



On June 21, 2022, Louisiana lawmakers signed [Act 517](#) into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criterion and indicators used to review instructional materials that were impacted as a result of this legislation.

Title: **Core Knowledge Language Arts (CKLA) Skills Strand**

Grade: **K-2**

Publisher: **Core Knowledge Foundation**

Copyright: **2013**

Overall Rating: **Tier 1, Exemplifies quality** ▾

This [English Language Arts](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic, or Grapho-phonetic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure, and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** ▾ As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

Non-negotiable			
CRITERION 4. FOUNDATIONAL SKILLS:			
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.			
INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<b>Required</b> <b>*Indicator for grades K-5 only</b>	Materials provide systematic and explicit phonics instruction. Materials follow a logical order of phonics instruction by	<input checked="" type="checkbox"/> Does not use three-cueing ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.



<p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p>beginning with one-to-one correspondence of producing the basic code for every consonant and progressing to double consonants and digraphs. For example, in Unit 3, Lesson 1, the teacher introduces the short <i>a</i> vowel sound /<i>a</i>/. The teacher models stretching the sound out and is directed to “say many words that begin with the short <i>a</i> sound, and have students repeat the words.” Students work on mouth formation when saying the sound. Then, students listen for words that the teacher says aloud, raising their hand when they hear words that start with the short <i>a</i> vowel sound. In Unit 5, Lesson 1, the warm-up has two parts. The goal of the first part is to distinguish five short vowel sounds. These sounds are practiced in Lessons 1-5. In Lessons 6-9, the /<i>e</i>/ sound is added between the /<i>i</i>/ and the /<i>a</i>/. The students are introduced to the progression of the vowel sounds. In the second part, students use large cards to review the vowel and consonant sounds and spellings taught so far. In Unit 6, Lesson 1, students work on Pocket Chart Chaining for Spelling. The teacher says the word sip, and students find the sound cards for each sound in the word. The teacher continues this activity by asking students “if this is sip,</p>	<p> <input checked="" type="checkbox"/> Does not use visual memory ▾         <input checked="" type="checkbox"/> Does not use MSV ▾     </p>	
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	<p>who can show me sap?" This process is repeated for many words. In Unit 8, students' foundational skills knowledge continues to progress in complexity as they decode and encode words with more complex spelling patterns. In Lesson 7, students chain one-syllable short vowel words with initial or final blends/clusters and initial or final consonant digraphs. Students also read and write one-syllable short vowel words with initial or final consonant digraphs.</p>		
<p><b>Required</b>  <b>*Indicator for grades K-5 only</b></p> <p><b>4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Materials refer to high-frequency words as Tricky Words. Guidance states, "The term 'Tricky Word' is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word." Further guidance explains that "CKLA avoids Tricky Words and exception words in the first part of Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught." Beginning in Unit 8, students are</p>	<ul style="list-style-type: none"> <li>✓ Does not use three-cueing ▾</li> <li>✓ Does not use visual memory ▾</li> <li>✓ Does not use MSV ▾</li> </ul>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



	<p>introduced to “seven very common words that cannot be pronounced accurately using the letter-sound correspondences taught” called Tricky Words. Tricky Words for the unit include: the, a, of, all, one, from, and was. In Unit 8, Lesson 1, as an introduction to Tricky Words, the teacher explains, “most words in English ‘play by the rules’ and are pronounced exactly the way you would expect, but some do not. Words that do not ‘play by the rules’ are called Tricky Words. They can be difficult to read and write.” The teacher further explains that, “even in a Tricky Word, there are usually some letters pronounced just as you would expect. Usually only one or two letters are not pronounced as you would expect.” The teacher then introduces Tricky Words the and a. Then, students read a list of phrases using the words such as: the cat, a van, a ship, the spot, the pig, and a path. Finally, students read the story “Sam and the Fish” to support understanding. As lessons and units progress new Tricky Words are introduced. In Unit 9, the Tricky Words word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, and there are introduced. In Lesson 2, Tricky Words why and to are introduced. The teacher begins with the</p>		
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	<p>word why by writing the word on the board and asking students how they would pronounce the word by blending. The teacher then pronounces the word correctly, underlines the letters <i>w</i> and <i>h</i>, and explains that the letters make up the tricky part of the word. The teacher then underlines the letter <i>y</i> and explains it is the second part of the tricky word because it is pronounced as the long <i>i</i> vowel sound. The teacher then explains “when reading <i>why</i>, students have to remember to pronounce the letters ‘w’ ‘h’ as /w/ and the letter ‘y’ as /ie/.” Finally, the teacher provides guidance for encoding the word by explaining, “when writing <i>why</i>, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’ and the /ie/ sound with the letter ‘y’.” Students complete Tricky Word Practice by writing previous words and words why and to. This process is repeated as new Tricky Words are introduced throughout the unit. In Unit 10, the Tricky Words he, she, we, be, me, they, their, my, by, you, and your are introduced.</p>		
<p><b>Required</b></p> <p><b>*Indicator for grades K-5 only</b></p> <p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills</p>	<p>Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in</p>	<p> <input checked="" type="checkbox"/> Does not use three-cueing ▾         </p> <p> <input checked="" type="checkbox"/> Does not use visual memory ▾         </p> <p> <input checked="" type="checkbox"/> Does not use MSV ▾         </p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



<p>using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	<p>decoding words. According to the Unit 1 teacher's manual, the readers contain 100% decodable texts for students to read in Units 6–10. In Units 4 and 5, Big Books are used by the teacher only, but starting in Unit 6, students begin to independently read in their own student readers. There is a Reader for each of the Units 6-10, and new spellings taught in the unit are printed in bold throughout the Reader to help students master new material. The last few stories in each Reader include stories for the Pausing Point, which can be either assigned or omitted depending on the needs of students in the class. Ideally, each student should have his or her own Reader. The Workbooks include take-home copies of each story for further practice. In Unit 7, Lesson 13, students practice their skills reading the Student Reader, "Sal's Fish Shop." Before reading, the teacher will review words such as shop, fish, and Seth. Students work with their partner to read the story. The story contains many words that contain the /sh/ skill, including the /sh/ highlighted in all words. In Unit 9, Lesson 8, students read "On the Mat" with their partners. While reading with a partner, students listen as their partner reads to help them correct mistakes or even to</p>		
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	confirm how they should read when it is their turn.		
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Reading is practiced both silently, aloud with partners, and aloud 1:1 with the teacher. Reading aloud allows the teacher to determine if students are successfully turning print into speech. Students observe the teacher model reading, practice reading by themselves, and read the stories more than once. For example, in Unit 6, Lesson 7, students read “Kit’s Mom.” The teacher reads the story once without interruption while students track in their individual readers, and, then, students read the text with their partners. The teacher uses the small group time of the lesson to have the students read aloud. The teacher records anecdotal notes regarding the students’ reading performance and provides students with confirming or corrective feedback. In Unit 7, Lesson 8, Small Group Work, students read from the Kit Reader to “develop accuracy and</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



	<p>fluency.” Lesson 11, involves a two-part reading assessment. In Part One, the teacher says a word and students circle the word on their paper. In Part Two, students meet with the teacher individually to read aloud. The teacher analyzes each student’s errors “to determine whether there are one or more individual letter-sound correspondences that are particularly problematic.” This time also allows teachers the opportunity to “examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.” In Unit 9, Lesson 10, the teacher sets the purpose for reading “Fix That Ship.” Students are divided into small groups. In Group 1, students sit with their partners and take turns reading. In Group 2, students read the story aloud using group strategies best suited for that particular group.</p>		
<p><b>Required</b> <b>*Indicator for grades K-2 only</b></p> <p><b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> students’ mastery of</p>	<p>Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>





<p>foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p>to invented spelling as appropriate for its diagnostic value. Units include an end of unit assessment as well as multiple opportunities for other observation and evaluation throughout the unit. Each unit within the materials is accompanied by an Assessment and Remediation Guide that provides additional opportunities to assess students. The first unit guide, Introduction and Unit 1: Assessment and Remediation Guide, offers a summary of progress monitoring assessments available and explains that “Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection to inform instruction and build a record of students’ progress.” Progress monitoring in the first two units focuses on student observation while applying introduced skills. “In Unit 3, the Progress Monitoring changes to utilizing specific measures with criteria. Whereas students will have the opportunity to continue to develop Unit 1 and Unit 2 skills as they move forward, beginning with Unit 3, high levels of proficiency with the skills within the unit is required for success in subsequent units.” In Unit 3, Lesson 14, students complete a performance task assessment. Students are assessed individually by reading</p>		
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	<p>printed words aloud. Teachers use an individual record sheet to record answers. There is also an analysis and interpretation sheet to guide performance ranging from excellent to poor. Further analysis can be done to assess what specific letter-sound correspondence is problematic. In Unit 8, Lesson 15, students complete a Word Recognition Assessment. Students listen to the teacher call out words, and they circle the words on their paper. The teacher scores students, and, those who score a 90% or above, progress to the Story Reading Assessment. In Unit 8, Lesson 18, students complete the Story Reading Assessment. Students read the story “The Chick” as the teacher scores the students. If the student scores 51-54, they are reading “very good.” If the score is between 48-50, they are “doing well” and are on their way to conquering the code. Anything lower than a 47 requires guidance from the Assessment and Remediation Guide.</p>		
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The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Core Knowledge Language Arts (CKLA) ELA Skills Strand**

Grade: **K-2**

Publisher: **Core Knowledge Foundation**

Copyright: **2013**

Overall Rating: **Tier 1, Exemplifies quality**

**Tier 1, Tier 2, Tier 3** Elements of this review:

STRONG	WEAK
4. Foundational Skills (Non-negotiable)	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

**Tier 1 ratings** received a “Yes” for all Criteria 1-8.

**Tier 2 ratings** received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

**Tier 3 ratings** received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade K \(Tier 1\)](#)

[Grade 1 \(Tier 1\)](#)

[Grade 2 \(Tier 1\)](#)

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> A range of texts are texts written at different reading levels.

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: Core Knowledge Language Arts (CKLA) ELA Skills Strand

Grade: K

Publisher: Core Knowledge Foundation

Copyright: 2013

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
4. Foundational Skills (Non-negotiable)	

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> A range of texts are texts written at different reading levels.



To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>3</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>3</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>4</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>• In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent</li> </ul>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>		
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required 1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	N/A	Not applicable to this review.
	<p><b>Required 2a)</b> A majority of questions in the materials are <b>text dependent and text specific</b>; student ideas are expressed through both written and spoken responses.</p> <p><b>Required 2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	N/A	Not applicable to this review.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate</p>	<p><b>Required 3a)</b> Coherent <b>sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	N/A	Not applicable to this review.
	<p><b>Required 3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p>N/A</p>	<p>Not applicable to this review.</p>
<p><b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b></p>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Foundational skills instruction begins with “sounds, or phonemes, as the primary organizing principle of the program, rather than letters.” Lessons begin with sounds as they strengthen students’ phonological awareness and progress to more complex phonics rules ensuring students are proficient in each skill as they progress toward reading fluency and comprehension. For example, in Unit 1, Lesson 1, students segment spoken sentences into words by counting fingers, counting the number of environmental sounds heard as the teacher varies the number of knocks on a desk, and identifying whether environmental sounds</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>are the same or different using a variety of common classroom objects. This lesson prepares students for later lessons because it “requires students to distinguish discrete noises.” Unit 3 begins with letter sounds being introduced to students, such as /m/, /a/, and /t/. Students progress to more difficult phonics skills such as blends and digraphs. Unit 3 also begins student exposure to fluency. Students begin with concepts of print and progress toward answering multiple types of questions. By Unit 6, Lesson 1, students are able to orally blend sounds to form words and demonstrate an understanding that a systematic, predictable relationship exists between written letters and sounds. Students also read decodable texts that incorporate the letter-sound correspondences that have been taught. In Lesson 8, students recognize and produce rhyming words, as well as read, spell, and write and chains of one-syllable short vowel words with consonant blends/clusters and/or consonant digraphs.</p>
	<p><b>Required *Indicator for grades K-1 only Indicator 4b)</b>  Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<p><b>Yes</b></p>	<p>Materials provide grade-appropriate instruction and practice for the basic features of print. Materials include guidance for demonstrating directionality from left to right and identifying the parts of a book and function of each part. For example, in Unit 1, Lesson 5, students demonstrate understanding of directionality by manipulating cubes from left to right, tracking pictures from left to right, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>manipulating playdough by making vertical lines, horizontal lines, and circles. On Worksheet 5.1, students express their understanding of directionality as they track pictures on the sheet in response to the teacher’s prompt, “What is the next picture?” This process is repeated as students move their fingers from picture to picture, left to right across the page. In Unit 6, Lesson 1, students demonstrate understanding of basic print conventions by tracking and following print, word for word when listening to the text <i>Kit</i> being read aloud. In Unit 7, the teacher displays the Big Book, <i>Seth</i>, by pointing out the title of the book and reminding students what a title is. The teacher then reviews the parts of the book: cover page, title page, back cover, and page numbers. Students track in their own books as the text is read aloud. The story is then read a second time and the teacher pauses to point out that the first letter in a word is capitalized if it is at the beginning of the sentence.</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. According to the Teachers Manual for Unit 1, the first two units focus primarily on phonological awareness with the introduction and practice of hearing spoken words and identifying phonemes in spoken words, without decoding. In Unit 1, students practice hearing environmental sounds and hearing words spoken in phrases and sentences. In Lesson 5, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>participate in an activity called How Many Noises? For each noise they hear, students place one cube on the mat. In Unit 2, students blend syllables to form words. Teacher directions explain that students should, “Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/ in Lessons 4-8.” In Lessons 9 and 10, students substitute phonemes for spoken one-syllable words. In Unit 3, Lesson 1, students practice oral blending with the teacher. The teacher orally segments a word (/m/ /ou/ /s/) and students blend the sounds into the word <i>mouse</i>. In Lesson 5, students blend sounds to form words and recognize and isolate the initial sounds in their classmates’ names. Teachers remind students that the word mat has three sounds. The teacher says the sounds in a segmented fashion and students touch their arms in different areas for each sound. Students then blend those sounds into a word.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonics instruction. Materials follow a logical order of phonics instruction by beginning with one-to-one correspondence of producing the basic code for every consonant and progressing to double consonants and digraphs. For example, in Unit 3, Lesson 1, the teacher introduces the short <i>a</i> vowel sound /a/. The teacher models stretching the sound out and is directed to “say many words that begin with the short a sound, and have students repeat</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the words.” Students work on mouth formation when saying the sound. Then, students listen for words that the teacher says aloud, raising their hand when they hear words that start with the short <i>a</i> vowel sound. In Unit 5, Lesson 1, the warm-up has two parts. The goal of the first part is to distinguish five short vowel sounds. These sounds are practiced in Lessons 1-5. In Lessons 6-9, the /<i>e</i>/ sound is added between the /<i>i</i>/ and the /<i>a</i>/. The students are introduced to the progression of the vowel sounds. In the second part, students use large cards to review the vowel and consonant sounds and spellings taught so far. In Unit 6, Lesson 1, students work on Pocket Chart Chaining for Spelling. The teacher says the word sip, and students find the sound cards for each sound in the word. The teacher continues this activity by asking students “if this is sip, who can show me sap?” This process is repeated for many words. In Unit 8, students' foundational skills knowledge continues to progress in complexity as they decode and encode words with more complex spelling patterns. In Lesson 7, students chain one-syllable short vowel words with initial or final blends/clusters and initial or final consonant digraphs. Students also read and write one-syllable short vowel words with initial or final consonant digraphs.</p>
	<p><b>Required *Indicator for grades K-5 only</b></p>	<p><b>Yes</b></p>	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>		<p>multisensory techniques. Materials refer to high-frequency words as Tricky Words. Guidance states, “The term ‘Tricky Word’ is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word.” Further guidance explains that “CKLA avoids Tricky Words and exception words in the first part of Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.” Beginning in Unit 8, students are introduced to “seven very common words that cannot be pronounced accurately using the letter-sound correspondences taught” called Tricky Words. Tricky Words for the unit include: the, a, of, all, one, from, and was. In Unit 8, Lesson 1, as an introduction to Tricky Words, the teacher explains, “most words in English ‘play by the rules’ and are pronounced exactly the way you would expect, but some do not. Words that do not ‘play by the rules’ are called Tricky Words. They can be difficult to read and write.” The teacher further explains that, “even in a Tricky Word, there are usually some letters pronounced just as you would expect. Usually only one or two letters are not pronounced as you would expect.” The teacher then introduces Tricky Words the and a. Then, students read a list of phrases using the words such as: the cat,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a van, a ship, the spot, the pig, and a path. Finally, students read the story “Sam and the Fish” to support understanding. As lessons and units progress new Tricky Words are introduced. In Unit 9, the Tricky Words word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, and there are introduced. In Lesson 2, Tricky Words why and to are introduced. The teacher begins with the word why by writing the word on the board and asking students how they would pronounce the word by blending. The teacher then pronounces the word correctly, underlines the letters <i>w</i> and <i>h</i>, and explains that the letters make up the tricky part of the word. The teacher then underlines the letter <i>y</i> and explains it is the second part of the tricky word because it is pronounced as the long <i>i</i> vowel sound. The teacher then explains “when reading <i>why</i>, students have to remember to pronounce the letters ‘<i>w</i>’ ‘<i>h</i>’ as /<i>w</i>/ and the letter ‘<i>y</i>’ as /<i>ie</i>/.” Finally, the teacher provides guidance for encoding the word by explaining, “when writing <i>why</i>, they have to remember to spell the /<i>w</i>/ sound with the letters ‘<i>w</i>’ ‘<i>h</i>’ and the /<i>ie</i>/ sound with the letter ‘<i>y</i>.’” Students complete Tricky Word Practice by writing previous words and words <i>why</i> and <i>to</i>. This process is repeated as new Tricky Words are introduced throughout the unit. In Unit 10, the Tricky Words <i>he</i>, <i>she</i>, <i>we</i>, <i>be</i>, <i>me</i>, <i>they</i>, <i>their</i>, <i>my</i>, <i>by</i>, <i>you</i>, and <i>your</i> are introduced.</p>
	Required *Indicator for grades K-5 only	Yes	Resources and texts provide ample practice of foundational reading skills using texts and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		<p>allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. According to the Unit 1 teacher's manual, the readers contain 100% decodable texts for students to read in Units 6–10. In Units 4 and 5, Big Books are used by the teacher only, but starting in Unit 6, students begin to independently read in their own student readers. There is a Reader for each of the Units 6-10, and new spellings taught in the unit are printed in bold throughout the Reader to help students master new material. The last few stories in each Reader include stories for the Pausing Point, which can be either assigned or omitted depending on the needs of students in the class. Ideally, each student should have his or her own Reader. The Workbooks include take-home copies of each story for further practice. In Unit 7, Lesson 13, students practice their skills reading the Student Reader, “Sal’s Fish Shop.” Before reading, the teacher will review words such as shop, fish, and Seth. Students work with their partner to read the story. The story contains many words that contain the /sh/ skill, including the /sh/ highlighted in all words. In Unit 9, Lesson 8, students read “On the Mat” with their partners. While reading with a partner, students listen as their partner reads to help them correct mistakes or even to confirm how they should read when it is their turn.</p>

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	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Reading is practiced both silently, aloud with partners, and aloud 1:1 with the teacher. Reading aloud allows the teacher to determine if students are successfully turning print into speech. Students observe the teacher model reading, practice reading by themselves, and read the stories more than once. For example, in Unit 6, Lesson 7, students read “Kit’s Mom.” The teacher reads the story once without interruption while students track in their individual readers, and, then, students read the text with their partners. The teacher uses the small group time of the lesson to have the students read aloud. The teacher records anecdotal notes regarding the students’ reading performance and provides students with confirming or corrective feedback. In Unit 7, Lesson 8, Small Group Work, students read from the Kit Reader to “develop accuracy and fluency.” Lesson 11, involves a two-part reading assessment. In Part One, the teacher says a word and students circle the word on their paper. In Part Two, students meet with the teacher individually to read aloud. The teacher analyzes each student’s errors “to determine whether there are one or more</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>individual letter-sound correspondences that are particularly problematic.” This time also allows teachers the opportunity to “examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.” In Unit 9, Lesson 10, the teacher sets the purpose for reading “Fix That Ship.” Students are divided into small groups. In Group 1, students sit with their partners and take turns reading. In Group 2, students read the story aloud using group strategies best suited for that particular group.</p>
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. In Unit 2, students engage in lessons and activities that support their understanding of spelling/sound patterns as they begin to make connections between sounds and symbols. The materials explain, “Vowel and consonant spellings can be combined to make simple Consonant Vowel Consonant (CVC) and Vowel Consonant (VC) words. Students will use the letter-sound correspondences they learn in this unit and the oral blending skills they learned in Unit 2 to blend and read printed</p>

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			<p>words.” The materials also include Chaining Exercises that include a series of words that are built by changing only one letter or spelling at a time. Unit 6, Lesson 6, includes a word chaining activity where students use letter cards to show the letter chain <i>net</i> &gt; <i>bet</i> &gt; <i>yet</i> &gt; <i>jet</i> &gt; <i>jets</i> &gt; <i>jots</i> &gt; <i>jobs</i> &gt; <i>bobs</i> &gt; <i>bibs</i> &gt; <i>bin</i>. This exercise allows students the opportunity to better understand the process of adding, deleting, or substituting letters/sounds to form new words. In Unit 8, Lesson 15, students read and write one-syllable short vowel words with initial or final consonant digraphs. Students use their workbooks to practice identifying the first sound in the words and then determining how many sounds are in each word. For example, students read the word <i>shock</i>, identify /sh/ as the first sound, and determine the three sounds or phonemes the word <i>shock</i> has by sounding out the word /sh/ /o/ /k/.</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Units include an end of unit assessment as well as multiple opportunities for other observation and evaluation throughout the unit. Each unit within the materials is accompanied by an Assessment and Remediation Guide that provides additional opportunities to assess</p>

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			<p>students. The first unit guide, Introduction and Unit 1: Assessment and Remediation Guide, offers a summary of progress monitoring assessments available and explains that “Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection to inform instruction and build a record of students’ progress.” Progress monitoring in the first two units focuses on student observation while applying introduced skills. “In Unit 3, the Progress Monitoring changes to utilizing specific measures with criteria. Whereas students will have the opportunity to continue to develop Unit 1 and Unit 2 skills as they move forward, beginning with Unit 3, high levels of proficiency with the skills within the unit is required for success in subsequent units.” In Unit 3, Lesson 14, students complete a performance task assessment. Students are assessed individually by reading printed words aloud. Teachers use an individual record sheet to record answers. There is also an analysis and interpretation sheet to guide performance ranging from excellent to poor. Further analysis can be done to assess what specific letter-sound correspondence is problematic. In Unit 8, Lesson 15, students complete a Word Recognition Assessment. Students listen to the teacher call out words, and they circle the words on their paper. The teacher scores students, and, those who score a 90% or above, progress to the Story Reading</p>

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			<p>Assessment. In Unit 8, Lesson 18, students complete the Story Reading Assessment. Students read the story “The Chick” as the teacher scores the students. If the student scores 51-54, they are reading “very good.” If the score is between 48-50, they are “doing well” and are on their way to conquering the code. Anything lower than a 47 requires guidance from the Assessment and Remediation Guide.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4j) Foundational Skills materials are abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	<p><b>Yes</b></p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. The materials are grouped into ten instructional units, outlined by the ten unit Assessment and Remediation Guides and Teacher Guides. The Navigating K-3 Skills Lessons document includes an outline of the Week-by-Week Pacing Guides that provide teachers with an overview of the lessons and the estimated time allotted for each lesson component. Each lesson component is accompanied by the number of instructional minutes it requires and each daily lesson requires 60 total instructional minutes. For example, in Unit 6, Lesson 2, the lesson includes the following: Warm-Up, Oral Blending and Sound/Spelling Review (10 minutes); Reviewing Letter Names (5 minutes); Chaining Dictation (15 minutes); Teacher Demonstration Story, “Kit and Stan” (10 minutes); and Differentiated Instruction, Small Group Work (20 minutes). The lessons are organized logically, allowing students to</p>

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			<p>receive instruction from the teacher and then work in small groups based on the student's individual needs. The Assessment and Remediation Guide (ARG) allows remediation to be administered based on student need as identified by outcomes in routine progress monitoring. According to Instructional Planning, in Unit 3, ARG, teachers use a cross reference chart and a student-need flowchart to determine where to begin. Once the teacher establishes the level of instructional need, the chart directs the teacher to the corresponding lesson structure at the beginning of each unit. Materials are easy for students to access. After Unit 6, each student is given an individual decodable reader and in all units students are provided a workbook that corresponds with daily lessons and activities. Teachers are provided with sound cards, big book versions of the decodable readers, and teacher guides with explicit directions for teaching.</p>
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9,</a></p>	<p><b>Required</b> <b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> </ul>	<b>N/A</b>	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><a href="#">and RL.10/RI.10 across grade levels.</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		
	<p><b>Required 5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	N/A	Not applicable to this review.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	N/A	Not applicable to this review.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>5</sup></p>	N/A	Not applicable to this review.
	<p><b>Required *Indicator for grades 3-12 only 6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	Not applicable to this review.

<sup>5</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	N/A	Not applicable to this review.
<p><b>7. ASSESSMENTS:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required</b> <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.	<b>N/A</b>	Not applicable to this review.
	<b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.	<b>N/A</b>	Not applicable to this review.
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.	<b>N/A</b>	Not applicable to this review.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	The reading selections are centrally located within the materials and the center of focus.		
	<b>Required 8f)</b> Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).	N/A	Not applicable to this review.
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	N/A	Not applicable to this review.
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.			
<i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.			
<i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>6</sup></b>	1. Quality of Texts	N/A	Not applicable to this review.
	2. Text-Dependent Questions	N/A	Not applicable to this review.
	3. Coherence of Tasks	N/A	Not applicable to this review.

<sup>6</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>7</sup></b></p>	<p>4. Foundational Skills</p>	<p><b>Yes</b></p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide grade-appropriate instruction and practice for the basic features of print. Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Materials provide opportunities and practice for students to master grade-appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication</p>

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and regular practice in encoding the sound symbol relationships of English. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.
<b>III. Additional Criteria of Superior Quality<sup>8</sup></b>	5. Range and Volume of Texts	<b>N/A</b>	Not applicable to this review.
	6. Writing to Sources, Speaking and Listening, and Language	<b>N/A</b>	Not applicable to this review.
	7. Assessments	<b>N/A</b>	Not applicable to this review.
	8. Scaffolding and Support	<b>N/A</b>	Not applicable to this review.
FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b>			

\*As applicable

<sup>8</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: Core Knowledge Language Arts (CKLA) ELA Skills Strand

Grade: 1

Publisher: Core Knowledge Foundation

Copyright: 2013

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
4. Foundational Skills (Non-negotiable)	

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> A range of texts are texts written at different reading levels.



To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>3</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>3</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>4</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b>  <b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>• In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent</li> </ul>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>		
	<p><b>Required</b> <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	N/A	Not applicable to this review.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b> <b>2. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>2a)</b> A majority of questions in the materials are <b>text dependent and text specific</b>; student ideas are expressed through both written and spoken responses.</p>	N/A	Not applicable to this review.
	<p><b>Required</b> <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	N/A	Not applicable to this review.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b> <b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate</p>	<p><b>Required</b> <b>3a)</b> Coherent <b>sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	N/A	Not applicable to this review.
	<p><b>Required</b> <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p>N/A</p>	<p>Not applicable to this review.</p>
<p><b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b></p>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. The Alignment guide in the teacher’s manual clearly lays out the progression for each of the seven units. Foundational skills instruction begins with students reviewing skills previously addressed in Grade K such as sounds and spellings. In Unit 1, Lessons 1-5 prepare students for the placement assessments for the following week. Students practice and review reading skills and code knowledge. In Lessons 6-10, students complete assessment and placement activities. In Lessons 11-32, students review sound/spelling correspondences. In Unit 3, five additional vowel sounds and the most common spelling for each are introduced. Sounds</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>include: /oo/ spelled 'oo' as in <i>soon</i>, /oo/ spelled 'oo' as in <i>look</i>, /ou/ spelled 'ou' as in <i>shout</i>, /oi/ spelled oi as in <i>oil</i>, and /aw/ spelled 'aw' as in <i>paw</i>. In Unit 6, students review /s/ spelled 's', 'ss'; /z/ spelled 'z', 's', 'zz'; /m/ spelled 'm' and 'mm'; /n/ spelled 'n', 'nn', 'ng' spelled 'ng'; and /w/ spelled 'w' from Unit 5. New sounds and spellings for the unit are introduced and include: /s/ spelled 'c', 'ce', 'se'; /n/ spelled 'kn', ng spelled 'n'; and /w/ spelled 'wh.' In Unit 7, lessons transition from spelling alternatives for consonant sounds to spelling alternatives for vowel sounds. Guidance states, "In this unit we focus on two of the so-called 'long' vowel sounds, /ae/ and /oe/." Students review the basic code spelling for each sound and are then introduced to common spelling alternatives: /ae/ spelled 'ai', 'ay', and /oe/ spelled 'oa'. As sound/spelling progresses, so do skills in syllabication, grammar, reading and reading fluency, and writing.</p>
	<p><b>Required *Indicator for grades K-1 only Indicator 4b)</b>  Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<p><b>Yes</b></p>	<p>Materials provide grade-appropriate instruction and practice for the basic features of print. Students begin Unit 1 by reviewing concepts of print introduced in Grade K. For example, in Unit 1, teacher guidance explains, "The first three stories are to be presented to the class as demonstration stories, using the Big Book or Media Disk. Demonstration stories allow you to model fluent reading and concepts of print." In Unit 1, Lesson 4, Writing the Spellings, the teacher reminds the class that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>every letter can be written as an uppercase letter and a lowercase letter. The teacher is also directed to ask students, “When do we use an uppercase letter?” In Unit 1, Lesson 29, students identify and use end punctuation as well as review quotation marks. The teacher explains that “there are special punctuation marks that we use when we want to indicate a person’s exact words.” The teacher writes a decodable sentence with the punctuation on the board and explains that quotation marks mean that these are a person’s exact words. Students then practice identifying and reading words inside of quotation marks in additional decodable sentences. In Unit 2, Lesson 15, students continue to distinguish features of print by identifying the title page of “King and Queen.” As they read, the teacher reminds students that they may wish to use their “finger or a pointer to follow the print when reading.” In Unit 4, Lesson 1, students begin writing the name of the day of the week and date on their worksheets to practice capitalizing the day and month and using correct comma placement.</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. In Unit 1, the materials focus on the phoneme, or single sound, and not on larger units of sound. Students learn to read words that contain onsets, rimes, and consonant clusters; however, they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like –</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>ick</i> and initial clusters like <i>st-</i> are not taught as units but as combinations. In Unit 1, Lesson 1, students blend and segment words with hand gestures for words like <i>big</i> and <i>at</i>. In Unit 1, Lesson 3, students complete a blending warm-up. The teacher gives the students sounds, and the students tap the sounds they hear and say the word. Materials provide systematic and explicit phonological awareness instruction in the Unit 1 Remediation guide, as well. For example, students complete the Push and Say activity. In the activity, the teacher says a word, or the sounds in a word, and students use the provided manipulatives to represent the sounds in the words. In Unit 2, Lesson 8, students segment and blend phonemes during Pop-Out Chaining and Digraph Dictation to form one-syllable words. In Unit 5, Lesson 16, students isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonics instruction. Students are introduced to the Basic Code for each of the 44 phonemes. The Advanced Code consists of all other spelling alternatives that may be used to spell the 44 phonemes in English. Code is introduced by frequency of use. Materials include letter cards that use a power bar that shows how frequently a phoneme is used. Students explicitly learn many phonics skills throughout the program through daily lessons. For example, in Unit 1, Lesson 24, students review sounds /k/,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>/n/, /p/, /r/, /t/, and /z/. Then, students are introduced to the double-letter spellings for the sounds spelled: 'cc', 'nn', 'pp', 'rr', 'tt', and 'zz' and the sound /k/ spelled 'c', 'ck', 'k', and 'cc'. The teacher explains that the sound "/k/ can be spelled four different ways, with 'c' as in <i>cat</i>, 'k' as in <i>kit</i>, 'ck' as in <i>rock</i>, and 'cc' as in <i>hiccup</i>" and that "the spellings 'ck' and 'cc' never occur at the beginning of a word." In Unit 3, Lesson 1, the teacher introduces /oo/ as in the word <i>soon</i>. The teacher introduces the sound and has students repeat words that have that sound, including <i>spoon</i>, <i>loop</i>, <i>root</i>, <i>hoop</i>, and <i>hoot</i>. The teacher continues modeling and then introduces how to write the /oo/ sound 'oo' by displaying the Vowel Code Flip Book for the sound. The teacher writes 'oo' on handwriting guidelines and describes the correct way to write. Then, students practice writing words with the /oo/ sound in their student workbooks. In Unit 5, Lesson 1, the teacher reviews the spelling pattern for the /p/ sound spelled 'p' and 'pp'. Using the Consonant Code Flip Book, the teacher asks students what letter makes the /p/ sound. The teacher points to the power bar under the 'p' to ensure students understand that 'p' is the common spelling for /p/. This introduces the Root Words section of the lesson where students begin to double the 'p' when adding suffixes <i>-ed</i> and <i>-ing</i>.</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b>  <b>Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Materials refer to high-frequency words as Tricky Words. Guidance states, “The term ‘Tricky Word’ is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word.” For example, in Unit 1, Lesson 19, Tricky Words: the and who, students are shown the Tricky Word card for <i>the</i> and asked how they would pronounce the word by blending; /th/ /e/. The teacher explains the correct way to pronounce the word. This process is repeated with the word who. The teacher explains that the word is actually pronounced /h/ /oo/ as in “Who has my doll?” The teacher writes <i>who</i> on the board and underlines ‘w’ and ‘h’ explaining that this is the tricky part of the word because the two letters are pronounced /h/. The tricky words are pointed out in the demonstration story <i>Beth</i>. In Unit 2, Lesson 2, students focus on the Tricky Word, <i>he</i>. Students help the teacher sound out the word but notice that typically the letter ‘e’ says the short /e/ sound. The teacher points out that in this word the ‘e’ will make the /ee/ sound. The teacher continues with words: like, she, we, be, and me. In Unit 6, Lesson 23, students are introduced to the Tricky Word, cow. The teacher writes the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			word on the board and circles 'ow'. The teacher explains that "like the Tricky Word <i>how</i> they learned earlier, the 'ow' is tricky and pronounced /ou/." Students use the Tricky Word lesson as they read "Whisper," a story about the livestock at the park.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	Yes	Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Each unit has a corresponding decodable reader. Each reader addresses the same phonics/spelling patterns that are taught in isolation. For example, in Unit 1 students read "The Cat Bandit." In Unit 2, Lesson 1, students read "Gran's Trip." Before reading, students preview spelling words and vocabulary words in the story. Students read words with the /ee/ sound and the /ng/ ending. These skills have been previously taught and students use these taught skills to help them read the story fluently. In Unit 4, Lesson 2, students start a new Reader and read "Meet Vern." The teacher writes Vern on the board and points out that it contains the 'er' spelling for the /er/ sound they have just learned. The teacher reviews additional spellings such as 'er' /er/ as in Vern and fern; 'oo' /oo/ as in zoo; and 'ee' /ee/ as in <i>green</i> and <i>creep</i> . In Unit 7, Lesson 5, students "Read and understand decodable text in the story 'The Red Dish' that incorporates the letter-sound

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>correspondences taught in one- and two-syllable words, with purpose and understanding.” In the lesson, the teacher explains that the story “contains three-syllable words, Mexican and Mexico.” Students use the chunking strategy learned for two-syllable words. The teacher also previews spellings, ‘ai’ /ae/ as in pain, ‘ay’ /ae/ as in <i>today</i> and <i>saying</i>, for multisyllabic words, including Mexican, foolish, and redder, and the Tricky Word, Mexico.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Unit 1 outlines the importance of partner reading and provides teacher guidance for establishing a partner reading routine. Guidance explains that “Partner reading may be conducted as an oral activity in which students take turns reading a paragraph or a page aloud to one another. Partner reading may also be used as a silent reading activity in which each student is instructed to read the page to himself and then, when his partner has also completed reading that page, to discuss what was read and ask questions of one another. Silent reading can also be combined with oral reading whereby both students read a single page silently and then one rereads it aloud.” In Unit 1, Lesson 19, the teacher provides</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the students with Guided Reading Supports prior to students engaging in a partner reading of the decodable text “Beth.” The teacher addresses Tricky Words, nouns, and asks inference-based questions as a reading warm-up. Students then partner read the text. After the reading, the class completes the “Beth” worksheet together using the text to respond to text-based questions. In Unit 3, Lesson 8, students read “The Two Mules.” Students partner read the text as “Group 2 students read aloud” with the teacher in a small group. Students take turns reading the story aloud as the teacher makes notes on the Anecdotal Reading Records. In Unit 4, Lesson 5, students read “Things That Swim.” Prior to reading the teacher and students review medial sounds: /er/ and /ar/. During Small Group: Reread “Things That Swim,” the teacher meets with students needing additional support. Students reread the text. As the teacher works with the group, other students either read with a partner or by themselves. Students complete the accompanying worksheet and the teacher reviews responses to observe levels of understanding. In Unit 5, Lesson 9, students are introduced to the Tricky Spelling ‘g.’ Using the Consonant Code Flip Book, the teacher points to the Spelling Card that shows ‘g’ as a spelling for /g/ and reminds students that they have already learned that ‘g’ can be pronounced /g/ as in gum, glad, and dog or /j/ as in gem and germ. After</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Tricky Spelling, review, and practice, students read “The Offer.” The text supports students' understanding of the /g/ and /j/ sounds for ‘g’ with the following words: large, gee, bug, and grandad. In Unit 7 Lesson 7, students read “In the Mail.” Students engage with the text in multiple lessons. While reading the story, the teacher is given time to listen to students and take anecdotal notes on individual students.</p>
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. In Unit 1, Lesson 16, students segment words into phonemes, blend phonemes, say words with various vowel and consonant sounds by blending, isolate and pronounce initial, medial, and final sounds, and print upper- and lowercase letters <i>Kk</i> and <i>Xx</i>. During Pocket Chart Chaining for Reading, the teacher arranges the pocket chart by displaying vowels, ‘i’, ‘a’, and ‘o’, and consonants, ‘m’, ‘n’, ‘t’, ‘d’, ‘k’, ‘s’, ‘p’, and ‘x’. The teacher then moves the letters around to form words: kid &gt; kit &gt; kin &gt; kim &gt; tim &gt; tom &gt; top &gt; mop &gt; map &gt; max, and asks students to read the chain. In Tricky Words, <i>one</i> and <i>ask</i> are introduced. The teacher explains that <i>one</i> is actually pronounced /w/ /u/ /n/ as in, “I have one fish.” Teacher guidance explains, “Tell</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students that when reading one, they have to remember to pronounce it as /w/ /u/ /n/." The teacher then introduces the Tricky Word <i>once</i> and asks students how they would pronounce it by blending. The teacher explains "this word is pronounced /w/ /u/ /n/ /s/ as in, "I once had a fish." and writes the word <i>once</i> on the board underlining the entire word and explaining that the only spelling pronounced as they would expect is the 'n'. The teacher explains that when reading once, they have to remember to pronounce it as /w/ /u/ /n/ /s/ and when writing once, they have to remember to spell it 'o' 'n' 'c' 'e'. In Unit 3, Lesson 2, students participate in Dictation. Students practice spelling words with the /oo/ spelling pattern. The teacher says a set of words and students write a line for each sound they hear. Then, the students write the words they hear on the lines. In Unit 5, Lesson 21, students segment two-syllable words into individual sounds and/or syllable, identify the number of syllables, and read and/or write two-syllable words composed of two closed syllables, magic 'e', and/or r-controlled syllables. Words include: garden, answer, goldfish, moonshine, darkness, and sweeter.</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4i)</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>appropriate for its diagnostic value. Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection to inform instruction and build a record of students' progress. In Unit 1, the teacher progress monitor students' phonological awareness. Teacher guidance within the Assessment and Remediation Guide (ARG) explains, "Blending and segmenting are necessary foundational skills for reading and spelling in Grade 1. However, phonological awareness skills will continue to develop as students progress with the Grade 1 scope and sequence of code knowledge." Teachers also progress monitor sound-spellings. Teachers ask individual students to "read a collection of words in isolation. The worksheets are grouped according to the type of sound-spelling knowledge they measure: single letter, consonant cluster, digraph, or double letter." The ARG provides guidance for scoring students. Unit 3, Lesson 18 includes a Note to Teacher section that provides small-group guidance for progress monitoring. The guidance explains that small group time will need additional time allowing the teacher to work with students in small groups. In the lesson, the teacher is provided a worksheet with comprehension questions about "The Fox and the Grapes," should they "want to ask some or all students to reread the story and then answer the questions." If so, teachers "may</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>listen to particular students read, taking notes on their progress using the Anecdotal Reading Record.” The guidance also encourages teachers to consider students’ performance on the various review activities in Lessons 16 and 17 and choose additional activities from the Pausing Point if some students still need practice on particular skills. In Unit 6, Lessons 24 and 25, students complete two unit assessments. The first assessment assesses students’ ability to read individual words that contain all the spellings taught in the unit. The Word Recognition Assessment allows the teacher the opportunity to assess all students at once. Guidance is provided for scoring and additional practice which states, “We encourage you to analyze students’ responses, noting which spellings still seem to be difficult for particular students or groups of students. Based on this information, group students and plan exercises that you will use to remediate.” In Lesson 25, students complete the Story Comprehension Assessment which assesses students’ ability to read a story that closely resembles the stories read in the unit Reader. Guidance states, “If students take an inordinately long time to read the story or have difficulty answering the questions in the time allotted, we suggest that you meet individually with students and listen to them read the story a second time.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4j) Foundational Skills materials are abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	<p><b>Yes</b></p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. The materials are grouped into seven instructional units, outlined by the seven unit Assessment and Remediation Guides and Teacher Guides. The Navigating K-3 Skills Lessons document includes an outline of the Week-by-Week Pacing Guides that provide teachers with an overview of the lessons and the estimated time allotted for each lesson component. Each lesson component is accompanied by the number of instructional minutes it requires and each daily lesson requires 60 total instructional minutes. For example, Unit 3, Lesson 2 includes the following: Warm-Up, Spelling Review which includes spellings: ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, and ‘oo’ (10 minutes); Dictation With Words, words with /oo/ (10 minutes); Tricky Word Card, introduction of Tricky Word because, (5 minutes); and Writing Fictional Narrative, Planning (35 minutes). In Unit 7, Lesson 12, students engage in the following: Warm-Up, Building Sentences with Conjunctions using and, but, and or to combine sentences (15 minutes); Practice: Word Box (20 minutes); and Reading Time, “The Vote” (25 minutes). Lessons are organized logically, allowing students to be taught in whole-group and then work in small-groups based on the student's individual needs. The Assessment and Remediation Guide (ARG) allows</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			remediation to be administered based on student need as identified by outcomes in routine progress monitoring. Additionally, materials are easy for students to access. Each student is given an individual decodable reader and workbook for each unit. Teachers are provided an Assessment and Remediation Guide for students who need additional support. In the ARG, teachers use a cross reference chart and a student-need flowchart to determine where to begin instruction for each child. Once the teacher establishes the level of instructional need the ARG directs the teacher to the corresponding lesson structure at the beginning of each unit. Teachers are provided sound cards, big book versions of the decodable readers, and teacher manuals with explicit directions for teaching.
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul> <p><b>Required</b></p>	<p>N/A</p> <p>N/A</p>	<p>Not applicable to this review.</p> <p>Not applicable to this review.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).		
	<b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	<b>N/A</b>	Not applicable to this review.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>5</sup></p>	<b>N/A</b>	Not applicable to this review.
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<b>N/A</b>	Not applicable to this review.
	<p><b>Required</b>  <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p>	<b>N/A</b>	Not applicable to this review.

<sup>5</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	N/A	Not applicable to this review.
<p><b>7. ASSESSMENTS:</b>  Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	N/A	Not applicable to this review.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.	<b>N/A</b>	Not applicable to this review.
<b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	<b>N/A</b>	Not applicable to this review.
	<b>Required</b> <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	<b>N/A</b>	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required</b> <b>8f)</b> Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).	<b>N/A</b>	Not applicable to this review.
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	<b>N/A</b>	Not applicable to this review.
<b>FINAL EVALUATION</b>			
<i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.			
<i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.			
<i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>6</sup></b>	1. Quality of Texts	<b>N/A</b>	Not applicable to this review.
	2. Text-Dependent Questions	<b>N/A</b>	Not applicable to this review.
	3. Coherence of Tasks	<b>N/A</b>	Not applicable to this review.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>7</sup></b>	4. Foundational Skills	<b>Yes</b>	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every

<sup>6</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>student to become proficient in each of the foundational skills. Materials provide grade-appropriate instruction and practice for the basic features of print. Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Materials provide opportunities and practice for students to master grade-appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.
<b>III. Additional Criteria of Superior Quality<sup>8</sup></b>	5. Range and Volume of Texts	<b>N/A</b>	Not applicable to this review.
	6. Writing to Sources, Speaking and Listening, and Language	<b>N/A</b>	Not applicable to this review.
	7. Assessments	<b>N/A</b>	Not applicable to this review.
	8. Scaffolding and Support	<b>N/A</b>	Not applicable to this review.
FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b>			

\*As applicable

<sup>8</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: Core Knowledge Language Arts (CKLA) ELA Skills Strand

Grade: 2

Publisher: Core Knowledge Foundation

Copyright: 2013

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
4. Foundational Skills (Non-negotiable)	

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> A range of texts are texts written at different reading levels.



To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>3</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II<sup>4</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>3</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>4</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>Indicator 1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>• In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent</li> </ul>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>		
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required 1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	N/A	Not applicable to this review.
	<p><b>Required 2a)</b> A majority of questions in the materials are <b>text dependent and text specific</b>; student ideas are expressed through both written and spoken responses.</p> <p><b>Required 2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	N/A	Not applicable to this review.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate</p>	<p><b>Required 3a)</b> Coherent <b>sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	N/A	Not applicable to this review.
	<p><b>Required 3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	N/A	Not applicable to this review.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p>N/A</p>	<p>Not applicable to this review.</p>
<p><b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b></p>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>Yes</p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Foundational skills instruction begins with students reviewing skills previously addressed in Grade 1 such as: spellings, consonant sounds, one and two-syllable words, and high-frequency words as they progress to more complex phonics rules ensuring students are proficient in each skill as they progress towards reading fluency and comprehension. To begin, students review daily routines and exercises and prepare themselves for placement assessments which are completed in Unit 1, Lessons 6-10. Lessons throughout the unit require students to read words that follow the “basic code spellings for five ‘short’ vowel</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>sounds.” In Unit 2, students continue to review previously taught skills such as: spellings for vowel sounds, reading one- and two-syllable words, reading Tricky Words, and reading decodable texts. Students also begin reviewing grammar and are introduced to the writing process focusing on narrative and opinion writings. Unit 5 introduces students to spelling alternatives for vowel sounds. For example, the alternative spellings for the short <i>u</i> sound or /<u>u</u>/ spelled with letter <i>o</i> in the word <i>son</i>, <i>ou</i> in the word <i>touch</i>, and <i>o_e</i> in the word <i>come</i>. Unit 6 introduces students to additional new spelling alternatives for vowel and consonant sounds such as <i>r</i>-controlled vowels, digraphs, and long <i>e</i> spelled with the letter <i>i</i> in <i>ski</i> or the vowel team <i>ea</i> that spells the short <i>e</i> vowel sound in the word <i>head</i>.</p>
	<p><b>Required *Indicator for grades K-1 only Indicator 4b)</b> Materials provide grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-1 only 4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable to this grade level.
	<p><b>Required *Indicator for grades K-5 only 4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that</p>	Yes	Materials provide systematic and explicit phonics instruction. Materials follow a logical order of phonics instruction with repeated modeling and opportunities for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>		<p>students to hear, speak, write, and read sound and spelling patterns. Phonics instruction progresses from basic to more complicated word analysis skills. For example, in Unit 1, Lesson 1, the teacher tells students that they are going to write the word <i>at</i>. The teacher then models writing the word while also using the think-aloud strategy to describe the steps involved in writing the word. The teacher states, “Let’s see, I want to write the word <i>at</i>. First I have to say and listen to the sounds: /a/.../t/. There are two sounds in the word <i>at</i>. I’ll need to write a spelling for each of the sounds.” The teacher then models sounding out and encoding each letter of the word. In Unit 1, the Basic Code spellings are established in Lessons 1 through 5. For example, Lesson 1 addresses: /a/, /i/, /p/, /b/, /t/, and /d/; Lesson 2 addresses /o/, /e/, /u/, /k/, and /g/; Lesson 3 addresses /k/, /j/, /v/, /f/, /h/, and /l/; Lesson 4 addresses /th/, /n/, /ng/, /sh/, and /ch/, and Lesson 5, /s/, /z/, /m/, /w/, /r/, /y/, /x/, and /qu/. Following the spelling review, students take part in a student performance assessment. Students are then grouped based on assessment outcomes and receive instruction that is appropriate for their level of reading proficiency and code knowledge. Spellings-to-sounds are reviewed in Lessons 11–22. Unit 3, Lesson 6, focuses on alternate spellings for long <i>o</i>, spelled <i>oe</i> and <i>oa</i>. Students have previously learned that <i>o</i> and <i>o_e</i> are common spellings for the sound</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			so they are now ready to learn alternate spellings. Lessons begin with reviewing the short o sound as in hop, and students generate several more words with the same sound. The teacher then tells students that they will be learning a new spelling for long o which is spelled 'oe' and 'oa.'
	<p><b>Required *Indicator for grades K-5 only Indicator 4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	Yes	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Materials refer to high-frequency words as Tricky Words. Guidance states, "The term 'Tricky Word' is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word." For example, in Unit 1, Lesson 21, the teacher introduces new Tricky Words should and would with students. The teacher, modeling with the word could, explains that, "the letter 'c' is pronounced /k/ and the letter 'd' is pronounced /d/. Tricky: the letters 'o' 'u' 'l' are pronounced /oo/." This process is repeated with words should and would. After introducing the new Tricky Words, students do a quick review of the Tricky Words reviewed in previous lessons: a, the, he, she, we, be, me, was, of, from, to, do, down, how, what, where, why, once, one, and two. For students who need additional practice, Tricky Word practice is located in the Unit 1 section of the Assessment and Remediation Guide-Pausing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Points. In Unit 2, Tricky Words include: I, you, your, street, my, by, have, all, who, no, so, go, are, were, they, their, and some. The teacher highlights the portions of each word that are regular and can be blended, as well as the parts that are irregular and need to be remembered when introducing these words. In Unit 4, Tricky Words are introduced in Lessons 3 and 16 and reinforced in stories read in the Reader. Lesson 3 words include: people, walk, and grownup. Lesson 16 includes the word building. In this unit, teacher guidance explains, “As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, once you have taught ‘e’ as a spelling alternative for /ee/, the words he, she, we, be, and me no longer need to be treated as Tricky Words.”</p>
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	<p><b>Yes</b></p>	<p>Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. According to the introduction provided in the Teacher Guide for Unit 1, unit readers for Units 1-4 are 100% decodable. Each unit has a companion unit reader that addresses the same phonics/spelling patterns that have been taught. Unit 1, Lesson 19, serves as a review for spelling alternatives. One objective in the lesson states, “Read decodable text that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings.” Students strengthen accuracy, appropriate rate, and expression through phonics skills/patterns and tricky words taught that are included in the decodable reader as they are taught and repeat as the stories continue. This lesson focuses on reviewing the suffix -ed with its multiple pronunciations and the tricky words learned to this point in the materials. In this lesson, students read “The Milk” from the decodable unit reader which supports learned and newly introduced skills. Unit 3, Lesson 2, focuses on words with long <i>a</i> spelled: <i>ay</i>, <i>ai</i>, and <i>a_e</i>. Teachers begin by addressing the long <i>a</i> words that are found in the story. Then, students partner read “The Spelling Bee” from their unit reader. All stories also have spelling/phonics patterns that have been learned previously so that students have an opportunity to continue practicing their skills. Unit 5 introduces spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes as a means of reading multisyllabic words. Students review grammar skills and learn about adjectives, as well as identify the subject and predicate in a complete sentence. For example, in Unit 5, Lesson 5, students read “The Hungry Troll” with a partner. Students are directed to read the first page silently, then one partner reads that page aloud. Next, they both read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the second page silently, then the other partner reads that page aloud. Students use an Individual Code Chart to help sound out words and ask their partners questions when they encounter confusing parts in the story, allowing for students to self-correct and self-monitor during reading.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy</b>.</p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. All units include a Pausing Point for struggling readers. Unit 4 activities are located at the end of Unit 4 but are used throughout the unit. Guidance recommends that teachers select specific Pausing Point activities for individuals and/or groups of students based on student outcomes on the three assessments administered at the end of this unit, the Reading Comprehension Assessment, Oral Reading Fluency Assessment, and the Word Identification and Decoding Skills Assessment. In addition to Pausing Points, an Anecdotal Reading Record is provided. The teacher manual suggests that teachers observe students reading at least twice a week, and this record is helpful in tracking students' progress. Materials also include the Assessment and Remediation Guide, which provides further guidance in assessing, analyzing, and remediating specific skills.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>This guide includes mini-lessons and activities used to work with individual students who need remediation with any skill in the units. The units and lessons are structured in a sequential fashion, offering opportunities and encouraging fluency in reading through whole group, small group, or independent reading. Unit 3 involves students practicing reading during the sessions. For example, students read in whole groups, small groups, or pairs, at least twice a week, for 15 to 20 minutes per day. Using the Individual Code Chart to assist in word sounding and the Spelling Trees for further support, the teacher walks around the classroom listening to students read and taking notes on their progress. Unit 4 offers three fluency passages for students to read: a reader's theater, a poem, and a nonfiction text. In the unit, students learn various ways to spell long <i>i</i> (ie, y, i as in kind). Both the decodable reader and the fluency pages focus on these same spellings/phonics skills. These same skills are practiced in phrases, spelling, wobble cards, and chaining which are all done with the teacher. This provides an opportunity for the teacher to hear the students read and provide feedback as needed. Students are given multiple opportunities for repeated readings which improves rate, expression, and accuracy. Unit 4 addresses the tricky spelling of several sounds: 'e' pronounced /e/ (pet) or /ee/ (me); 'i' pronounced /i/ (it) or /ie/ (biting); and 'y' pronounced /ee/ (funny), /i/</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>(myth), /ie/ (try), or /y/ (yes). The decodable reader for this unit focuses on these sounds along with the few Tricky Words that are introduced. These skills are repeated throughout the reader in each story. Following Unit 4, Lesson 5, students read the story “Dwight’s Lights” which focuses on the skill of long <i>i</i>. Long <i>i</i> words in the story are addressed prior to the story giving the teacher the opportunity to reteach and correct any mistakes to ensure a successful reading of the story.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4h) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	<p><b>Yes</b></p>	<p>Materials do provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. Students practice spelling the word with the suffix -ing in Unit 2, Lesson 6. When a word has the -ing suffix added to it, the teacher introduces it by using both the root word and the ending, modeling for the students how to drop the last <i>e</i>. Additionally, the teacher models how the word <i>hop</i> needs to have its consonant doubled before the -ing is added. In Unit 3, Lesson 11, students read and write words with inflectional endings and suffixes: <i>-ed, -ing, -s, -es</i>. Students read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding. Students also focus on words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with the spellings ‘kn’ for /n/, ‘wr’ for /r/, ‘wh’ for /w/, ‘qu’ for /qu/, and some have the suffixes –ing or –ed. Students listen to the word, add the suffix onto the end of the word, and then read it aloud. Unit 4, Lesson 1 discusses the different ways to spell the /er/ sound. Students refer to their Vowel Flip Book showing “ur” and “ir.” Then review the sound /er/ spelled <i>er</i>. The teacher writes a list of given /er/ words on the board, dividing two-syllable words accordingly. The teacher creates a chart on the board with four columns with different spellings for the /er/ sound: er, ir, ur, and “odd duck” (words that have the sound but are spelled another way). Students generate words that have the /er/ sound and the teacher places it in the correct column. A spelling tree is also created for this lesson. The branch spelled “er” is longer than the others because /er/ is spelled “er” more frequently than any other spelling. Students then turn to Workbook 1.2 and complete the reading words with /er/ spelled various ways activity. This same spelling pattern is then used in the companion reader for this unit.</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4i)</b> Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. As part of the resources, the teacher can access the assessment in the All Units Assessment and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Remediation Guide. For the purpose of assisting teachers make the most use of their instructional time, placement assessments and guidelines are included in Grade 2, Unit 1. These provide a comprehensive overview of each student's strengths and weaknesses at the start of the academic year, or anytime a new student joins the class. For each section, there are pretests and post-tests accessible for the assessments. In certain situations, such as when the teacher has already used the Placement Assessments at the start of the year to identify a specific coding knowledge gap, the pretest is not necessary. To record student progress, or lack of progress, teachers administer a post-test after providing remedial instruction. For example, the Word Reading in Isolation Assessment is administered individually and the teacher has a tracking sheet for progress. The assessment includes 120 words in all, with distinct spellings. The word order corresponds to the CKLA program's order of instruction. While students read the words, the teacher records their responses on the Word Reading Record Sheet, Worksheet 7.5. According to the Assessment and Remediation Guide, teachers should administer the Grade 2 placement test to all students in the first few weeks at school. There are two parts to the placement test: Silent Reading, with comprehension questions, and Word Reading in Isolation. The Silent Reading should take 20-30</p>

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			<p>minutes depending on the student. Students who successfully pass a Silent Reading Assessment should continue with the next Silent Reading Assessment which is more difficult than the one prior. When a student can no longer pass a Silent Reading Assessment, they are given the Word Reading in Isolation so that the teacher can better identify areas of weakness. These assessments provide teachers with information that is needed to inform instruction and create groups based on skills when needed for remediation. A flowchart for the progression of placement tests is also provided in the Assessment and Remediation guide.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4j) Foundational Skills materials are abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	<p><b>Yes</b></p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. The materials are grouped into six instructional units, outlined by the six unit Assessment and Remediation Guides and Teacher Guides. The Navigating K-3 Skills Lessons document includes an outline of the Week-by-Week Pacing Guides that provide teachers with an overview of the lessons and the estimated time allotted for each lesson component. Each lesson component is accompanied by the number of instructional minutes it requires and each daily lesson requires 60 total instructional minutes. For example in Unit 1, Lesson 11 includes the following: Introduce Spelling Words and Family Letter (15 minutes); Tricky</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Words (10 minutes); Double-Letter Spellings for Consonant Sounds (15 minutes); and Partner Reading, “The Hot Dog” (20 minutes). In Unit 5, Lesson 13, students engage in the following: Warm-Up, Review /ə/ Spelling Tree(s), schwa sound/spelling (5 minutes); The /ə/ + /l/ Sound and Its Spellings (20 minutes); Syllable Review, Syllable Chunking (10 minutes); and Reading Time: Whole Group, “The Letter” (25 minutes). Lessons are organized logically, allowing students to be taught in whole-group and then work in small-groups based on the student's individual needs. The Assessment and Remediation Guide (ARG) allows remediation to be administered based on student need as identified by outcomes in routine progress monitoring. Additionally, materials are easy for students to access. Each student is given an individual decodable reader and workbook for each unit. Teachers are provided an Assessment and Remediation Guide for students who need additional support. In the ARG, teachers use a cross reference chart and a students need flowchart to determine where to begin instruction for each child. Once the teacher establishes the level of instructional need, the ARG directs the teacher to the corresponding lesson structure at the beginning of each unit. Teachers are provided sound cards, big book versions of the decodable readers, and teacher manuals with explicit directions for teaching.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	N/A	Not applicable to this review.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	N/A	Not applicable to this review.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>5</sup></p>	N/A	Not applicable to this review.

<sup>5</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades 3-12 only</b></p> <p><b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	N/A	Not applicable to this review.
<p><b>7. ASSESSMENTS:</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p><b>Required</b></p> <p><b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p><b>Required 7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	N/A	Not applicable to this review.
	<p><b>Required 7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	N/A	Not applicable to this review.
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	N/A	Not applicable to this review.
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required 8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	N/A	Not applicable to this review.
	<p><b>Required 8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	N/A	Not applicable to this review.
	<p><b>Required 8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	N/A	Not applicable to this review.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>Required 8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	N/A	Not applicable to this review.
	<b>Required 8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	N/A	Not applicable to this review.
	<b>Required 8f)</b> Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).	N/A	Not applicable to this review.
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	N/A	Not applicable to this review.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>6</sup></b>	1. Quality of Texts	N/A	Not applicable to this review.
	2. Text-Dependent Questions	N/A	Not applicable to this review.
	3. Coherence of Tasks	N/A	Not applicable to this review.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>7</sup></b>	4. Foundational Skills	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Materials provide opportunities and practice for students to master grade-appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and

<sup>6</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.
<b>III. Additional Criteria of Superior Quality<sup>8</sup></b>	5. Range and Volume of Texts	<b>N/A</b>	Not applicable to this review.
	6. Writing to Sources, Speaking and Listening, and Language	<b>N/A</b>	Not applicable to this review.
	7. Assessments	<b>N/A</b>	Not applicable to this review.
	8. Scaffolding and Support	<b>N/A</b>	Not applicable to this review.
FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b>			

\*As applicable

<sup>8</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2022-2023 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in ECE and grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.