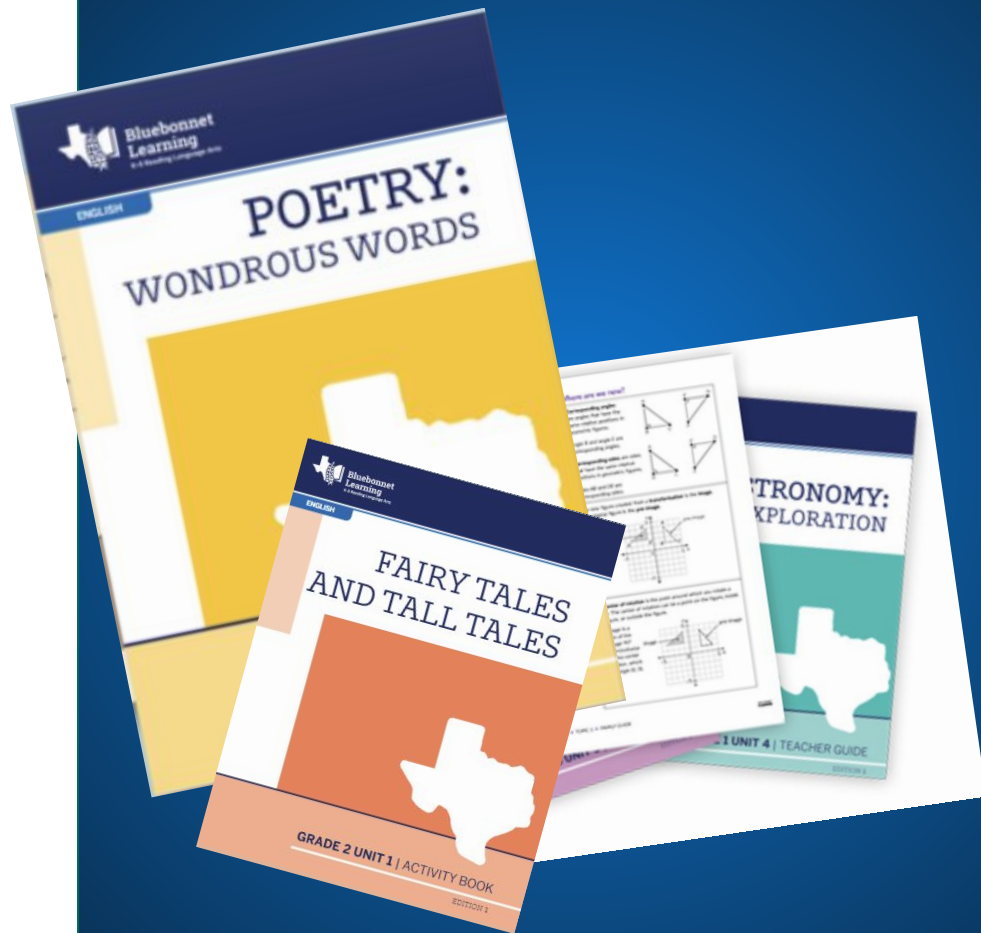


*Open Education Resources*

# OER Materials Review

BlueBonnet



# Evolution of TEA's Instructional Materials

## COVID Emergency Release Versions (CER)

K – 5 ELAR Knowledge  
K – 5 SLAR Knowledge  
K – 2 Skills English and Spanish



K – 5 Mathematics  
K – 5 Matemáticas (Spanish)



6 – 8 Mathematics  
Algebra I



HB 1605

SY 20-21

SY 21-22

SY 22-23

SY 23-24

SY 24-25

SY 25-26

### CER 1.0 Pilot

Released TEKS and English Language Proficiency Standards (ELPS) aligned product for COVID Emergency Release (CER)\* Year 1 Pilot for K–5 RLA, K–5 Math and 6–12 Math

### CER 2.0, 3.0, and 4.0 Pilots

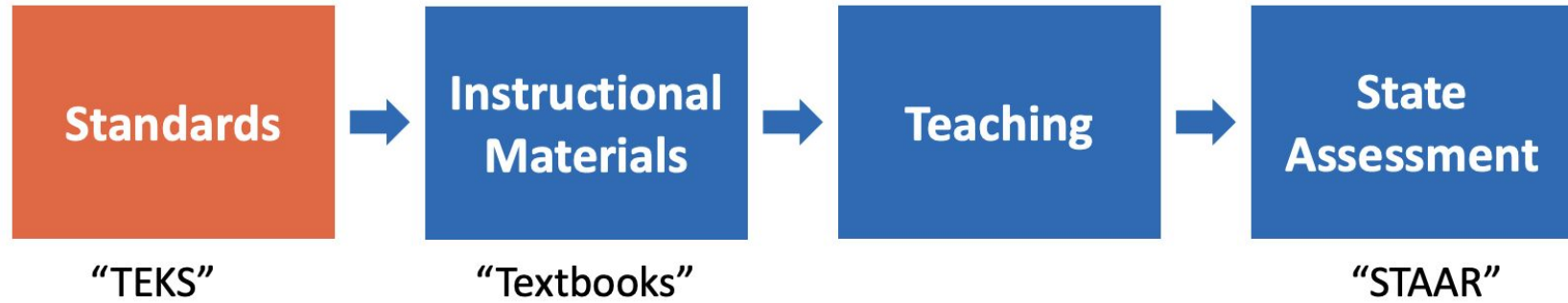
Released additional enhancements and changes based on previous year's **stakeholder feedback** for K–5 RLA, K–5 Math and 6–12 Math



Bluebonnet Learning Edition 1

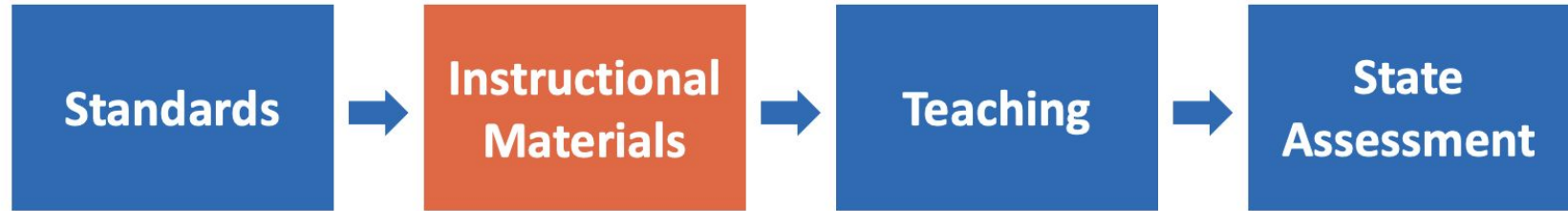
Incorporates feedback from Texas stakeholders and users; SBOE reviewed and approved through the IMRA process

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



**The TEKS are the foundation of all content found in Texas public schools.**

# What are instructional materials?



**Scope & Sequence**  
An ordered list of the standards that are covered in a school year, including pacing guides or curriculum maps



**Unit Plans & Assessments**  
Topical layout of a section (e.g., 4 weeks) of a scope & sequence, and how students should demonstrate mastery when done



**Lessons Plans & Assessments**  
Specific description of all actions done by the teacher and students during the delivery of a single component of a unit plan, along with how students should demonstrate mastery when done



**Content Resources**  
Texts, novels, manipulatives, videos, prompts, etc., that are used throughout the lesson by the students and/or the teacher

# WHY High Quality Instructional Materials and Open Educational Resources?

National study found that **17%** of lessons were actually on grade level or above.

State study found that **19%** of lessons were actually on grade level or above.

Most curriculum resources only had to be **50%** aligned to state standards.

## BLUEBONNET RESOURCES:

Bluebonnet is 100% aligned.

Teacher protection- HB1605 mandates that we cannot require teachers to use bi-weekly planning time to create instructional materials.

# Instructional Materials Review and Approval (IMRA) Criteria



HB 1605 also creates a new process and criteria for the State Board of Education to review and approve instructional materials. Instructional Materials will now be assessed against these main criteria:

Standards Alignment Percentage	Quality Review		Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
	Standards Proficiency	Instructional Design*				
Materials cover a minimum % of standards as determined by SBOE	Material quality supports student's ability to demonstrate proficiency in the standards	Materials designed in alignment with cognitive research on how students learn and with appropriate supports for the teacher  *Also ensures compliance with three-cuing ban	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	Materials do not contain factual errors	Material components meet physical and digital requirements	Materials included on parent portal that meet transparency requirements



## Bluebonnet Learning Math, Grade 1

Math | Grade 1

✓ SBOE Approved | IMRA 2024

👍 Commissioner Recommended

Published by: [Texas Education Agency, Open Education Resources](#)

Copyright: 2024

Series includes: [Kindergarten](#), [Grade 2](#), [Grade 3](#), [Grade 4](#), [Grade 5](#), [See Full Series](#)

### Standards Alignment

Rubric Section

GRADE	TEKS STUDENT %	TEKS TEACHER %	ELPS STUDENT %	ELPS TEACHER %
Grade 1	100%	100%	100%	100%

### Criteria for Quality

Rubric Section 1

#### Intentional Instructional Design

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

TOTAL  
94% (50 out of 53 points)



Rubric Section 2

#### Progress Monitoring

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

TOTAL  
100% (28 out of 28 points)



Rubric Section 3

#### Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

TOTAL  
97% (31 out of 32 points)



Rubric Section 4

#### Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

TOTAL  
100% (23 out of 23 points)



Rubric Section 5

#### Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

TOTAL  
100% (66 out of 66 points)

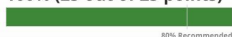


Rubric Section 6

#### Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.

TOTAL  
100% (25 out of 25 points)



TEKS (Student)

100.00%

View Review

Add to Compare

**Aligned? Yes.**

Potential resources were vetted through the IMRA process by the Texas Research Review (TRR) to evaluate their rigor and alignment.



## Bluebonnet Learning RLA, Grade 4

ELAR | Grade 4

✓ SBOE Approved | IMRA 2024

👍 Commissioner Recommended

Published by: [Texas Education Agency, Open Education Resources](#)

Copyright: 2024

Series includes: [Grade 5](#), [See Full Series](#)

TEKS (Student)

100.00%

View Review

Add to Compare

# 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)





## How does OER support teachers?

OER textbooks are useful tools for teachers to have on-grade-level, rigorous, and relevant instructional materials where students see their experiences represented in the curriculum.

- ▶ Clear, easy-to-interpret teacher guides, student activity books, student readers and problem sets, and classroom resources, are all designed to allow teachers to cover the TEKS at the highest rigor, and with scaffolded supports to close achievement gaps.
- ▶ Coherently developed and sequenced unit plans, lesson plans, student assignments, and aligned quizzes, are included to ensure students grow in mastery of the content over time.



## How does OER support parents and families?

Parents are a child's first teacher, and the Texas OER textbooks have been designed to ensure teachers and parents remain on the same page.

- ▶ Each unit to be taught from Texas OER textbooks comes with a family letter, so parents know exactly what their children will be learning, and with recommendations on how to engage in the learning at home.
- ▶ Texas OER student activity books are designed to be taken home, with additional information for families about the content students learn at school, and as a resource for homework.
- ▶ The entirety of the contents of the Texas OER materials are easily accessible on-line, so parents can see exactly what students are studying, and even see the content of lesson plans, so they can always know what their children are being taught.

# Alignment on Instructional Material Terms

**Instructional Materials** are any materials used to convey the essential knowledge and skills of a subject, including but not limited to lesson plans, textbooks, student materials, and online learning supports.

---

**SBOE-Approved Instructional Materials** are any instructional materials that have been through the IMRA process and have been officially approved by the SBOE. These materials are considered high-quality instructional materials (HQIM).

**Open Education Resources (OER)** are materials that “reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others.”

---

**State-Developed OER** are any instructional materials created by the TEA. State-developed instructional materials are considered open education resources (OER).



## Why Biblical?

"Last year, the Texas Legislature passed and I signed a law that directed the Texas Education Agency to purchase and develop instructional materials that will bring students back to the basics of education and provide the necessary fundamentals in math, reading, science, and other core subjects. The materials will also allow our students to **better understand the connection of history, art, community, literature, and religion on pivotal events** like the signing of the U.S. Constitution, the Civil Rights Movement, and the American Revolution. I thank the TEA for their work to ensure our students receive a robust educational foundation to succeed so that we can build a brighter Texas for generations to come."

## Governor Abbott Statement On TEA's New Open Education Resource Instructional Materials:

## Kindergarten

Lesson Name	Unit Number	Summary of Biblical Reference
The Golden Rule	Unit 7, Lesson 1	Discusses the "Golden Rule" from Matthew 7:12 and Leviticus 19:18. It introduces the phrase, its biblical origins, and its role in moral behavior.
The Good Samaritan	Unit 7, Lesson 6	Explores the parable of the Good Samaritan from the New Testament, emphasizing kindness and helping others as central themes.
Solomon: The Wise King	Unit 8, Lesson 6	Introduces King Solomon from the Hebrew Bible, emphasizing his wisdom and fair judgment. Includes the story of Solomon resolving a dispute between two women claiming to be the mother of a baby, highlighting his wisdom as a key theme.
Genesis: Creation	Unit 11, Lesson 3	Explores the story of creation from the Book of Genesis. Includes excerpts like "Let there be light" and descriptions of vegetation, animals, and humanity creation. Highlights art inspired by this story, such as paintings depicting the Garden of Eden.

# First Grade Lesson

---

Each lesson provides teachers with a one-page overview of the objectives for the lesson.

## SHARING STORIES

# The Prodigal Son

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will retell details about the prodigal son.

→ **TEKS 1.7.D**

**Reading**

Students will determine the lesson of the parable and use text evidence as examples to support the theme.

→ **TEKS 1.6.G; TEKS 1.8.A**

**Language**

Students will demonstrate an understanding of the Tier 3 word *prodigal*.

→ **TEKS 1.3.B**

**Writing**

Students will brainstorm, organize ideas, and draft a composition that retells the story of the prodigal son using a graphic organizer.

→ **TEKS 1.11.A; TEKS 1.11.B.i**

## FORMATIVE ASSESSMENT

**Activity Page 9.1**

**Prodigal Son Writing Activity** Students will brainstorm, organize ideas, and draft a composition that retells the story of the prodigal son using the Somebody Wanted But So Then chart.

→ **TEKS 1.11.A; TEKS 1.11.B.i**

### Note to Teacher

Be mindful of the students in your class and their home lives as you enter this lesson. You may wish to introduce the lesson with: "This story describes a father who has unconditional love for his sons. Not all of our families look the same. Some of us live with uncles, grandmothers, or other family members who love you very much. There are also other grownups in your lives who love you, too, at school, daycare, and other places."

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- **Background for Teacher:** The text for today's lesson, a story on the Parable of the Prodigal Son, is derived from the Book of Luke, a book of the New Testament of the Christian Bible. The parable recounts the story of a rebellious son and his forgiving father. The term "prodigal son" has become ubiquitous in popular culture as a way to describe a wayward child. The inclusion of the parable in this unit helps build background knowledge useful for students in future studies of literature and history.
- Tell students that parables are simple, short fiction stories used to teach a moral or spiritual lesson.

- Parables are similar to fables that also teach a lesson, but parables usually have human characters, while fables have characters that represent natural elements, such as animals or plants.
- Explain to students that even though parables are simple, they are not always easy to understand. Parables often use symbols to teach a lesson. A symbol is an object or image that represents an idea. Draw a picture of a heart on chart paper or the board and ask students "What does this heart mean?" (*love*) Reinforce with students that the picture of the heart means love. That means it is a symbol that represents love.
- Remind students that, so far, they have read several fables written by Aesop a long time ago. They've also read two folktales that were also written long ago but are a bit more modern. Now they will read a very old parable.
- Parables can be found in a variety of books. The Bible is an example of a book that features many parables.
- Remind students that the Bible is a collection of ancient texts that are organized as books and grouped into different parts, and its different parts are the core books of the Jewish and Christian religions.

## **A Remembered Story**

The Parable of the **Prodigal** Son is a popular story in the Christian Bible. *Prodigal describes spending money in a wasteful way.* Parables are short stories told by different people featured in the Bible as a way to teach lessons on spiritual matters. *The word parable means a short story used to teach moral or spiritual lessons.* In the Bible, Jesus told parables to help his **followers** understand his teachings. These parables were important not only to his followers but also to authors and artists who have used them as inspiration to write new stories that teach lessons. *Followers are people who believe in and follow something or someone.*



# 4th Grade Lesson

---

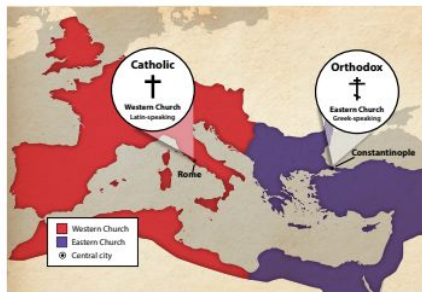
## PRACTICE TAKING NOTES (20 MIN.)

- Remind groups of their assigned role, text chapter, and the category they should start with on the graphic organizer. If you have divided your class into four groups, so that the categories of “Monks” and “Nuns” are being addressed by separate groups of students, ask each group to circle either “Monks” or “Nuns” in the header on Activity Page 7.2, to show which category they will take notes on.
- Emphasize the importance of writing key information in the shortest form possible, and of paraphrasing, or writing the information in their own words. Remind students that images and captions can provide details as well. Students should write the page numbers of where they found each piece of evidence next to their paraphrased notes.
- Advise students to begin with the “If You Were . . .” section (or chapter 5 and page 41 if taking notes on nuns), but scan other parts of the chapter to fill in any gaps in information.
- Circulate and check in with students to support them as they write. Also, use this opportunity to provide additional feedback to individual students regarding the serfs paragraph they wrote.

**Note:** These charts, with the inclusion of direct quotes from the text and suggested paraphrasing, are provided for teacher reference. As you model, you should read the direct quote from the text or a text feature and describe how to transform that quote into a written paraphrase. Students should complete their graphic organizers with paraphrased notes from the text and page numbers where the information came from.

Knights		
	Direct Quote from Text	Suggested Paraphrase
Homes	p. 19 “Leave home to live with a family friend or relative who has agreed to train you”	lived with the lord training them
Work	p. 19 “Help to dress and to serve the lord. . . . Probably learn to use a sword, to ride a horse, and to wield a lance. . . . Become a squire. . . . Responsible for grooming and saddling the lord’s horses. . . . Cleaning and polishing his armor. . . . Learn how to fight while riding a horse. . . . Learn to use other weapons” p. 20 “Expected to serve their lord. . . . Required to honor and protect the Church and weaker members of society”	learned how to use a sword and ride a horse protected Church and others
Clothing	Students should describe using images in chapter 3	armor, shield, sword
Food	Students should assume this is similar to the food of a lord, as knights-in-training lived with lords	good food
Amount of Power	p. 20 “Expected to serve their lord”	less power than a lord

Passages discuss the church/God and other religious references in terms of their historical impact.



The Christian Church split apart

considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The 40 days before Easter, another Christian holiday, were a time of fasting called Lent.

Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral.



Chartres Cathedral

during the Middle Ages still exist today.

In western Europe, almost every village and town had a church. Most people attended church on Sunday. In addition, certain days were

Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed

or buried, or where miracles were believed to have happened. Most Christians hoped to go on at least one journey, or **pilgrimage**, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.



Medieval pilgrims

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated people in Europe, especially in the early part of the Middle Ages. A monastery was a building, or collection of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.



S enanque Abbey in Provence, France, was founded in 1148 AD.

Discussion questions incorporate both literal recall and higher-order thinking, aligning with the rigor and style of STAAR.

- Have students read page 42 silently.

**Literal.** How did monks and nuns help preserve, or save, knowledge from the ancient Greeks and Romans?

- » They copied ancient writings by hand.

**Inferential.** What is the author of the text describing as exquisite?

- » the art and design features of the religious books

What does the word *exquisite* mean?

- » extremely beautiful

# Timeline

**January** - Steph discussed & shared resources with teachers & they are open to using new materials

**February** - Teachers have access to review resources online, Steph is working with Region 7 on possible training dates

**March-April** - Board review & consider transition plan and then we complete the 2025 Annual Certification of Instructional Materials

**May** - order materials and begin training teachers

# OER Transition Plan Approval and Submission



Transition plans are **adopted by the local Board of Trustees** before the start of the academic school year.



They are **locally maintained** by the school district or open-enrollment charter school.



The adopted plan will not need to be submitted; however, plans **could be requested for review** by the commissioner.



School districts and open-enrollment charter schools will report completion of the transition plan through EMAT.

# Instructional Materials and Technology Allotment



The Instructional Materials and Technology Allotment (IMTA) was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 88R establishes two new Foundation School Program (FSP) entitlements for SBOE-approved instructional materials, in addition to the allotment. These new FSP funds will be managed in each district's Instructional Materials and Technology Account.

	Instructional Materials and Technology Allotment (IMTA)	SBOE-Approved Instructional Materials Entitlement	State-Developed Open Education Resource (OER) Entitlement
<b>2022 &amp; 2023 Biennium</b>	\$61.72 per student + \$11.32 per Emergent Bilingual (EB) student	n/a	n/a
<b>2024 &amp; 2025 Biennium</b>	\$171.84 per student + \$15.58 per EB student	\$40 per student each school year	\$20 per student each school year
<b>Timing</b>	Biennially	Annually	Annually
<b>Carryover of Funding</b>	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
<b>Allowable Use of Funds</b>	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved Bluebonnet Learning instructional materials

Total allotment for the 2024 & 2025 biennium including new state aid is \$1.562 Billion or \$275.41 per student

Now what?

**Transition Plan**