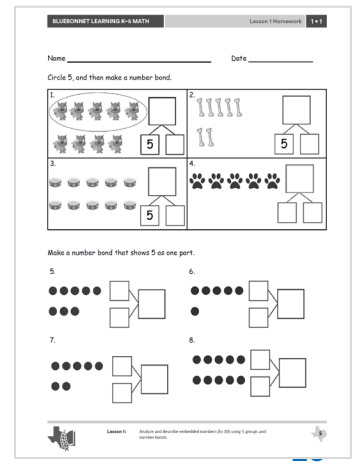
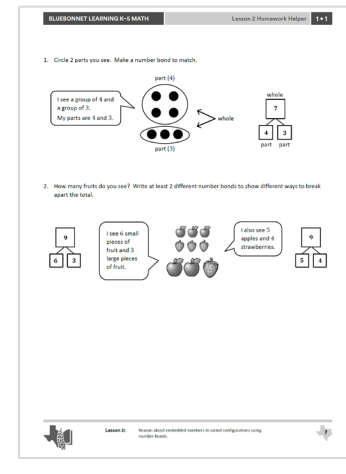
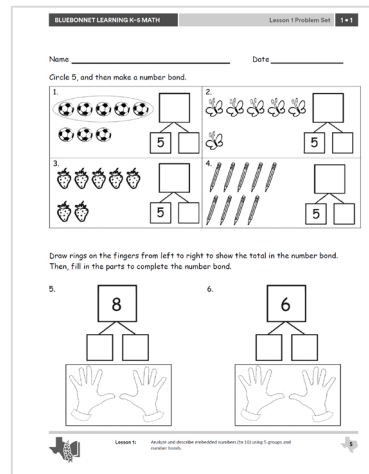
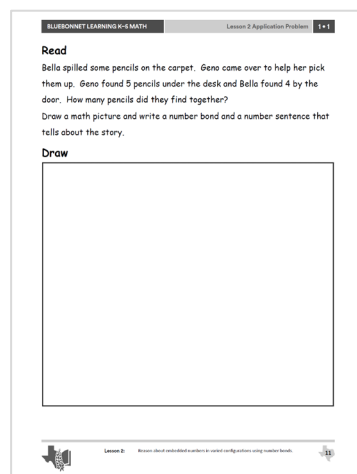
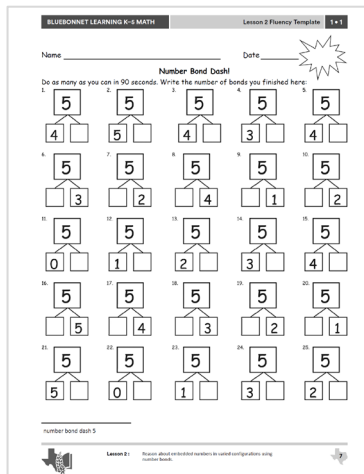
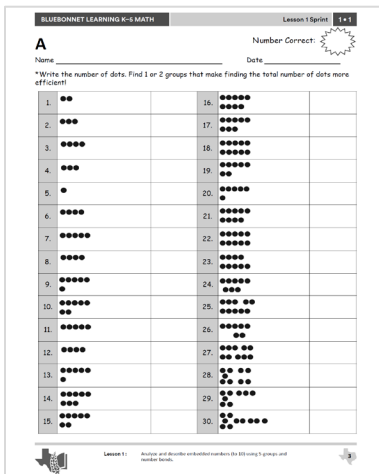
Fluency Practice



Problem Solving and Problem Sets



Homework and Practice



Bluebonnet Learning Math: A Research-Based Design

Bluebonnet Learning Edition 1 Secondary Mathematics Unit Topics

	Grade 6	Grade 7	Grade 8	Algebra I (Grades 8/9)
1	Composing and Decomposing	Thinking Proportionally	Transforming Geometric Objects	Searching for Patterns
2	Relating Quantities	Applying Proportionality	Developing Function Foundations	Exploring Constant Change
3	Moving Beyond Positive Quantities	Reasoning Algebraically	Data Data Everywhere	Modeling Linear Equations and Inequalities
4	Determining Unknown Qualities	Analyzing Populations and Probabilities	Modeling Linear Equations	Investigating Growth and Decay
5	Describing Variability of Quantities	Constructing and Measuring	Applying Powers	Maximizing and Minimizing

ENGLISH

Grade 6

Volume 1

TEACHER EDITION

TOPIC 1 OVERVIEW

Factors and Multiples

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

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

Math Representation
 The model shows $\frac{3}{4} + \frac{1}{4}$.
 The division expression asks, "How many $\frac{1}{4}$ s are in $\frac{3}{2}$?"

Although algorithms for fraction in this topic, students may not achieve this topic. Fluency requires time to develop fluency with fraction operations.

1 Writing Equivalent Expressions Using the Distributive Property

LESSON OVERVIEW

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

MATERIALS
None

GRADE 6 TEKS
Mathematical Process Standards
 (1) The student uses mathematical processes to acquire and demonstrate mathematical understanding.
 The student is expected to:

- **6.1A** apply mathematics to problems arising in everyday life, society, and the workplace.
- **6.1C** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- **6.1D** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Expressions, Equations, and Relationships
 (7) The student applies mathematical process standards to develop concepts of expressions and equations.
 The student is expected to:

- **6.7D** generate equivalent expressions using the properties of operations; inverse, identity, commutative, associative, and distributive properties.
- **6.8** the student applies mathematical process standards to use geometry to represent relationships and solve problems.
 The student is expected to:
- **6.8D** determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and sub-area of right rectangular prisms where dimensions are positive rational numbers.

ELPS
(1) Learning Strategies
 The student is expected to:

- **(1)** introduce new tools and academic language by using and modeling it in meaningful ways in speaking and writing activities that build concept and language awareness.
- **(3) Speaking**
 The student is expected to:
- **(3)** expand and internalize initial English vocabulary by language proficiency.

ESSENTIAL IDEAS

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

Topic Overview

MODULE 1, TOPIC 1 PACING GUIDE

165-Day Pacing

1 DAY PACING = 45-MINUTE SESSION

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

Lesson 1 Assignment

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

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

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

Sample answers:

1.

$3000 + 22 = 300 + 66$

2.

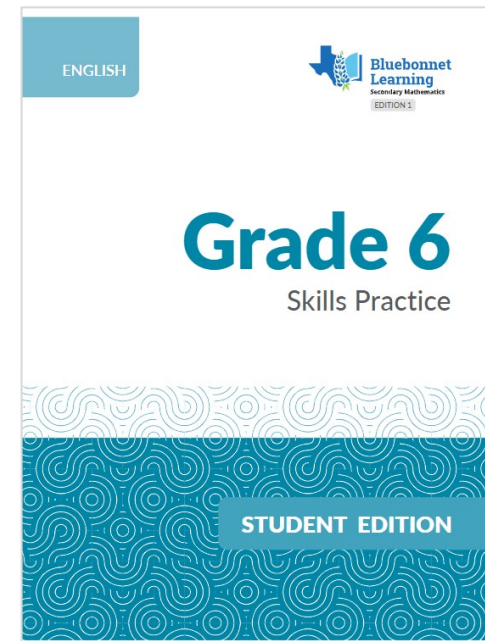
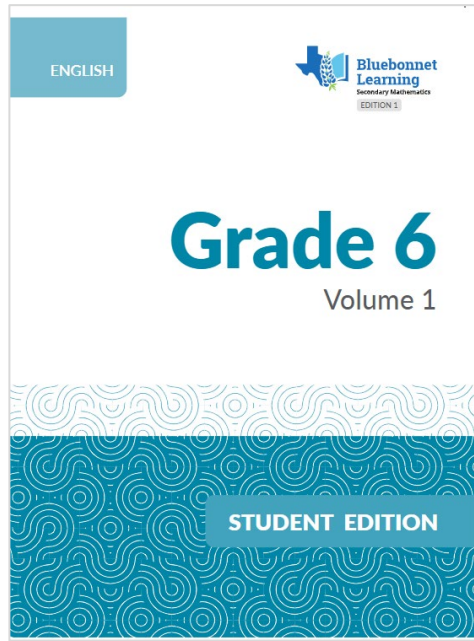
$6150 + 28 = 720 + 12$

3.

$6200 + 40 = 1200 + 24$

Detailed Lessons

Student Responses



Worked Examples

Research-Based Strategies

WORKED EXAMPLE
When you see a **Worked Example**, take your time to read through it.

- Consider your own understanding.
- Think about the connections between steps.

THINKER UP
When you see a **Thinker Up**, take your time to read through the idea!

- Think about the connections between steps.

THINKER DOWN
When you see a **Thinker Down**, take your time to read through the correct solution.

- Think about what error was made.

Ask Yourself...

- What is the main idea?
- How would this work if I changed the numbers?
- How I used these strategies before?

Ask Yourself...

- Why is this method correct?
- Where is the error?
- How can I correct it?
- How can I correct it?

GRADE 6 COURSE GUIDE

Family Guides

Course Family Guide
Resources for Students and Families

The Course Family Guide provides you and your family with an overview of the course design. The guide details the resources available to support your learning, such as the Math Glossary, the Topic Family Guide, the Topic Self-Reflection, and the Topic Summaries.

The purpose of the Course Family Guide is to foster your learning in the classroom to your learning at home. The goal is for you and your family to understand the concepts and skills learned in the classroom so that you can review, discuss, and solidify the understanding of these key concepts together.

COURSE FAMILY GUIDE

Engaging with Grade-Level Content

Grade 6 Mathematics

GRADE 6 COURSE GUIDE

Lessons

1 Writing Equivalent Expressions Using the Distributive Property

OBJECTIVES

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

NEW KEY TERMS

- numeric expression
- equation
- distributive property

You know how to add, subtract, multiply, and divide numbers using different strategies. Using your numbers before you perform a mathematical operation can highlight important information or make calculations easier.

How can taking apart numbers help you to express number sentences in different ways?

MODULE 1 • TOPIC 1 • LESSON 1

Application

Lesson 1 Assignment

Write
Evaluate the distributive property in terms of composing and decomposing numbers.

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

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

1.

2.

3.

4.

MODULE 1 • TOPIC 1 • LESSON 1 ASSIGNMENT

Topic Practice

Skills Practice TOPIC 1: Factors and Multiples

Name _____ Date _____

I. Writing Equivalent Expressions Using the Distributive Property

Topic Practice

A. Complete each equation to represent the model.

1.

$$7(4 + 3) = 7(\quad) + 7(\quad)$$

$$= \quad + 21$$

2.

$$8(5 + 4) = 8(\quad) + 8(\quad)$$

$$= 40 + \quad$$

3.

$$3(\quad + 2) = 3(\quad) + 3(\quad)$$

$$= \quad + 6$$

4.

$$(10 + 8) = 6(3 + 4)$$

$$= \quad + 48$$

MODULE 1 • TOPIC 1 • SKILLS PRACTICE

Spaced Practice

TOPIC 1: Factors and Multiples

Spaced Practice
Calculate the area of each rectangle.

1. Width = 5 feet
Length = 3 feet

2. Width = 10 feet
Length = 2 feet

3. Width = 15 inches
Length = 2 inches

4. Width = 20 inches
Length = 2 inches

MODULE 1 • TOPIC 1 • SKILLS PRACTICE

Bluebonnet Learning Reading Language Arts (RLA) products align with the TEKS and student learning research

Materials Not Aligned with Research

Unstructured approach to phonics & foundational skills



Skills-based English instruction



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



Leveled reading in Tier-One instruction



Writing grounded **personal experience**



Materials Designed Based on Research

Lessons designed around **direct instruction** in **phonics** and sequences in a **systematic** way

Knowledge-based instruction, connecting topics within and across grades

Cross-curricular content to build knowledge in Science and Social Studies

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

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

Bluebonnet Learning Teaches Foundational Literacy (Phonics, Handwriting, Spelling, Grammar, etc.)



	Kindergarten	Grade 1	Grade 2	Grade 3
1	Head, Shoulders, Knees, and Toes; Listening and Counting	G Sounds and Spellings Review	Grade 1 Review Chaining, Diction, Oral Reading & Story Comprehension	Grade 2 Review of Foundational Reading Skills
2	Blending Sounds, Pictures, and Words	Nouns and Sentence Building	Grade 1 Review Spelling, Contractions, Intro to Narrative Writing Process	Vowel-Consonant-Vowel (VCV) syllable division patterns, Multiple Meaning Words, Affixes and Suffixes
3	Connecting Sounds and Syllables	Verb Identification, Tense and Narrative Writing	Spelling Alternatives for Vowel Sounds 1	Reading and Spelling Multisyllabic Words Vowel-Consonant and Silent "e" (VCe)
4	Blending Sounds and Words	Vowel Sounds, Syllables & Past Tense Verbs	Spelling Alternatives for Vowel Sounds 2	Common Vowel Teams, Prefixes, Suffixes, and Homophones
5	Decodable Reading and Sentences	Spelling Alternatives, Plurals, Nouns, Verbs and Adjectives	Spelling Alternatives for Vowel Sounds 3 + Phonemes	R-Controlled Multisyllabic Words, Vowel-Consonant-Consonant-Consonant-Vowel (VCCCV) patterns
6	Letter Sound Correspondence & Independent Reading intro	Spelling Alternatives, Consonant Sounds, and Pronouns	Spelling Alternatives for Vowel Sounds 4 + Code Knowledge for addition trade book reading	Introducing Contractions, Final Stable Syllables, and Spelling Rules for Suffixes
7	Consonant Sounds and Spelling	Vowel Sounds, Conjunctions, Commas, and Noun-Verb Agreement		Intro to Diphthongs, Homophones and Homographs, Determining Meaning with Suffixes
8	Double Letter Spellings for Consonant Sounds			Homophones, Vowel Teams, Abbreviations, and Affixes
9	Uppercase and Lowercase Letter shapes			Review of Homophones and Homographs, Suffixes, Diagraphs and Spelling Rules
10				New Spelling Patterns, Affixes, and Final Stable Syllables, Abbreviations, Compound Words, and Idioms

Students Receive Systematic, Explicit Direct Instruction in Phonics in Kinder through Grade 3



Kindergarten | Foundational Skills 4 Introduction

THE SOUNDS TAUGHT IN THIS UNIT

There are fifteen lessons in this unit that are designed to teach a number of skills. The lessons are followed by the Pausing Point, which provides recommendations for practicing the skills. In this unit eight sounds are introduced, along with the most common way of spelling each sound.

The eight sounds and corresponding spellings are:

1. /n/ spelled 'n' as in *man*
2. /h/ spelled 'h' as in *hat*
3. /s/ spelled 's' as in *sit*
4. /f/ spelled 'f' as in *fan*
5. /v/ spelled 'v' as in *van*
6. /z/ spelled 'z' as in *zigzag*
7. /p/ spelled 'p' as in *pig*
8. /e/ spelled 'e' as in *pen*

As in Unit 3, each new sound is introduced by playing oral language games. Students are shown how to make a picture of the sound. Only the most common, or least ambiguous, spelling for the sound is taught. Activity pages allow students to practice writing the spellings. Pocket chart chaining games provide students with reading and spelling practice. Take-Home Activity Pages encourage family involvement. The Unit 4 Student Performance Assessment follows the same format as the Unit 3 Student Performance Assessment.

As in Unit 3, only the lowercase letters are taught. Continue to avoid the use of letter names. For an explanation of these aspects of the program, read the Introduction to Unit 3 and/or the Unit 3 Appendix. Letter names will be taught in Unit 6.

Support

The gestures for /i/ and /o/ represent the shapes of the letters 'i' and 'o'. You may adopt other gestures for the sounds if you find them more effective. You may discontinue the gestures once students are making these sounds accurately and confidently.



- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

ADVANCE PREPARATION

Note to Teacher

The Warm-Ups for Unit 5 consist of two parts. The goal of Short Vowel Sounds is to help students distinguish the five "short" vowel sounds /i/, /e/, /a/, /u/, and /o/. In Lessons 1–5 the sounds /i/, /a/, and /o/ are practiced. In Lessons 6–9 the /e/ sound is added between /i/ and /a/. In the last six lessons, the entire sequence /i/, /e/, /a/, /u/, and /o/ is practiced. In this way, students are introduced to the progression of the vowel sounds from the sound produced in the most forward part of the mouth with only a slight mouth opening (/i/), to the sound produced farthest back in the mouth with the mouth wide open (/o/). In Sound/Spelling Review, you will use Large Letter Cards to review the vowel and consonant sounds and spellings taught so far.

Bluebonnet Learning Includes Extensive Handwriting Practice in Print and Cursive

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

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

NAME: _____ DATE: _____ 1.1 Activity Page

Print the caps and the words.

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

word word
when when

NAME: _____ DATE: _____ 1.3 Activity Page

1. Trace the dotted letters.

P P P

2. Copy the letters and sentences.

P P P

Pete pestered Pia
for more p
potato pan
pepperoni p

NAME: _____ DATE: _____ 3.2 Activity Page

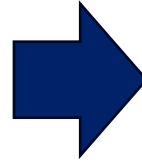
Kim said that Big
Ben is a tall clock
tower.

Bluebonnet Learning is Built with a Research-Based Design for RLA

Traditional skills-based approach:

- **Start with a standard** and pick a text to teach to that standard.
- Teach skills (like identifying cause and effect or main idea) in isolation.

Grade 3 Scope & Sequence



Knowledge coherence approach:

- **Start with a complex text** and use multiple standards in service of understanding the meaning of that text or its topic.

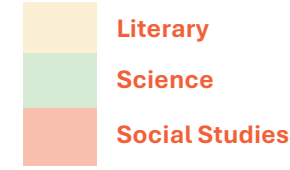
Grade 3 Scope & Sequence

#	Unit Topic
1	Literacy All Around Us
2	Author's Purpose & Craft: Examining Purpose and Messages
3	Fiction! Exploring Literary Elements
4	Discovering Types of Fiction in Traditional Literature
5	Discovering Informational Texts
6	Drama! Exploring Dramatic Structure
7	Discovering Poetry
8	Discovering Argument and Inquiry
9	Test Prep
10	Discovering Connections Across Genres

#	Unit Topic
1	Classic Tales: <i>The Wind in the Willows</i>
2	Scales, Feathers, and Fur: Animal Classifications
3	The Human Body: Systems and Senses
4	Ancient Rome
5	Flash, Bang, Boom! Exploring Light and Sound
6	Astronomy: Our Solar System and Beyond
7	Native Americans Regions and Cultures
8	Early Explorations of North America
9	Colonial America
10	All That Jazz

Knowledge Map with Subject Area Focus

Bluebonnet Learning Edition 1 K–5 RLA



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

Bluebonnet Learning Provides Structured Support for Teachers



Bluebonnet Learning
K-5 Reading Language Arts

ENGLISH

GEOLOGY: THIS ROCK YOU'RE STANDING ON

GRADE 4 UNIT 8 | TEACHER GUIDE

EDITION 1

2

Earth's Layers and Plate Tectonics

PRIMARY FOCUS OF LESSON

Reading
Students will identify and describe Earth's layers, describe the tectonic plates, and identify evidence of how Earth's layers and tectonics interact to change the Earth's surface.
TEKS 4.3.B, TEKS 4.6.G, TEKS 4.2.C, TEKS 4.9.D, 4.10.A

Grammar
Students will identify the correct location of commas in lists, adjectives, and items in a series.
TEKS 4.13.B, 4.13.C

Morphology
Students will distinguish between root words and words with the suffixes.
TEKS 4.2.A, 4.2.B, 4.2.C

Writing
Students will explain details related to geology concepts.
TEKS 4.3.C, TEKS 4.10.D

FORMATIVE ASSESSMENT

Activity Page 1.3 **Evidence Collector's Chart** Students look for evidence supporting geological events.
TEKS 4.2.C, TEKS 4.2.C

Activity Page 1.4 **Evidence of Changes on Earth** Students look for evidence supporting geological events.
TEKS 4.2.C, TEKS 4.2.C

Activity Page 2.2 **Practice Commas** Students determine where commas are in sentences.
TEKS 4.13.B, 4.13.C

Activity Page 2.3 **-ly Suffix Meaning "in a ___ Way"** Study the appropriate adjectives or adverbs to complete sentences.
TEKS 4.3.C

Activity Page 2.4 **Similes About Earth's Changes** Students write similes used to describe geological processes.

Unit Overviews

Teacher Background Knowledge

ADVANCE PREPARATION

Core Connections

- Prepare or project one copy of each of the Teacher Resources or in the program's online materials for this unit.
- Prepare or project one copy of the Earth Image Card found in Teacher Resources or in the program's online materials for this unit.
- Prepare and display a web graphic organizer on the board/chart paper. It should have a central circle large enough to hold the Earth Image Card. Draw four lines out from this circle. One Area of Study Card will be placed at the end of each line.
- Prepare or project one copy of each of the four Geology Image Cards found in Teacher Resources or in the program's online materials for this unit.
- Prepare to group students into three groups.

Reading

- This lesson contains a Think-Pair-Share activity.
 - You may access a digital version of The Big Question in the program's online materials for this unit.
- Prepare and display an Evidence Collector's Chart on the board/chart paper. Alternatively, access a digital version in the program's online materials for this unit. This chart will be on display throughout the unit. Students will use Activity Page 1.3, which matches this chart.

Chart for Activity Page 1.3

Chapter 1	What is the cause?	What evidence is there?	Letter
	At some point, Pangaea broke up and the pieces slowly moved apart over a long period.		

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 4

Unit 7	Correlation—Teacher's Guide
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of their own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	
ELPS 1.A use prior knowledge and experiences to understand meanings in English	p. 224
ELPS 1.B monitor oral and written language production and employ self-corrective techniques or other resources	p. 58, p. 102, p. 253, p. 286, p. 174
ELPS 1.C use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 14
ELPS 1.D speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	p. 31, p. 55, p. 57, p. 58, p. 69, p. 94, p. 117, p. 131, p. 148, p. 152, p. 174, p. 196, p. 212, p. 249, p. 253, p. 304, p. 318
ELPS 1.E internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	p. 193, p. 198, p. 236, p. 321
ELPS 1.G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	p. 60
ELPS 1.H develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	p. 14, p. 57, p. 58, p. 60, p. 102, p. 117, p. 174, p. 198, p. 249, p. 322
ELPS 2.A distinguish sounds and intonation patterns of English with increasing ease	p. 254
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	
ELPS 2.C learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

Language Supports

Teacher Background Knowledge

Aligned, Embedded Assessments

The graphic has four parts. Part A is a diagram of Earth's layers. Part B is a diagram of tectonic plates. Part C is a diagram of a volcano. Part D is a diagram of a mountain range.

Part A. Read the statement in the "What is the cause?" column. Choose the statement that best describes the relationship to the "What evidence is there?" column and write the letter of the statement in the "What evidence is there?" column.

What is the cause?	What evidence is there?
1. Tectonic plates move apart at mid-ocean ridges, causing the seafloor to pull apart.	<input type="checkbox"/> A. A hot rock rises from the mantle and pushes up to form a volcano.
2. Tectonic plates move together at subduction zones, causing one plate to push under another.	<input type="checkbox"/> B. A hot rock rises from the mantle and pushes up to form a volcano.
3. Tectonic plates move together at transform faults, causing the seafloor to slide past.	<input type="checkbox"/> C. A hot rock rises from the mantle and pushes up to form a volcano.
4. Tectonic plates move together at convergent boundaries, causing one plate to push under another.	<input type="checkbox"/> D. A hot rock rises from the mantle and pushes up to form a volcano.

Part B. Write the letter of each of Earth's layers next to its characteristics in the following chart.

Layer name	radius	density	composition	state
Crust	5-10 km	2.7 g/cm ³	silicate rocks	solid
Mantle	5-60 km	4.5 g/cm ³	silicate rocks	solid
Core	5-60 km	11.3 g/cm ³	iron and nickel	liquid

Part C. Read the statement in the "What is the cause?" column. Choose the statement that best describes the relationship to the "What evidence is there?" column and write the letter of the statement in the "What evidence is there?" column.


What is the cause?	What evidence is there?
1. Tectonic plates move apart at mid-ocean ridges, causing the seafloor to pull apart.	<input type="checkbox"/> A. A hot rock rises from the mantle and pushes up to form a volcano.
2. Tectonic plates move together at subduction zones, causing one plate to push under another.	<input type="checkbox"/> B. A hot rock rises from the mantle and pushes up to form a volcano.
3. Tectonic plates move together at transform faults, causing the seafloor to slide past.	<input type="checkbox"/> C. A hot rock rises from the mantle and pushes up to form a volcano.
4. Tectonic plates move together at convergent boundaries, causing one plate to push under another.	<input type="checkbox"/> D. A hot rock rises from the mantle and pushes up to form a volcano.

Bluebonnet Learning Student Materials Example

Bluebonnet Learning
K-5 Reading Language Arts

ENGLISH

GEOLOGY: THIS ROCK YOU'RE STANDING ON




GRADE 4 UNIT 8 | ACTIVITY BOOK

EDITION 1

Bluebonnet Learning
K-5 Reading Language Arts

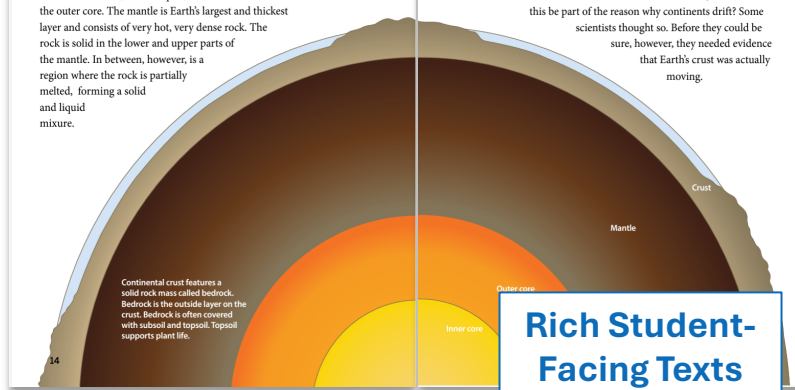
ENGLISH

GEOLOGY: THIS ROCK YOU'RE STANDING ON



GRADE 4 UNIT 8 | READER

EDITION 1



Rich Student-Facing Texts

Around the time Alfred Wegener was thinking about continental drift, scientists were studying Earth's interior using seismic waves. How, you might ask? By using instruments called seismographs! With this invention they were able to track seismic waves traveling through the planet. Seismic waves move in slightly different ways as they move through different materials. For instance, they travel faster through solids than liquids. Studying seismic waves helped scientists identify Earth's four main layers.

Earth's deepest layer is a solid inner core of very hot metal. This metal may be nearly as hot as the sun's surface. The next layer, the outer core, is also made of hot metal, but it's liquid, not solid. The mantle surrounds the outer core. The mantle is Earth's largest and thickest layer and consists of very hot, very dense rock. The rock is solid in the lower and upper parts of the mantle. In between, however, is a region where the rock is partially melted, forming a solid and liquid mixture.

The slow movement and behavior of this material, caused by heat and pressure, have an impact on Earth's surface. Above the mantle is Earth's outermost layer, the thin, rocky crust. There are two types of crust: oceanic crust and continental crust. Oceanic crust is covered by ocean water. Most of the continental crust is dry land, but some of the crust around the edges is covered by water. Oceanic crust is thinner but heavier than continental crust.

For scientists interested in continental drift, it was the slowly moving material in the mantle that caught their attention. Did material moving in the mantle contribute to crust movement, too? Could this be part of the reason why continents drift? Some scientists thought so. Before they could be sure, however, they needed evidence that Earth's crust was actually moving.

Parent Support Letters

Reading Passages

Comprehension Practice

Glossaries

Welcome! Grade 4, Unit 8
Geology: This Rock You're Standing On

Dear Family Member,

In this unit, students will learn about Earth's layers and geologists' theories.

What's the story?
Students will learn that the earth is composed of layers that, through heat and pressure, are constantly changing. They will also explore the relationship between these different geological layers and how they affect the landscape and the environment of the earth.

What will my student learn?
Students will learn about the scientific theory of plate tectonics and how it explains the movement of the earth's crust. They will also study geological processes like rock formation, erosion, and sedimentation. They will explore how these processes have shaped the earth's surface over time.

Students will receive the design of the writing process and engage in several projects. They will learn how to use the writing process to create an informational paragraph about a geological process. They will also learn how to use the writing process to create an informational paragraph about a geological process. They will also learn how to use the writing process to create an informational paragraph about a geological process.


Conversation starters

1. How do you think the earth's layers are changing?
2. How do you think the earth's layers are changing?
3. How do you think the earth's layers are changing?
4. How do you think the earth's layers are changing?
5. How do you think the earth's layers are changing?
6. How do you think the earth's layers are changing?

NAME: _____ DATE: _____ 1.5 TAKE HOME

Excerpt from "Earth's Changing Surface"

Read the excerpt and complete the chart that follows.



Search for Clues

So what about the jigsaw puzzle fit of the continents? During the 1800s and early 1900s, geologists studied rock layers along the northern and eastern coasts of South America and the western coast of Africa. Also, deposits of coal and salt in eastern North America are similar to those in southern Europe.

Directions of rock layers, as well as coal and salt, indicated that the continents had once been joined.

NAME: _____ DATE: _____ 1.5 TAKE HOME

The following chart contains a statement about Alfred Wegener's continental drift hypothesis. Using information from the excerpt, write five pieces of evidence that support Wegener's hypothesis.

Hypothesis	Evidence
Long ago, continents were joined as one supercontinent that broke apart and the pieces slowly drifted away from each other.	1. _____
	2. _____

NAME: _____ DATE: _____ 1.6 TAKE HOME

Glossary for Geology: This Rock You're Standing On

Words with an asterisk (*) are important bolded words in this Reader that are not part of the reading lessons.

A

- active volcano, *n.* a type of volcano that is estimated to have erupted in the past 10,000 years and is likely to erupt again (active volcanoes)
- after shock, *n.* a smaller, weaker earthquake that often follows a main earthquake event (after shocks)
- altar, *n.* a platform or table used as a center of worship in religious ceremonies or services (altars)

B

- basalt, *n.* heavy, dense rock formed from cooled, hardened lava

*chemical weathering, *n.* a process that breaks down rocks by changing the minerals they contain

climate, *n.* the average weather conditions of a particular area

clustered, *adj.* grouped close together

coal, *n.* a dark, solid substance in the earth formed from plant fossils and used as fuel

*collide, *v.* to crash together with strong force (colliding)

compact, *v.* to closely pack or press together (compacts, compacting)

conclude, *v.* to decide something or form an opinion based on information you have (concluded, *n.* conclusion)

continental drift, *n.* a process in which continents slowly move over time on the surface of the earth

contract, *v.* to shrink slightly or get smaller

crater, *n.* a bowl-shaped opening at the top of a volcano or geysir

*crust, *n.* Earth's outermost layer, featuring a rocky surface

Only for OER:

Before accessing new funding to print Bluebonnet, you must adopt an Instructional Material Transition Plan.

Participating in Strong Foundations complies with this requirement.

Texas Education Code §31.0751 requires school systems to adopt an **Instructional Material Transition Plan** before they are able to access the \$20 per student annual print funding for SBOE-approved OER materials.

Proposed rule 19 TAC §67.1315 spells out the requirements of the locally-approved **Instructional Material Transition Plan**.

The district's plan must ensure:

- **timely communication** with all stakeholders,
- operational and logistics considerations such as **procurement** and **distribution** of print materials,
- development of **aligned master schedules**, including protected planning and instructional time,
- clear **expectations for implementation** and internalization,
- **stakeholder communication** if materials have been modified,
- the maintenance of **instructional flexibility** as required by TEC §28.0027, and
- initial and ongoing **professional learning for teachers** using the materials.

Per statute, districts that participate in the Strong Foundations program automatically satisfy this planning requirement.



Next Steps for Districts

Considerations for Adoption of SBOE-Approved Instructional Materials

Option A

LEAs currently implementing Pilot CER V4 (LASO 1.0, LASO 2.0, TCLAS)

- Are you planning to convert to the approved Edition 1? If yes, when? What is your transition plan and what subject/grade(s) will you prioritize?
- Are you planning to continue the implementation of Pilot CER V4? If yes, future considerations will include funding, printing, and product support.
- Consider the funding opportunities
- Consider communications plan

Option B

LEAs that want to switch to an SBOE-approved product

- Will you adopt an SBOE-approved OER Edition 1 product? If yes, what is your transition plan and what subject/grade(s) will you prioritize?
- Will you adopt an SBOE-approved HQIM product? If yes, what subject/grade(s) will you prioritize?
- Consider the funding opportunities
- Consider communications plan

Option C

LEAs that choose to take no action

- Are your phonics instructional materials compliant (TAC §74.2001)?
- Has three-cueing been eliminated from instructional practice (TEC, §28.0062. (a-1))?
- Are you compliant with the requirements for Planning and Noninstructional Duties of Teachers (TEC §21.4045)?

Next Steps

- Review and compare the materials approved by the SBOE on the new [IMRA website](#).
- Review the “State Board of Education (SBOE)-Approved Instructional Materials Entitlements and the new List of Approved Instructional Materials” TAA.
- For a deeper understanding of instructional materials funding, visit the [Instructional Materials Funding web page](#) and view the [Instructional Materials Funding Webinar](#).
- Apply for Strong Foundations
 - **Planning:** Support for selecting instructional materials aligned to research-based instructional strategies.
 - **Implementation:** Ready to start Bluebonnet Learning
- Reach out to the ESC for additional support