



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: **Magnetic Reading Foundations (Foundational Skills Only)**

Grade: **K-2**

Publisher: **Curriculum Associates, LLC**

Copyright: **2023**

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: **Magnetic Reading Foundations (Foundational Skills Only)**

Grade: **K**

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

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

STRONG	WEAK
4. Foundational Skills (Non-negotiable)	

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<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></p> <p>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.</p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>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 texts more complex than students could read themselves.</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b></p> <p><b>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 consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</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. Texts must form a coherent sequence or</li> </ul>	N/A	Not applicable to this review.

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	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 across a unit of study.		
	<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.	<b>N/A</b>	Not applicable to this review.
<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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required 2a)</b> A large majority of questions in the materials are <b>text dependent and text specific</b> supporting students in building knowledge; student ideas are expressed through both written and spoken responses.	<b>N/A</b>	Not applicable to this review.
	<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.)	<b>N/A</b>	Not applicable to this review.
<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	<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.	<b>N/A</b>	Not applicable to this review.
	<b>Required 3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing,	<b>N/A</b>	Not applicable to this review.

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<p>through speaking and listening, and writing. Tasks integrate 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>speaking, listening, and language through quality, grade-level complex texts.</p> <p><b>Required</b>  <b>3c) Questions and tasks support students in 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>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<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) Materials provide and follow a logical 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 standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. The scope and sequence details six units that follow a sequential and explicit pacing of foundational skills. Concepts of print, phonological awareness, letter recognition, phonics, letter formation, high-frequency words, spelling, and fluency are developed throughout the year. For example, Unit 1, Week 2, provides foundational skills instruction focusing on Letter Aa, while following the logical sequence of appropriate foundational skills instruction. The sessions in the week follow the sequence of phonological awareness,</p>

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<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>letter recognition, phonics, letter formation, and concepts of print and fluency. During Session 1, students count and say syllables by clapping out each syllable in the words, catfish, mailman, backyard, and snowman. Students recognize beginning sounds in the words: an, at, am, on, as, and up. The teacher introduces the letter, Aa by displaying and discussing Word Building Cards. The teacher uses Sound-Spelling and Articulation Cards to name the apple picture and explain the short /a/ sound. Students practice saying the letter name, saying the letter sound, and hearing the letter sound by pointing to the Word Building Cards that have the /a/ sound. The teacher shows the letter formation. Students practice forming the letter in their workbooks. Students listen to a read-aloud from <i>Alphabet Tales</i> while focusing on the book's front and back. Unit 3, Week 14, provides foundational skills instruction focusing on the letters, Qq and Zz. The sessions follow the sequence of phonological awareness, letter recognition, phonics, letter formation, high-frequency words, concepts of print, and fluency. During Session 3, students segment the onsets and rimes of the words: pat, rain, rock, zag, zoo, and fence. Students isolate the first and final sounds in the words, quiz, zip, quit, wag, fizz, mitt, and buzz. The teacher introduces the letter, Zz, using Word Building Cards. The teacher displays Sound-Spelling and Articulation Cards, names the picture zebra, and explains the /z/ sound.</p>

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			<p>Students practice saying the letter name, saying the letter sound, and hearing the letter sound by pointing to the World Building Cards that begin with the /z/ sound. The teacher introduces the letter formation for uppercase Z and lowercase z. Students practice the letter formations using their workbooks. Students are introduced to the high-frequency words, is and make. The teacher holds up the Super Word Cards for each word. Students read the word several times. The teacher writes and displays the word. Students close their eyes while the teacher removes a letter in the word. Students open their eyes and tell the teacher the missing letter. The teacher writes the letter. Students read the word. Students listen to a read-aloud from <i>Alphabet Tales</i>. Students wave their hands when they hear words that begin with /z/. Students point to the words that begin with the letter z. In Unit 5, Week 21, the instructional focus is on the digraph, -ck. Session Three extends the learning of the focus skill by chorally reading the Connected Text, <i>Six Ducks</i>. Students practice words with the digraph, -ck, as well as the high-frequency words, are, with, have, and one. From there, students practice segmenting words with the digraph, -ck, such as lick and rock. To conclude Session 3, students build words together that contain the target skill by using the blending routine of saying each phoneme individually and blending the sounds together. The teacher models with</p>



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	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide explicit 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>the word, lock. As a class, the words, rock, dock, sock, pick, and kick are segmented and blended together as a whole word.</p> <p>The materials provide grade-appropriate instruction and practice for the basic features of print. Explicit instruction of concepts of print is taught and practiced throughout the first three units. Students receive explicit instruction in book handling, text features, print direction, how to track text with their fingers from left to right, and the concept of words. Moving left to right, top to bottom, recognizing spaces between words, and word tracking are skills taught in a sequential format. For example, in Unit 1, Week 4, Session 1, students receive explicit instruction on the front and back of a book. The teacher models using the read-aloud text, <i>Alphabet Tales</i>. Students practice by identifying the front and back of the book. If extra practice is needed, the teacher provides classroom library books to identify the front and back of a book. The read-aloud in Unit 2, Week 8, Session 3, focuses on where to begin and end when reading, directionality, and punctuation. While reading the poem, “The Nibbling Narwhal” from <i>Alphabet Tales</i>, the teacher asks the students where to start and where to end. The students point to the first and last parts of the read-aloud and the direction in which to read. The teacher rereads the poem, emphasizing the starting point, ending point, and directionality of left to right. The</p>

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			<p>teacher clarifies that the poem has only one type of end punctuation, the period. The repeated reading of the Magnetic Reader, <i>A Big Wind</i>, in Unit 6, Week 29, Session 4, focuses on identifying a sentence and the end mark of a sentence. While displaying page 2 of the reader, the teacher points out that the first line is a sentence. The teacher points to the end mark. Students whisper to a partner what type of punctuation mark it is. Students name the punctuation mark and explain what it means.</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. Phonological awareness skills are taught starting at the most basic level and progress in complexity throughout the units. Each unit provides explicit instruction of multiple phonological awareness skills during the Listen Up! part of the Session. Many of the skills are a precursor to the phonics skill of the session. Each session provides opportunities for explicit instruction of each skill, application of the skill, and scaffolded support if needed. For example, in Unit 1, Week 3, the phonological awareness skills include the following: “Count and Say Syllables, Recognize Letter Sounds, and Recognize Alliteration.” During Session 4, students recognize alliteration through beginning sounds. The teacher says, “Bees buzz by.” Students repeat the sentence and recognize the /b/ sound at the beginning of each word. The teacher continues to say sentences. The students repeat the</p>

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			<p>sentences and identify whether they hear one sound multiple times. These sentences include the following: “Bob buys brown bags.” “Big bears bounce.” and “Tom taps his toes.” In Unit 3, Week 12, the phonological awareness skills include the following: “Segment Onset and Rime, Isolate Initial Phonemes, and Identify Initial Phonemes.” During Session 2, students identify initial phonemes. The teacher models identify the first sound in the words: bed, boat, and bug. The students identify the first sounds in the words: go, get, and gum; juice, jig, and jam; leg, lost, and lap; and jump, jet, and jug. In Unit 6, Week 29, the targeted phonological skills include the following: “Substituting Initial and Final Phonemes, Isolating Medial Phonemes, and Identifying Medial Phonemes.” The teacher begins Session 1 by modeling how to substitute the short /o/ sound in the word, mop, for a long /o/ sound in the word, mope. Students practice substituting the short /o/ sound for a long /o/ sound in a few words and also practice substituting the initial consonant, which is a review skill. Session 3 continues with the target skill of substituting the medial and final phoneme, such as tub to tube, as well as a review of substituting the initial phoneme. Ongoing and consistent progress monitoring is administered through weekly individual assessments. The assessment includes multiple parts that assess the focus phonological awareness skills of the week.</p>

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			As a part of progress monitoring, an Instructional Next Steps Guide is provided to remediate skills that students did not master on the assessment. For example, in Unit 6, Week 29, if a student was not able to substitute the final phoneme in a word, the guide provides ideas for support, such as using a visual support and modeling how to substitute the phoneme. The materials also include a Weekly Assessment Tracker that teachers can track student progress in phonological awareness skills.
	<p><b>Required *Indicator for grades K-5 only</b></p> <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). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	Yes	Materials provide systematic and explicit phonics instruction. The program begins phonics instruction with the introduction of letters, which includes the recognition of the sound and name of each letter, letter formation, and discrimination from other letters. The program continues phonics instruction with short vowels and CVC words and advances to short vowels and long vowels. Sessions include the direct instruction of a new sound spelling, review and practice of the sound spelling with word building, and reinforcement of the sound spelling with encoding and reading fluency. The phonics instruction progresses from simple to more complex. In Unit 1, Week 2, the instructional phonics focus is “Aa, Mm, and Tt”. During Session 1, the teacher displays word cards with an uppercase A and lowercase a and teaches that the letter, a,

<sup>5</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

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			<p>makes the sound /a/. Students engage with guided practice by identifying VC and CVC words with short /a/. Students engage in additional practice by singing the alphabet song and finding the letter on the Letter Train and Alphapillar. From there, students are taught the letter formation for uppercase A and lowercase a, and students practice in their workbooks. The teacher reads page 4 of the read-aloud text, <i>Alphabet Tales</i>. Students listen and give a thumbs-up when they hear the initial /a/. After that, the teacher calls on students to point to words that begin with the letter, a. Session 2 begins with a Duet Passage where the teacher reads some of the text, and students read words with short /a/, including Tam and mat. By Session 4, the teacher models how to build the word, mat, by breaking it into phonemes /m/ /a/ /t/. From there, the teacher models how to run their finger underneath each letter and blend the word. The students practice with the word, Tam. To check for understanding, the teacher dictates the words, mat and Tam, and the students encode each word on their whiteboards. During Unit 4, Week 17, the target phonics skill is short /i/. Session 1 begins with explicit instruction of short /i/. Next, the teacher models how to segment and blend words with short /i/. Students practice with six words that contain short /i/. The high-frequency words, <i>that</i> and <i>some</i>, are introduced using the established routine of seeing the word, saying the word,</p>

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			<p>orally spelling the word, and writing the word. In Session 4, students read a Connected Text that contains words with short /i/ and the high-frequency words, that and some. Students chorally read the text while they track the words. Repeated reading of the text is done as a whisper read or partner read. Unit 5, Week 24, Sessions 3 and 4 focus on the long /i/, spelling patterns, -ine, -ipe, -ife, and -ive. During Session 3, students practice blending the words: fine, ripe, nine, dive, kite, and wipe. During Session 4, students practice word-reading fluency. Students read the words, <i>hive, live, line, fine, nine, pine, pipe,</i> and <i>wipe</i>, while the teacher changes one Word Building Card at a time. The teacher models encoding the word, <i>kite</i>. Students practice hearing individual sounds in long /i/ words and dictate those sounds in their workbooks using the words, <i>hive</i> and <i>pine</i>. Students practice reading fluency by reading <i>My Kite</i> with the teacher, partner reading, and whisper reading.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4e)</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. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p>	<p><b>Yes</b></p>	<p>Resources and/or 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. The pacing of the decodable readers is scaffolded throughout the year in order for students to</p>

<sup>7</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

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	<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. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		<p>practice taught phonics skills and high-frequency words. Students engage in frequent practice each week to read the decodable readers as a whole class, partner read, and independently read. The decodable readers provide explicit and systematic practice of taught phonics skills while reviewing previously taught skills. For example, in Unit 3, Week 13, Sessions 1 and 2, students learn and reinforce that the letter, <i>u</i>, represents the short /<i>u</i>/ sound. During Session 1, students learn the letter, <i>u</i>, formation, and the short /<i>u</i>/ sound. During Session 2, students practice decoding the short /<i>u</i>/ words, <i>bud</i> and <i>bug</i>, using Word Building Cards. Students then read the Duet Passage with the teacher. The teacher reads the blue lines, and students read the white lines. Phrases and sentences students read include the following: “to a bud.” “Jam!” “Bugs can dig and dig.” and “in a web.” In Volume 2, Unit 4, Week 20 the phonics focus is short /<i>u</i>/ and the high-frequency words, <i>her</i> and <i>when</i>. Throughout Session 1, explicit instruction of short /<i>u</i>/ is provided through phonemic awareness isolating phonemes drills, encoding practice, and word building activities. High-frequency words are taught as a spelling chant. During Session 2, Let’s Read, students read the Connected Text, <i>Her Cubs Swim</i>. The teacher sets the purpose for reading and states, “You will read about bear cubs that go for a swim”. Additionally, the teacher points out the CVC words with short /<i>u</i>/, including the</p>

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			<p>words, sun and tub. Then, the students and teacher choral read the text. Opportunities for repeated readings are offered if time allows. A Fix Up strategy of reading more slowly is listed if students are having difficulty with reading accurately. During Session 4, the Connected Text, <i>Tut Gets In It</i>, is read using the same routine as in Session 2. For this text, words with previously taught skills and high-frequency words are included. The Magnetic Reader, <i>Fun in the Sun</i>, is read throughout Week 20. A Session Plan is provided for daily interaction with the reader. The pacing of the Session Plan includes an introduction session, a practice and apply session, a build independence session, and a make connections session. The reader, <i>Fun in the Sun</i>, connects to the unit topic of In My Community. Students read words that include the phonics skill of the week, short /u/, and high-frequency words, her and when, as well as previously taught skills, high-frequency words, and highlighted unit words, go, see, ball, and swim. Unit 6, Week 28 reviews short and long /a/ and short and long /i/. Students read the Magnetic Reader, <i>When It Rains</i> during Sessions 1-4. <i>When It Rains</i> is introduced during Session 1. Students read the title together. Then the teacher provides background about why rain is important to plants, animals, and people, pre-teaches the Story Words, clarifies the meaning of the word, pane, and guides students to set a purpose for reading. The teacher reads</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>aloud the first page and models pointing to each word as students follow along. Students then read aloud as they point to each word. The teacher listens and corrects errors. During Session 2, the teacher models coming to a word in the text that is not known. The teacher models the Fix-Up Strategy and states, “Read out loud to see if saying the sounds out loud helps the teacher recognize the word.” Students then read aloud up to page 4. During Session 3, students read <i>When It Rains</i> independently or with a partner. The teacher checks that students can decode with automaticity and read with accuracy. The teacher reminds students to use what they know about letters and sounds to self-correct. During Session 4, students read the book on their own or with a partner. The teacher prompts students to retell the text by making connections to self or a topic.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</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 do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow 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. This program allows students to achieve reading fluency through the reading of decodable Connected Texts and decodable Magnetic Readers. The program</p>

<sup>9</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>focuses on the fluency instruction of accuracy. The fluency instruction contains strategies to increase reading accuracy such as Read Out Loud, Read More Slowly, and Confirm and Correct Word Recognition. For example, in Unit 2, Week 9, students learn the /r/ sound. Three opportunities are provided to practice fluency with the focus sound as well as review previously taught sounds and high-frequency words. During Session 1, the teacher models fluent reading by reading “Rocking Rhinos” in the book <i>Alphabet Tales</i> while the students listen for the /r/ sound and give a thumbs up when they hear a word with that sound. Then, students engage in the Duet Passage, which is located in their student workbook. The teacher reads the text on the blue lines and students read the text on the white lines. Some words the student reads include the /r/ sound and review the sounds /a/, /i/, /p/, and /t/. In Session 3, the focus sound is /d/. Students listen to the teacher fluently read “Dumpling Loving Dragon” from <i>Alphabet Tales</i> and put a thumbs up when they hear the /d/ sound. Students then read a Duet Passage from their workbook that contains words with /d/, as well as previously taught skills. Tracking of each word is also highlighted during this portion of the session. In Unit 4, Week 17, Session 2, students read the Connected Text, <i>At Bat</i>. The teacher models the Fix-Up Strategy: Read More Slowly by demonstrating misreading by reading too quickly. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher models reading the text at a slower pace to self-correct. The teacher and students read the text in unison. Students then have the opportunity to reread the text using partner reading or whisper reading. During Unit 5, Week 22, students practice reading fluency by rereading <i>Will Ross Nap?</i> During Session 1, the teacher reads the first page aloud while students follow along. The teacher models pointing to each word while students do the same. The teacher listens and corrects errors as the students read aloud. Fluency reading during Session 2 focuses on reading each word accurately. The teacher models reading a portion of the text fluently with accuracy as students follow along. The teacher then models struggling to read a word. The teacher models the Fix-Up Strategy: Read Out Loud. Students then read aloud the text, using the Fix-Up Strategy to help them read words they do not know. During Session 3, students read aloud the rest of the book on their own or with a partner. The teacher checks that students can decode with automaticity and read with accuracy. The teacher reminds students to use what they know about letters and sounds as well as what is happening in the story to self-correct. During Session 4, students reread the book on their own or with a partner.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g) 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,</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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></p> <ul style="list-style-type: none"> <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>knowledge and regular practice in encoding the sound-symbol relationships of English. Students receive letter instruction, which includes recognition of sound and name, letter formation, and discrimination from other letters. The phonics instruction continues with short vowels and CVC words and advances to long vowels. Sessions include Articulation Cards to support the proper formation of each sound. The front of the cards contain visual models, while the back of the cards contain articulation steps. For example, in Unit 1, Week 5, students build their understanding of the phonemes /f/ and /h/. In Session 1, the teacher models how to segment syllables by clapping out the syllables in the word, football. Then, as a class, students segment the syllables in the word, farmhouse. Students then practice segmenting syllables with more words that contain the /f/ sound, including fishbowl and barefoot. Word Building Cards are utilized to review and practice the sounds taught in Weeks 1-4 while introducing the new sounds. From there, students learn how to write the letter, F, using multisensory techniques. Students view Articulation videos so they can see the mouth formation of /f/ and /h/. In Sessions 2 and 4, students read and write words with the focus skill as well as previously taught phonemes. In Session 2, the teacher uses the Word Building Cards to display the words, fit and Bif, so students can practice segmenting and blending the words. From there, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>use their whiteboards to say and write the words, fit and Bif. In Session 4, the same routine of letter formation, decoding, and encoding is practiced for the /h/ sound. Unit 3, Week 15, Sessions 3 and 4 contain sound-symbol instruction for the letter, y, representing /y/. Session 3 introduces uppercase Y and lowercase y. The teacher displays Word Building Cards, Y and y, while saying the letter name. Students repeat the letter name. The teacher displays Sound-Spelling and Articulation Cards, names the yo-yo picture, and explains that the letter, y, stands for the /y/ sound. Students say the letter sound. The teacher reinforces the correct articulation of the /y/ sound using the Articulation Card. The teacher models how to properly encode and form uppercase Y and lowercase y. Students practice the letter formation in their workbooks. During Session 4, students read, build, and write words with the letter, y, using the /y/ sound-symbol pattern. Students use Word Building Cards and whiteboards to form, read, and write the words, yak and yes. In Unit 6, Week 27, students receive instruction on the high-frequency words, do, into, very, and who. During Session 1, the teacher displays the Super Word Card for each word. The teacher says the word and students repeat the word. The teacher reads the context sentences on the back of the card. Students say the letters in the word. Students review known sound spellings in the words. Students write the words on a piece of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>paper while the teacher checks for correct spelling. Students complete the practice page for Super Words. During Session 2, the teacher displays the Super Word Cards while students read the words chorally and spell each word. Students complete a practice page for Super Words. During Session 3, students read the words aloud chorally. The teacher helps build automaticity by gradually increasing the speed while showing the words. During Session 4, students skywrite the words while spelling the words aloud. Partners take turns using the words in sentences.</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4h)</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. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</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. Program materials include diagnostic, formative, and summative assessments. For formative assessment, checks for understanding are located throughout each session. For example, in Unit 1, Week 3, Session 1, the students practice clapping, counting and saying syllables. The teacher says six words, subject, sip, sunset, telephone, Sunday, and monkey, and students clap as they say each syllable. In the Check section, guidance states that the teacher to note any student</p>

<sup>11</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>who cannot count and say syllables they hear in words. Guidance is also provided to the teacher if remediation is needed which states, “Choose one of the words and say each word part slowly. Then have students repeat, hopping once for each word part. Make a connection between the number of hops and the number of syllables. Continue with other words.” Weekly Assessments are administered to assess the focus skills of the week. The teacher tracks student progress on a Weekly Assessment Tracker. The Weekly Assessment for Unit 1, Week 3 assesses the following focus skills of the week: letter sounds, /s/, /a/, /b/; letter identification, s, b, t, a; and recognition of alliteration. Part of the assessment is administered in a whole group setting and part is administered individually. Based on the assessment results, the teacher utilizes the Instructional Next Steps section. This guidance provides scaffolds for the teacher to provide for remediation. For example, if a student is unable to identify a letter, the teacher reteaches the target letter using Word Building Cards to emphasize the connection between the letter and the sound. Unit Assessments are given six times throughout the year. The purpose of the assessment is to assess the skills within each unit. Using the results, the teacher sees patterns of error, understands reading growth, and follows Instructional Next Steps tailored to the Unit Assessment. In the Unit 1 Whole-Class Assessment, students connect</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>letters and sounds by writing the letters that represent the sounds of /f/, /i/ /h/ and the teacher’s choice /m/, /t/, /a/, /s/, /b/. Students also write uppercase F and H and lowercase f and has dictated by the teacher. For Part 2, Individual Assessment, the teacher provides students with a list of letters, and students have to identify the letters, including F, i, B, h, and identify various concepts of print, such as the front of a book and the top of a page. An optional section of decoding can be given where the student and teacher each read a portion of a duet passage. A Unit Assessment Tracker is used to track progress. Instructional Next Steps guidance gives additional instructional ideas for remediation. Additional assessments that are included in the program include a letter formation assessment that is given three times a year, which includes a tracker the teacher utilizes to record results, as well as an Instructional Next Steps Guide. Unit 5, Week 21, Session 5 contains the Weekly Assessment. Part 1, Part 2, and Part 3 are Whole-Class Assessments. During Part 1, students write the letter or letters that stand for the sounds /k/, short /u/, short /e/, and short /o/. The teacher circulates to monitor for students who encode /k/ as c or k. The teacher prompts students to think of two letters that make the /k/ sound together. During Part 2, students encode the words, pack and rock. During Part 3, students spell the high-frequency words, are, with, have,</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and one. Part 4 and Part 5 are Individual Assessments. The Individual Assessments are administered in small groups. Each student is given one or two words or sentences per part. During Part 4a, students substitute the initial sound in words. During Part 4b, students blend phonemes together to make words. During Part 4c, students segment words into phonemes. Part 4 contains “if” suggestions for each section. For example, if the student makes an error when substituting the initial sound, the student is then assessed on isolating phonemes. If the student is successful in substituting initial sounds, the student moves on to being assessed on blending phonemes. During Part 5, students read sentences containing words ending in -ck.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4i) Foundational Skills materials are varied, 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 Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. The foundational skills standards of print concepts, phonological awareness, phonics and word recognition, and fluency are laid out in a sequential manner in this program. Easy-to-use materials are provided for both the teacher and student. The teacher has access to session plans, formative and summative assessments, supplemental resources, such as the Instructional Next Steps guide, and assessment trackers for each week. The teacher has access to the materials both digitally and in print. Teaching tools such as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Letter Cards, Super Word Cards, Sound-Spelling Cards, Articulation Cards, and Big Books are provided. The Foundational Skills Cards include Sound-Spelling Cards, Articulation Cards, Word Building Cards, and Super Word Cards. The Sound-Spelling Cards contain familiar images and connect sounds and letters that stand for that sound. The Articulation Cards contain visual and explicit articulation support with exemplar words for each sound-spelling. The Word Building Cards support letter recognition, word building, blending, and segmenting. The Super Word Cards support high-frequency word instruction by showing each word in isolation while the teacher uses each word in context. For example, during Unit 1, Week 1, Session 3, the teacher introduces Tt. The teacher displays the Word Building Cards, T and t while explaining uppercase T and lowercase t. Students say the letter name. The teacher displays the Sound-Spelling and Articulation Cards, names the picture, and explains that the letter, t, stands for the /t/ sound at the beginning of the word, tiger. Students say the sound using the articulation support found on the Articulation Card. The teacher says a group of words. Students point to the Sound-Spelling and Articulation Cards each time they hear a word that begins with /t/. Student-facing materials, both print and digital, include Student Workbooks, Articulation Videos, interactive videos and slideshows, Alphabet Books, Magnetic</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Readers, and Elkonin Boxes. Students interact with these materials in a variety of ways. For example, students practice their decoding skills by reading the Magnetic Readers. The readers, which begin in Unit 4, are used throughout the week. There is also a printable version digitally the teacher can access. In Unit 4, Week 16, students read the Magnetic Reader, <i>Shop!</i> A parent letter can be sent home with the Magnetic Reader. The student workbooks provide ample practice of foundational skills as well as Weekly Assessments. In Unit 4, Week 16, students practice writing Super Words, he and she, reading words with short /a/, matching pictures to words, handwriting practice with Aa and Hh, dictation practice, reading Connected Text, and sorting rimes. The Magnetic Reading Foundations Text Experiences include Read Aloud: <i>Alphabet Tales</i> and <i>Alphabet Books</i> and Read Together: Duet Passages in Unit 1, Unit 2, and Unit 3. Connected Texts and Magnetic Readers are included in Units 4-6. <i>Alphabet Tales</i> and <i>Alphabet Books</i> reinforce each letter of the alphabet through read-alouds. With Duet Passages, students apply their phonics skills by taking turns with the teacher to read assigned parts of two passages each week. Connected Texts can be fiction or nonfiction, are decodable, and include new and review sound spellings, high-frequency words, and pre-taught Unit Words. Magnetic Readers can be fiction or nonfiction, are decodable, include new and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			review sound spellings, high frequency words, pre-taught Unit Words, Story Words, and come with instructions in the Teacher’s Guide.
<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>	N/A	Not applicable to this review.
	<p><b>Required</b> <b>5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</b></p>	N/A	Not applicable to this review.
	<p><b>5c) 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></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</p>	<p><b>Required</b> <b>6a) Materials include a variety of opportunities 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</b></p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
students meet the language standards for the grade.  <input type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. <sup>13</sup>		
	<b>Required *Indicator for grades 3-12 only</b> <b>6b) The 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.	N/A	Not applicable to this review.
	<b>Required</b> <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <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.
	<b>Required</b> <b>6d) Materials address the 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. <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.

<sup>13</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>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.
	<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</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.</p>	N/A	Not applicable to this review.
	<p><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.</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><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.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	N/A	Not applicable to this review.
	<p><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.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerating learning approach<sup>14</sup>. 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, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide</p>	N/A	Not applicable to this review.

<sup>14</sup> **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		
	<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>15</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>16</sup></b>	4. Foundational Skills <sup>17</sup>	<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 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.

<sup>15</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>16</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>17</sup> As applicable.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Materials provide opportunities and practice for students to master grade-appropriate high-frequency irregular words using multisensory techniques. Resources and/or text 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 students to achieve reading fluency in oral and silent reading. Monitoring is included allowing 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 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 regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skills materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>III. Additional Criteria of Superior Quality<sup>18</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>			

<sup>18</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: **Magnetic Reading Foundations (Foundational Skills Only)**

Grade: **1**

Publisher: **Curriculum Associates, LLC**

Copyright: **2023**

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></p> <p>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.</p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>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 texts more complex than students could read themselves.</li> </ul>	<p><b>N/A</b></p>	<p>Not applicable to this review.</p>
	<p><b>Required</b></p> <p><b>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>	<p><b>N/A</b></p>	<p>Not applicable to this review.</p>
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</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. Texts must form a coherent sequence or</li> </ul>	<p><b>N/A</b></p>	<p>Not applicable to this review.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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 across a unit of study.		
	<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.	<b>N/A</b>	Not applicable to this review.
<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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required 2a)</b> A large majority of questions in the materials are <b>text dependent and text specific</b> supporting students in building knowledge; student ideas are expressed through both written and spoken responses.	<b>N/A</b>	Not applicable to this review.
	<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.)	<b>N/A</b>	Not applicable to this review.
<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	<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.	<b>N/A</b>	Not applicable to this review.
	<b>Required 3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing,	<b>N/A</b>	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>through speaking and listening, and writing. Tasks integrate 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>speaking, listening, and language through quality, grade-level complex texts.</p> <p><b>Required</b>  <b>3c) Questions and tasks support students in 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>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<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) Materials provide and follow a logical 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 scope and sequence details six units that follow a comprehensive, sequential, and explicit pacing of foundational skills. Phonics, word analysis, spelling, high-frequency words, and fluency are developed throughout the year. For example, in Unit 1, Week 4, the instructional focus areas include blending onset and rime, segmenting phonemes, decoding and encoding words with short /e/ and /o/, and recognizing and reading grade-level high-frequency words. During the Build It part of the session, the focus is providing</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>explicit instruction on the short /e/ sound. Students orally practice the words, web and pet. Next, the teacher utilizes the Super Word routine to introduce the high-frequency words, <i>are, for, with, and you</i>. Additionally, in Session 2, students continue practicing the phonemic awareness skill of blending phonemes with the words, egg, then, and lock. All of the words provided to the students included a mixture of previously taught sounds, as well as the focus sound of short /e/. The teacher instructs students how to think aloud and how to encode the word, bet. Students then practice encoding the words, <i>yes, met, den, and fog</i>, by sounding out the sounds and writing the letters in their student workbook. Students use their knowledge of the code to read the Connected Text, <i>Hop on a Log</i>. This text contains words with short /e/ and the week’s high-frequency words. Week 2, Session 2 begins with the phonological awareness instruction of blend phonemes. The teacher models blending phonemes to form the word, fill. Students blend phonemes to form the words, <i>quack, bib, six, had, keep, fish, and ran</i>. Session 2 phonics instruction includes Encode Words, Reinforce Letter Formation, Word Analysis, and High-Frequency Words. During Encode Words, the teacher and students use Word Building Cards to build and blend the words, quiz, quit, and fit. The teacher models hearing the sounds to spell the word, zip. Students spell the words, if, lit, big, and</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>man. During Reinforce Letter Formation, the teacher models forming uppercase I and lowercase i. Students practice forming the letters. Session 2, Word Analysis focuses on the letter, s, as /z/. The teacher writes the words, gas and has, on the board and reads the words, emphasizing the final sound. The teacher explains that some letters can stand for more than one sound. The letter, s, in the word, gas, stands for the /s/ sound. The letter, s, in the word, has, stands for the /z/ sound. Students practice reading sentences that have words with the letter, s, as /s/ and /z/. Students circle the words that have 's' as /z/. During High-Frequency Words, students practice reading and spelling the words, but, her, not, and of. Students apply the phonics skills to text by reading the Connected Text <i>Six Big Figs</i>. Students receive the concepts of print instruction to Distinguish Letters from Words. Students build fluency by reading each sentence chorally after the teacher has read the sentence. In Unit 4, Week 16, the instructional focus areas are blending, segmenting, and isolating phonemes, short and long /i/ and /o/, and reading a Connected Text with expression. In Session 1, the teacher models how to listen for the isolated sounds /s/ /l/ /i/ /m/ and blend the word, slim. Together, students blend six more words. From there, the teacher models how to listen for the medial sound in the word rode. Students practice isolating the medial sound in the word, dime. Six more words are given as practice. Phonics</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instruction introduces the long /o/ and /i/ sounds. The teacher displays a visual image along with the spelling (o_e), and explicit instruction on the sound-spelling connection for both long /o/ and /i/ is provided. The teacher models saying and blending the word, slope. As a class, students practice with the word, dine. After that, students engage in the high-frequency word routine of seeing, saying, spelling, and writing the words: down, over, these, and who. In Sessions 3 and 4, students interact with the Connected Text <i>Rose’s Home</i> by choral reading with a focus on reading for expression.</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide explicit 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. Explicit instruction of concepts of print is taught and practiced in Unit 1. Book handling, text direction, distinguishing letters from words, spacing between words, text and pictures, features of a sentence, book parts, and end punctuation are skills taught in a sequential format. For example, in Unit 1, Week 4, Session 1, during the Connected Text section, students receive explicit instruction on how to distinguish letters from words. The teacher models using the Connected Text, <i>Six Big Figs</i>, pointing out letters and words in the first sentence. Students practice by identifying letters and sentences in the second sentence. If extra practice is needed, the teacher scaffolds by having students circle a letter and put a box around</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a word in the text. In Unit 2, Week 9, the Magnetic Reader, <i>Flinging Paint</i>, has a quick reminder about the parts of a book during Session 3. Using the reader, the teacher reviews the front cover, title, author, and illustrator. Students point to the title and author’s name as the teacher reads it aloud. In Unit 3, Week 14, students read the Magnetic Reader, <i>Is It a Plant?</i> During Session 3, the teacher reminds students that a sentence always ends with a punctuation mark. The teacher points to a sentence, identifies the period, and reviews that a period ends a telling sentence. Students identify the sentences that end with a question mark and an exclamation mark. The teacher and students discuss the different kinds of end punctuation and review what each mark means.</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. During Sessions, students hear the phonics skills in phonological awareness exercises before seeing the phonics skills in letter form. The phonological awareness activities contain two parts. The first part is a warm-up that helps students think about word parts. The second part is a more targeted activity in which students work with the phonemes. The phonological awareness skills follow a continuum from simple to more complex skills. For example, in Unit 1, Week 2, six phonological awareness skills are taught, including the following: “Recognize Alliteration, Isolate Phonemes, Blend</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Phonemes, Produce Alliteration, Identify Phonemes, and Segment Phonemes.”</p> <p>Session 1 begins with the teacher modeling a sentence where each word begins with the same phoneme, /f/, and leading students through explicit instruction in recognizing the first common sound. Then, the teacher provides multiple examples of phrases where students put a thumbs up if the words begin with the same sound. After that, the teacher models how to hear a word, <i>ink</i>, and isolate the first sound, /i/. Then the teacher provides the word, <i>kid</i>, and students isolate the first sound. Together, the students isolate the first sound with six more words. Unit 4, Week 16, Session 4, focuses on long and short /o/, and long and short /i/. The session begins with the phonological awareness activity, Substitute Phonemes. The teacher models changing /ie/ in the word, <i>ride</i>, to /oe/ to form the word <i>rode</i>. Students substitute phonemes to change <i>lake</i> to <i>like</i>, <i>pole</i> to <i>pile</i>, <i>ripe</i> to <i>rope</i>, <i>wide</i> to <i>wade</i>, <i>spike</i> to <i>spoke</i>, <i>shone</i> to <i>shine</i>, and <i>lane</i> to <i>line</i>. In Unit 5, Week 21, the targeted phonological skills include: “Blending Phonemes, Isolating Phonemes, Segmenting Phonemes, Deleting Phonemes, Identifying Phonemes, and Substituting Phonemes.” The teacher begins Session 1 by modeling how to blend the sounds /p/ /o/ /s/ /t/ to read the word, <i>post</i>. Students practice by listening to the teacher say individual sounds, and, then, they blend the sounds together to make a word. During</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the week, each session has a different phonemic awareness skill that is modeled and practiced. In Unit 5, Week 21, the Weekly Assessment includes an evaluation of the focus skills of identifying, deleting, and substituting phonemes. If a student is not able to master any of these skills, the Instructional Next Steps Guide provides guidance for support, such as using a visual support and modeling how to identify the medial phoneme. The materials also include a Weekly Assessment Tracker that teachers use to track student progress in phonological awareness skills.</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). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonics instruction. The scope and sequence follows a logical order of phonics instruction beginning with all basic consonant letters and sounds, moving into short vowels, blends, long vowels (VCE), soft c and g, long vowels (vowel teams), r-controlled vowels, diphthongs, and variant vowels. The program provides explicit instruction of the letter-sound correspondence for each letter as well as a cumulative review throughout the units. Supporting materials provide support in the development of the code by practicing letter sounds, letter formation, word building, encoding, and reading text. For example, Unit 2, Week 7, Sessions 1 and 2, focus on the ending digraphs, -sh and -th. During Session 1, the teacher uses Sound</p>

<sup>5</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Spelling and Articulation Cards to review the digraphs, sh and th. The teacher and students practice saying the /sh/ and /th/ sounds using the words, wish and bath. The teacher models blending to read the word, rush. Students blend to read the words: cash, fish, dash, moth, math, mush, and with. Students use their workbooks to write 'sh' or 'th' to complete the words: dish, bath, path, and fish. Students circle the digraphs heard in pictures of teeth and a brush. Students practice fluency using Word-Level Reading Fluency in their workbooks. The fluency words begin with simple words such as dash, dish, wish, and with. Students who are ready for a challenge continue on to more advanced words, such as brush, trash, flash, and both. Students also have the opportunity to read sentences. During Session 2, the teacher models building words using Word Building Cards. The teacher and students change the ending of words to build the words, bat, bath, and bash. The teacher models using the sounds to spell the word, rash. Students use their workbooks to spell the words, wish, math, hush, and then. The Yy letter formation is reinforced as the teacher models how to form the letters. Students practice the letter formation in their workbooks. Students practice fluency by reading the Connected Text, <i>Hip Hop Fun</i>. The teacher models decoding the title and gives background knowledge about hip-hop. The teacher brings attention to the Super Words and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words within the text that end with -sh or -th. Students practice reading the target words in isolation prior to reading the whole text. The teacher models decoding the first sentence. Students read the text in unison with the teacher. Students reread the text in unison with partners and by whisper reading. Unit 6, Week 30, Sessions 1 and 2 focus on the Variant Vowels, <i>au</i> and <i>aw</i>. The teacher uses Sound Spelling and Articulation Cards for short /o/ to remind students that vowel sounds can have different spellings. The teacher models reading <i>au</i> as short /o/ using the word, haul, and <i>aw</i> as short /o/ using the word, paw. The teacher models blending to read the word saw. Students practice blending to read the words: fault, vault, fawn, draw, crawl, raw, and pause. Students use their workbooks to write <i>aw</i> or <i>au</i> to complete the words: hawk, auto, claw, paw, faucet, and straw. Students practice fluency using Word-Level Reading Fluency in their workbooks. The fluency words begin with simple words such as, claw, auto, saw, and law. Students who are ready for a challenge continue onto more advanced words such as, gnaw, awfully, autumn, and exhaust. Students also have the opportunity to read sentences. During Session 2, the teacher uses Word Building Cards to model building the word, law. Students use Word Building Cards to build and blend the words, lawn and fawn. The teacher models using the sounds heard to spell the word, haul. Students use their workbooks to spell the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			words, seesaw, fault, yawn, and hood, and write the sentence, “The hawk glides in the air.” Students practice fluency by reading the Connected Text, <i>Night Camp</i> . The teacher models decoding the title and brings attention to the Super Words and words with the short /o/ sound. Students practice reading the Super Words and short /o/ words in isolation prior to reading the whole text. The teacher models decoding the first sentence. Students read the text in unison with the teacher. Students then reread the text in unison with a partner and by whisper reading.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</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. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</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. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	Yes	Resources and/or text 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. Sessions 1-4 of each week contain Let’s Read portions through the use of Connected Texts and Magnetic Readers. The decodable texts reinforce the phonics skills and high-frequency words that students have learned that Week. In Unit 2, Week 7, the decodable reader is <i>Dance!</i> In Session 1, the reader is introduced as students engage in a variety of activities to acclimate the student to the reader. The teacher reviews the Unit Topic and Weekly Focus, points to the title and reads it together, previews the book,

<sup>7</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provides background knowledge on tap dancing, preteaches the story words, and sets the purpose for reading. As a class, they read aloud the first page while students track each word and the teacher models the same action. In Session 2, students apply and practice. First, the teacher provides a mini-session on self-correction. The teacher models reading aloud making a mistake on a word and showing how to self-correct by sounding out and blending the miscue since the word did not make sense. Students read through page 5, and the teacher reinforces the self-correction strategy and asks two comprehension questions to check for understanding. In Session 3, students build independence by reading with strategically selected reading partners. The session begins with a mini-session on capitalization of the first word in a sentence as the teacher highlights two different sentences on page 2 of the decodable reader. After that, students read the rest of the book with their partner, or individually, while the teacher walks around listening for students decoding with automaticity and self-correcting, as needed. Afterward, students retell their favorite part of the story to their partners. The session ends with the teacher asking two comprehension questions to check for understanding. In Session 4, the students reread <i>Dance!</i> with a partner or individually. The teacher monitors and prompts students to make connections by asking questions such as, “When have you danced or moved</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>your body to music?” Students read decodable Connected Texts in Sessions 2 and 4. The Connected Texts are used to help students build fluency and stamina. Connected Text instruction includes modeled Fix-Up Strategies to help students learn how to self-correct. For example, Unit 4, Week 17, Session 4 focuses on long and short /u/ and long and short /e/. Students read the Connected Text, <i>Fun and Games</i>. During the First Read, the teacher models decoding the title. The teacher calls attention to the Super Words, also, first, how, and new; the Unit Words, here and live; and the target words in the text that align with the session’s phonics skill. Students practice reading the words in isolation to build automaticity. The teacher models decoding the first sentence. Students read the text in unison with the teacher. The teacher reminds students to point to each word as they read. Students reread the text again in unison. The teacher circulates to provide feedback. If time permits, students read the text again using partner reading or whisper reading. If students are not able to read the text with accuracy and ease, the teacher is encouraged to review the Sound Spelling and Articulation cards for long and short /u/ and long and short /e/ and help students blend words in the story using the Blend Words Routine. The Second Read focuses on Build Fluency: Phrasing. The teacher reminds students that paying attention to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>punctuation marks helps them to read in a natural way. Students point and identify the punctuation marks in the text. The teacher reminds students that commas tell readers to pause briefly before reading the next word, and end punctuation tells readers to pause for a longer time before reading the next sentence. The teacher models reading with appropriate phrasing. The teacher models the Self-Correction Phrasing Fix-Up Strategy. The teacher models stopping and reading a part again when the reading does not sound like natural speaking. The teacher models paying attention to punctuation and thinking about which words belong together. Students echo-read the text. The teacher listens for phrasing that reflects the punctuation in the text. If students are not able to read the text with appropriate phrasing, the teacher is encouraged to have students circle the punctuations, reread the text, and practice pausing at the end of each sentence.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</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 do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow 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. Students achieve reading fluency through the Let’s Read portions of the</p>

<sup>9</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonc cues.

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>session using Word-Level Reading Fluency, Connected Texts, and Magnetic Readers. The Word Level Reading lists, decodable texts, and decodable readers reinforce the phonics skills and high-frequency words students have learned that Week. Fluency instruction begins with accuracy. As students master skills and gain stamina, fluency instruction progresses to phrasing and prosody. In Unit 2, Week 10, each day contains fluency practice and application. In Session 1 students practice fluency by reading words in their workbook which includes a mixture of words for the phonics skill of the week, beginning blends, st-, sk-, and previously taught skills. Line 4 contains two sentences intended to be used as a challenge. In Session 2, students chorally read the Connected Text, <i>A Skit with Skip</i>. During the Build Fluency section of the Session, the teacher reminds students that good readers look carefully at letters and words to make sure what they are reading makes sense. The teacher models reading the text, and the students chorally repeat the same two sentences after the teacher reads them aloud. Then, the teacher explains that good readers use different strategies to monitor their reading when they come to a part that does not make sense. Examples of questions for students to ask themselves in this situation include: “Did I read it too quickly?” or “Did I skip any words or punctuation marks?” “If so, reread the word or section slowly and carefully.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students apply this understanding by rereading the Connected Text and using the strategy to self-correct when needed. Session 3 contains a word-level fluency activity similar to the activity in Session 1; however, a list of new words is provided that contains a mixture of words from the week’s phonics skill as well as a review of previously taught phonics skills. In Session 4 students read the Connected Text, <i>Miss Smith’s Shop</i>. Just like in Session 2, the teacher models fluency by reading a section of the text and students chorally repeat after the teacher. The strategy focus is Reading More Slowly. The teacher explains that if you are reading and it does not make sense, stop and reread the text slowly and carefully and ask yourself, “Did I read all the words correctly?” and “Do they make sense?” Students also have the opportunity each week to practice fluency using the Magnetic Readers. For example, Unit 4, Week 12, Session 4 focuses on the beginning blends, sn- and sw-. After receiving instruction on segmenting phonemes, encoding words, letter formation, inflectional endings -ed and -ing, and high-frequency words, students read the Connected Text, <i>A Big Trip</i>. The teacher models decoding the title. The teacher calls attention to the Week’s Super Words, could, great, said, and would; the Unit Words deep, sea, and water; and words with the s-blends. Students practice reading the target-skill words in isolation to build automaticity.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The teacher models decoding the first sentence. Students read the text in unison with the teacher while pointing to each word while reading. Students reread the text in unison. The teacher circulates and provides feedback as needed. If time permits, students reread the text using partner reading or whisper-reading. If students are not able to read the text with accuracy and ease, the teacher is encouraged to guide students to identify words with blends in the text and underline the letters that make up each blend. Students practice saying the beginning blends before blending the words. The teacher is encouraged to use the Corrective Feedback Routine for decoding to help students correct errors. The Connected Text focuses on Build Fluency: Accuracy. Students are reminded that good readers look carefully at letters and words and think about whether the words in a text make sense. The teacher models reading two sentences. Students follow along and read each sentence after the teacher. The teacher models the Self-Correction Accuracy Fix-Up Strategy Read More Slowly. The teacher models reading a section slowly and carefully to ensure what is being read makes sense. Students reread the Connected Text with partners. The teacher circulates and guides students to use the Fix-Up Strategy to self-correct and read with accuracy. Each Week contains a decodable Magnetic Reader. Activities for reading are provided in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Sessions 1-4. The teacher is encouraged to use Magnetic Readers to model concepts of print as needed. Using Magnetic Readers, students practice and apply the Session’s phonics skills, recognize high-frequency words, practice fluency skills, and apply Fix-Up Strategies for self-correction.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g) 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>	Yes	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. The program includes word analysis skills that complement phonics skills to build word knowledge. For example, in Unit 1, Week 3, Session 2, the word analysis skill focus is the inflectional ending, -s. The teacher demonstrates with a gesture towards a seated child. The teacher writes the sentence on the word, such as “Sam sits.” reads it aloud, and underlines the last letter, s, in sits. The teacher explicitly states, “When we add the -s ending to the end of an action word, it shows the action is happening right now.” After that, the teacher repeats the same procedure with the verb, hops, but, in this example, students identify what the ending tells them about when the action is happening. Students orally create their own sentence with the word, hops. Students practice this skill in their workbook by circling the word

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that matches the picture. Inflectional ending “-s” is taught and practiced again in Session 4. Students read two sentences with -s and identify the ending that tells us the action is happening now. Students practice writing missing words that contain the inflectional ending “-s” in their workbook. Additional decoding practice is included in the Connected Text, <i>A Big Job</i>, where students decode verbs, such as fits and hits. While studying long /o/ as o and oa during Unit 5, Week 21, Session 2, students receive Word Analysis instruction on Open Syllable Patterns. The teacher reminds students that every syllable has one vowel sound and that they can read longer words by breaking the words into syllables. Students read the words, be and have. The teacher instructs students that when a word ends with a vowel, it usually makes the long vowel sound and also introduces the term open syllable. The teacher adds -gan to be to spell the word, began, and reads the word aloud. The teacher models a think-aloud of dividing the word, began”, into syllables. The teacher writes the word, even”, and reads the word. Students repeat the word. The teacher and students complete a guided model together to read the word, even, using its syllables. Students use their workbooks to complete Word Analysis practice. Students read and clap the words: robot, boat, road, hotel, goat, and remix. Students write how many syllables are in each word and write sentences using the words that have two</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>syllables. In Unit 6, Week 28, word analysis instruction focuses on vowel team syllabication. Vowel teams were previously taught in Units 4 and 5. In Session 2, the teacher reminds students that every syllable contains a vowel sound and then reviews vowel team spellings. The teacher writes the word, season, on the board, reads it, and identifies syllables by holding up a finger for each syllable. The teacher explains that since there are two syllables, there must be two vowel sounds and underlines the vowel team, ea, in the first syllable before dividing the word into sea-son. The teacher models blending the two syllables and the students repeat. Students then practice the same process with the words, floating, repeat, and daisy. Additional practice is provided in the student workbook. In Session 4, the vowel team syllable pattern is reinforced. The teacher begins by reminding students that every syllable only has one vowel sound and that vowel teams always stay together in the same syllable. The teacher models by demonstrating with the word, louder. The teacher divides the word into syllables and says each syllable, highlighting the vowel team, ou. Students practice dividing the word, elbow, and then blending each syllable and the whole word. Students use their workbooks to practice putting two syllables together to encode a multisyllabic word.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>4h)</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. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</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. Program materials include diagnostic, formative, and summative assessments. For formative assessment, checks for understanding are located throughout each session. For example, in Unit 3, Week 14, Session 1, the students practice blending three and four phonemes. First, the teacher models how to blend the sounds in the word, ask. Students then practice with the word, past. The teacher dictates six more words, hat, bike, miss, just, disk, and fist, for students to blend. In the Check section, guidance states for the teacher to note any student who cannot blend the sounds together. Guidance is also provided to the teacher if remediation is needed which states, “Reteach the Blend Sounds Routine using a visual, such as counters. Have children set down a counter for each phoneme in the word. Have them point to the first counter and say the sound. Then have them slide over the second and third counters as they blend and say the word.” Weekly Assessments are provided in Session 5 of each Week. The Weekly Assessments</p>

<sup>11</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>include a combination of Whole-Class Assessments and Individual Assessments that allow the teacher to identify misconception patterns of the whole class and/or individuals and determine Instructional Next Steps. During the Whole-Class Assessment, the teacher says a sound, word, or sentence. Students write the corresponding letter, word, or sentence. During the individual assessments, students' phonological awareness and/or fluency skills are assessed in an individual or small group setting. The Weekly Assessments also contain Instructional Next Steps. These next steps give teachers guidance on recognizing patterns or errors for each assessed skill and follow-up steps for reteaching each assessed skill. For example, Unit 2, Week 6, Session 5, contains a Weekly Assessment on Beginning Digraphs: sh-, th-, ch-, and wh-. Parts 1-4 are Whole-Class Assessments. During Part 1, students encode the target sound spellings /sh/, /u/, /th/, /hw/, /e/, and /ch/. During Part 2, students encode the target words: shed, thud, chap, them, chug, and whim. During Part 3, students spell the high-frequency words, there, like, what, and make. Part 4 is optional and per the teacher's discretion. Students write the sentences, "There is Chad's pup." and "I like Meg's shell." Part 5 and Part 6 are Individual Assessments. During Part 5a, students orally blend phonemes into words. During Part 5b, students orally segment words into phonemes. During Part 5c, students identify</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the initial sound in a set of three words. Part 5 contains “if” suggestions for each section. For example, if the student makes an error when blending phonemes into words, the student is then assessed on blending onset and rime. During Part 6, students’ sentence fluency is assessed. Part 6 also contains “if” suggestions. For example, if a student consistently makes errors with target sound spellings, the teacher is prompted to reteach the digraphs, ch-, th-, sh-, and wh-, if the teacher notices a pattern of errors in Part 1 and Part 2. Unit Assessments are given six times throughout the year. The purpose of the assessment is to assess the skills within each unit. Using the results, teachers can see patterns of error, understand reading growth, and follow Instructional Next Steps tailored to the Unit Assessment. The Unit 4 Assessment includes five sections that assess skills from weeks 16-20. The first section of the assessment is administered to the whole group. The other four sections assess the following: encoding the target sound-symbol spellings, encoding target words, spelling high-frequency words, and writing Connected Text. The second section is administered individually and assesses oral reading fluency using a Connected Text passage. A Unit Assessment Tracker is used to track progress. Instructional Next Steps guidance gives additional instructional ideas for remediation. Additional assessments that are included in the program include concepts of print assessment, which is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			administered twice a year, and a letter formation assessment that is given three times a year. There is a tracker for both assessments that the teacher utilizes to record results.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i) Foundational Skills materials are varied, abundant, and easily implemented</b> so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	<b>Yes</b>	<p>Foundational skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. The program is laid out in six units with thirty weeks of instruction. Each week has five sessions, which include a Weekly Assessment. The foundational skills standards of print concepts, phonological awareness, phonics, word recognition, and fluency are taught in a sequential manner in this program. Easy-to-use materials are provided for both the teacher and student. The teacher has access to session plans, formative and summative assessments, supplemental resources such as the Instructional Next Steps guide, and assessment trackers for each week. The teacher has access to the materials both digitally and in print. Teaching tools such as Super Word Cards, Sound-Spelling Cards, Articulation Cards, Word Building Cards, and Big Books are provided. The teacher has access to daily slides, interactive tutorial videos, and articulation videos that can be displayed throughout the Session. Both direct instruction slides and practice activities are included. The Foundational Skills Cards include Sound-Spelling Cards, Articulation Cards, Word Building Cards, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Super Word Cards. The Sound-Spelling Cards, containing familiar images, connect sounds and letters that stand for that sound. The Articulation Cards contain visual and explicit articulation support with exemplar words for each sound-spelling. The Word Building Cards support letter recognition, word building, blending, and segmenting. The Super Word Cards support high-frequency word instruction by showing each word in isolation while the teacher uses each word in context. For example, during Unit 1, Week 4, Session 1, the teacher uses Sound-Spelling and Articulation Cards to introduce short /e/. The teacher says the image name and sound and explains that the letter e is a vowel that can stand for the /e/ sound. Students repeat. The teacher points to the letter and models how to say the sound. Students repeat. The teacher also uses Super Word Cards during Session 1 to introduce the week’s high frequency words, including are, for, with, and you. The teacher displays the Super Word Card and reads the word. Students repeat. The teacher reads the context sentences on the back of the card. Students say the letters in the word and review known sound spellings. Student materials include Student Workbooks and Magnetic Reading Foundations Text Experiences. The Student Workbooks include skill-based activities, daily practice activities, weekly cumulative reviews, and Connected Texts. For example, Unit 3, Week 13, Session 2 focuses on the 3-Letter</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Consonant Blends, scr- and spl-. During Session 3, students use their student workbooks to practice encoding, letter formation, word analysis, and high-frequency words. When practicing encoding and letter formation, students encode the words, scrap, splat, scam, and grin, and practice the letter formation for uppercase V and lowercase v. When practicing Word Analysis skills, students build a story by writing the missing contractions. When practicing High-Frequency Words, students write the missing letters to spell Super Words and write the missing Super Words to form sentences. The Student Workbooks also contain the Connected Texts.
<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>	N/A	Not applicable to this review.
	<p><b>Required</b> <b>5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</b></p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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.
<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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<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>13</sup>	<b>N/A</b>	Not applicable to this review.
	<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.	<b>N/A</b>	Not applicable to this review.
	<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. <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>	<b>N/A</b>	Not applicable to this review.

<sup>13</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>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.
	<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</p>	<p><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</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p><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.</p>	N/A	Not applicable to this review.
	<p><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.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	N/A	Not applicable to this review.
	<p><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.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerating learning approach<sup>14</sup>. The language in which</p>	N/A	Not applicable to this review.

<sup>14</sup> **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		
	<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.

**FINAL EVALUATION**  
*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.

**Compile the results for Sections I-III to make a final decision for the material under review.**

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>15</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.

connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

<sup>15</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>16</sup></b></p>	<p>4. Foundational Skills<sup>17</sup></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/or text 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 students to achieve reading fluency in oral and silent reading. Monitoring is included allowing 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</p>

<sup>16</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>17</sup> As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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 Skills 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</b> <sup>18</sup>	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>			

<sup>18</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: **Magnetic Reading Foundations (Foundational Skills Only)**

Grade: **2**

Publisher: **Curriculum Associates, LLC**

Copyright: **2023**

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

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

<b>STRONG</b>	<b>WEAK</b>
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></p> <p>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.</p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>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 texts more complex than students could read themselves.</li> </ul>	<p>N/A</p>	<p>Not applicable to this review.</p>
	<p><b>Required</b></p> <p><b>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>	<p>N/A</p>	<p>Not applicable to this review.</p>
	<p><b>Required</b></p> <p><b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</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. Texts must form a coherent sequence or</li> </ul>	<p>N/A</p>	<p>Not applicable to this review.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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 across a unit of study.		
	<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.	<b>N/A</b>	Not applicable to this review.
<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.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required 2a)</b> A large majority of questions in the materials are <b>text dependent and text specific</b> supporting students in building knowledge; student ideas are expressed through both written and spoken responses.	<b>N/A</b>	Not applicable to this review.
	<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.)	<b>N/A</b>	Not applicable to this review.
<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	<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.	<b>N/A</b>	Not applicable to this review.
	<b>Required 3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing,	<b>N/A</b>	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>through speaking and listening, and writing. Tasks integrate 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>speaking, listening, and language through quality, grade-level complex texts.</p> <p><b>Required</b>  <b>3c) Questions and tasks support students in 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>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<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) Materials provide and follow a logical 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 scope and sequence details six units that follow a comprehensive, sequential, and explicit pacing of foundational skills. Phonics, word analysis, spelling, high-frequency words, and fluency are developed throughout the year. For example, in Unit 1, Week 3, the instructional focus areas include decoding words with endings, -sh, -th, reading longer words with ending digraphs, -sh, -th, recognizing and reading high-frequency words, and using context to confirm and correct word recognition. During the Build</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>Words part of Session 1, the focus is providing explicit instruction on the digraphs, -sh and -th. The teacher displays the Sound-Spelling and Articulation (SS&amp;A) card for /sh/, which displays the phoneme and image name, fish. The teacher and students say the word fish and repeat the /sh/ sound after the teacher underlines the -sh in the word, fish. From there, the teacher explains that two or more consonants can make one sound. The letters, sh, stand for /sh/. The same process is repeated for the digraph, -th. During the Blending Routine, the teacher writes the words, with and mash. Students orally provide the focus digraph sound and blend the sounds together to say the whole word. Additional practice is provided with eight more words. Afterwards, the session moves into the Read Longer Words section in which students read compound words with -sh and -th. The teacher displays a two-column chart and breaks up the word, catfish, in the first column. The teacher underlines the 'sh' in fish. The teacher segments each word and the students repeat. The teacher writes the word, catfish, in the second column and sweeps under each word while the students repeat. Students chorally segment and blend a list of compound words that the teacher displays on the chart. After that, students are introduced to the Super Words: are, each, from, like, make, and was. Students engage in the Super Word routine by seeing and saying the word, orally spelling the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>word, and writing the word on a piece of paper. In their workbook pages, students match words that contain -sh and -th with a picture and read a list of one and two-syllable words with -sh and -th. Unit 4, Week 19, Sessions 3 and 4 focus on the r-controlled vowels, -air and -ear, while following the logical sequence of phonics, reading longer words, high-frequency words, and fluency. During Session 3 phonics instruction the teacher displays the Sound Spelling and Articulation Cards for -air, -ear, /ar/. The teacher says the image name. Students repeat. The teacher teaches the -air spelling as in the word, pair. Students say the sound with the teacher. The teacher teaches the -ear spelling as in the word, wear. The teacher models blending to read the word, hair. Students blend to read the following words: bear, chair, pear, pair, wear, wears, fair, air, and stairs. During Read Longer Words, the teacher reminds students that every syllable has one vowel sound and that r-controlled vowel spellings stay together in a syllable. The teacher models reading the word, haircare. The teacher makes and displays two columns. The teacher writes hair and care separately in the first column. The teacher models reading aloud the two syllables in a segmented fashion. Students repeat. The teacher writes haircare in the second column and models reading the word. Students repeat. Students practice reading the words, airport, wearing, staircase,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>unfair, and wheelchair. Students use their workbooks to name pictures for the words: airplane, bear, chair, hairbrush, pear, and stairs. Students read a list of words and sentences for Word-Level Reading Fluency. During High-Frequency Words, students practice and build fluency in previously learned Super Words using Super Word Cards. The students use their workbooks to fill in missing Super Words into a story and finish the story using a Super Word. In Unit 5, Week 21, the phonics instruction focuses on diphthongs, oi and oy. In Session 1, after the teacher provides explicit instruction with the sound-spelling correspondence of the /oi/ sound, the students practice reading words with the skill and read words in their workbook to build word-level reading fluency. Most of the words contain /oi/; however, there are other words that review previously taught skills. In Session 2, students engage in word analysis by learning the vowel team syllable division pattern. The teacher reminds students that ou is a vowel team and must stay together and that there is a syllable pattern for vowel teams. From there the teacher displays the word, compound, and underlines the vowels, noticing the 'ou' stays together. The teacher talks through where to divide the syllable and blends each syllable and then the word. Students engage in dividing the words, poison and surround, into syllables to decode the word. The same activity is practiced again in Session 4. Fluency is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			modeled and practiced in Session 2 as students engage in multiple reads of the Connected Text, <i>Who's in the Band?</i>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide explicit 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</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>	N/A	Not applicable to this grade level.
	<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). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	Yes	Materials provide systematic and explicit phonics instruction. The program begins with the simple sound spellings of short vowels, digraphs, blends, and long vowels; continues through silent letters and r-controlled vowels; and advances to the more complex sound spellings of diphthongs, vowel variants, short vowel digraphs, and syllable patterns. Sessions include direct instruction with a new sound spelling, a review of the previous week's sound spelling, and practice with word building and decoding. Students encode words that incorporate new and review sound spellings. Students learn word analysis skills that complement phonics skills to build word knowledge. For example, Unit 1 phonics instruction focuses on short vowels, beginning digraphs, ending digraphs,

<sup>5</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>beginning blends, and ending blends. Unit 2 phonics instruction focuses on final e, soft c and g, three-letter blends, and alternative long vowel spellings. Unit 3 phonics instruction focuses on alternative long vowel spellings, silent letters, and r-controlled vowels. Specifically, Unit 3, Week 13, Session 1 focuses on Long u, u_e, and ue. During Session 1, the teacher displays the Sound-Spelling and Articulation Cards for long /u/ as in the word, cube. The teacher points to the picture of the cube while students say the long /u/ sound. The teacher teaches /ue/ spellings, u_e, and ue. Students repeat the sound after learning the spelling. The teacher models blending to read the word, cute. Students blend to read the words: fuel, cue, mute, fuse, fume, use, mule, and huge. During Read Longer Words, the teacher makes two columns. The teacher writes fus-es separately in the first column and underlines the letter, u, in the first syllable. The teacher models reading the two syllables, emphasizing the long /u/ sound and bringing attention to the final e in fuse being dropped to add -es. Students repeat the syllables. The teacher writes fuses in the second column and models reading the word. Students repeat. Students practice reading the words: excuse, rescue, using, refuse, and value. Students use their workbooks to read word pairs and identify whether the underlined sound is the same. Students practice fluency using Word-Level Reading Fluency in their workbooks.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students practice reading words and sentences that progress from simple to more complex. During High-Frequency Words, the teacher introduces the Super Words, because, word, work, and write, using Super Word Cards. The teacher reads the word. Students repeat. The teacher reads the context sentence on the back of the card. Students say the letters in the word and review known sound spellings. Students write the word on a piece of paper. Students use their workbooks to read and write the Super Words and complete sentences using the Super Words. During Session 2, the teacher reviews the long /u/ spellings, u_e and ue, using Word Building Cards. The teacher models building the blending word, fuse. The teacher uses Add, Change, Delete, Repeat to change the word, fuse, to the word, muse. Students use the same strategy to change and read the words: huge, hue, cue, cube, cute, coat, goat, and goal. During Encode Words, the teacher models thinking aloud to spell the word, cute. Students use their workbooks to encode and spell the words: fuel, cube, mule, fume, cue, value, mute, and soak, and the sentence, "Use a pen to write your name." Session 2, Word Analysis focuses on prefixes re- and pre-. The teacher models changing the word read, to the word, reread, while explaining the meaning of base words and prefixes. The teacher explains the meaning of re- and reread. The teacher repeats the same process with pre-</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and preheat. The teacher models reading and identifying the base word and prefix of the words refuel and pretest. The teacher models using the meaning of the prefix and base word to determine the meaning of the new word. Students blend and identify the prefixes of the words: reuse, prepay, retie, and recheck. Students use their workbooks to circle and write words that have a prefix. During High-Frequency Words, students practice reading and spelling the week’s Super Words. Students use their workbooks to write the missing Super Words in a story and write sentences using Super Words. Students practice reading fluency by reading the Connected Text, <i>Home for Camels</i>. Students read long /u/ words in isolation prior to reading the text in unison with the teacher. If time permits, students continue practicing using partner reading or whisper reading.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4e)</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. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to</p>	<p><b>Yes</b></p>	<p>Resources and/or text 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. Students engage in frequent practice each week to read the decodable readers as a whole class, partner read, and independently read. The decodable readers provide explicit and systematic practice of taught phonics and</p>

<sup>7</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		<p>reading skills while reviewing previously taught skills. Every week also has a different decodable Magnetic Reader with a Session Plan for the teacher. These activities build background knowledge, phonics, vocabulary, fluency, and comprehension. Students read decodable Connected Texts in Sessions 2 and 4. The purpose of the Connected Texts is to help students build fluency and stamina. Connected Text instruction includes modeled Fix-Up Strategies to help students learn how to self-correct. For example, Unit 1, Week 5, Session 4 focuses on Ending Blends: -nt, -nd, and -mp. Students read the Connected Text, <i>Duck is Helpful</i>. During the first read, the teacher models reading the title. The teacher emphasizes the week's Super Words and Unit Words. The teacher reminds the students of the phonics pattern and writes words from the text that follow that sound-spelling, such as jump and went. Students practice reading the words to build automaticity. The teacher models decoding the first sentence. Students read the text in unison with the teacher, pointing to each word while reading. Students reread the text in unison. The teacher circulates and provides corrective feedback. If time permits, students read the text again using partner reading or whisper reading. If students are not able to read the text accurately and with ease, the teacher is encouraged to have students circle the words they have difficulty reading. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher models decoding the words. Students work with partners to decode the words. The Second Read focuses on building fluency through rate and pace. The teacher reminds the students that fluent readers adjust the pace of their reading to make it sound like natural speech. The teacher reads the first sentence slowly and then again at a faster pace. Students identify which pace sounded more like natural speaking and why. The teacher explains the Fix-Up Strategy: Self Correction. The teacher encourages students to reread if reading too fast or too slow. Students practice reading the text in unison as the teacher listens for an appropriate pace. If the students are unable to read aloud at an appropriate pace, the teacher is encouraged to have students take turns with partners reading sentences from the text aloud. The teacher uses gestures to indicate whether students should slow or quicken their pace, or if students sound just right. In addition to the Connected Text in the workbook, students engage in reading decodable texts by utilizing the Magnetic Reader. Each week includes a different text that is related to the Unit's Topic and Weekly Focus. The materials include a Weekly Session Plan that has daily activities including building reading fluency, learning self-correction strategies, comprehending text, and making connections. In Unit 3, Week 12, the Magnetic Reader is <i>Life in the Sea</i>. Session 1 begins with previewing the text, and the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher provides background knowledge of the sea and the animals in the sea. From there, the teacher preteaches the story words and sets the purpose of reading. In Session 2, Practice and Apply, the teacher begins reading page 3 of the reader modeling with and without appropriate pausing between phrases as well as the phrasing the Fix-Up Strategy to self-correct and read with natural phrasing. Students read through page 9 independently. As a class, the teacher asks comprehension questions to check for understanding. In Session 3, students read the rest of the story while the teacher monitors. As a check for understanding, the teacher asks several comprehension questions. In Session 4, the teacher monitors and prompts students to make connections by asking questions such as, “What else would you like to learn about life in the sea?” and “Why is the ocean a good home for fish and sea animals?”</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</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 do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow 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. Fluency is modeled and practiced weekly by utilizing Word-Level Reading Fluency, Connected Text, and Magnetic</p>

<sup>9</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>Readers. Fluency skills such as phrasing, expression, intonation, rate, and accuracy are taught during the reading of Connected Text and Magnetic Readers. The materials provide multiple opportunities for reading text through choral reading, partner reading, whisper reading, and independent reading. Sessions 1 and 3 of the week contain Word-Level Reading Fluency. The teacher guides students to read the word list and sentences found in their workbooks. The sound-spellings in the words reinforce phonics skills learned that week as well as review previously learned sound-spellings. The words are ordered from simple to more complex. The word list is followed by sentence fluency. For example, Unit 2, Week 9, Session 3 focuses on Long a: ea, ay, eigh. After receiving phonics and high-frequency word instruction, the teacher guides students to read the Word-Level Reading Fluency found in their student workbooks. The teacher reminds students that some words will be a review and some will have the new sounds they have learned. These words include the following: stack, steak, at, eight, ran, rain, prey, hey, weigh, weight, great, grain, stain, freight, they, break, sleigh, prey, shrimp, thrill, scratch, shrub, throne, scrape, break, breaking, weight, weightless, sleigh, and sleighing. Line 6 is intended for students ready for a challenge. These words include the following: neighbor, heartbreaking, they're, greater, and eighteen. Students also practice</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sentence fluency by reading the sentences: “They always have a great day playing on the sleigh.” and “We were going to take a break at eight.” Students practice fluency by reading decodable Connected Texts in Sessions 2 and 4. The purpose of the Connected Texts is to help students build fluency and stamina. Connected Text instruction includes modeled Fix-Up Strategies to help students learn how to self-correct. For example, Unit 4, Week 17, Session 2 focuses on r-Controlled Vowel, or. After receiving instruction on Word Building, Encode Words, Comparative Endings, and High-Frequency Words, students read the Connected Text, <i>Tory’s Report</i>. The teacher models reading the title, calls attention to the week’s Super Words and Unit Words, and reminds the students of the phonics pattern. The teacher draws attention and writes words with the or pattern. Students practice reading the target-skill words for automaticity. The teacher models decoding the first sentence. Students read the text in unison with the teacher. Students reread the text in unison. The teacher circulates to provide corrective feedback. If time permits, students read the text again using partner reading or whisper reading. If students are unable to read the text accurately and with ease, the teacher is encouraged to review /or/ spelled with students and use the Corrective Feedback Routine. The Second Read focuses on Build Fluency: Expression. The teacher explains that readers can use</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their voices to add expression by reading the way they think a character would speak to show the character’s feelings and personality. The teacher reads the first paragraph aloud with expression to show excitement. The teacher instructs on the Expression Fix-Up Strategy by encouraging students to reread if sounding flat or robotic. Students echo-read the text. The teacher listens for appropriate expression. If students are unable to read the text with appropriate expression, the teacher is encouraged to remind students that punctuation can help them read with expression. Students identify question and exclamation marks in the text and discuss how they would say the words. Students reread those parts of the text with expression. Students also have the opportunity every week to practice fluency using the Magnetic Readers. Fluency is practiced in Sessions 2 and 3. In Unit 2, Week 14 students interact with the reader, <i>Safe in Town</i>. Fluency is modeled in Session 2 as the teacher reminds students that reading with accuracy, pausing, and slowing down will help them understand the text. The teacher fluently reads a portion of the text on page 2. Then, the teacher reads the rest of the text on page 2 too fast and skips a few words. The teacher stops and models the Read More Slowly Fix-Up Strategy to self-correct. The teacher rereads that portion of the text slowly and accurately. Students practice reading fluently through</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			page 8. Fluency is practiced again in Session 3 as students read the rest of the story independently or with a partner. The teacher reminds students to use their knowledge of the code and what is happening in the story to self-correct if needed. The teacher has the option to use the Magnetic Readers in a whole group or small groups.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g) 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>	Yes	Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. Word knowledge is taught at the phoneme level by explicit instruction in short vowels, digraphs, blends, long vowels and silent letters, r-controlled vowels, diphthongs, vowel variants, vowel digraphs, and syllable patterns. Students engage with building words, encoding words, and decoding multisyllabic words using words and sentences, Connected Texts, and Magnetic Readers. Additionally, students interact in word analysis, which includes skills such as contractions, inflectional endings, prefixes, suffixes, and syllable patterns. For example, during Unit 1, Week 2, Session 4, students receive Word Analysis instruction on compound words. The teacher displays the word, laptop, reads it aloud, and explains that it is a compound word. The teacher rewrites the word with a plus sign between the words, lap and top, and reminds



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students that a compound word is made of two smaller words. The teacher reminds students that the meaning of a compound word often comes from the meaning of the two smaller words. The teacher models saying each smaller word and blending the words together to read the compound word. The teacher gives the definition of the word, laptop. The teacher displays the word, cannot, and, this time, uses a slash to divide the word into two smaller words. Students read the word, identify the two smaller words, and read the whole word again. Students follow the same procedure to read the word, uphill. Students use their workbooks to practice reading compound words and complete sentences using compound words. If students are unable to recognize and read compound words, the teacher is encouraged to select another compound word and build and display each smaller word using Word Building Cards. Students blend and say the smaller words separately. The teacher slides the two smaller words together. Students read the compound word. In Unit 6, Week 28, Word Analysis instruction is on the suffixes, -er, -or, -ly, -y, -ful, and -less. In Session 2, the teacher reviews what a suffix is and provides the meaning of the target suffixes. The teacher writes the word, sadly, on the board, reads it, and models identifying the base word and suffix. The teacher instructs students how to determine the meaning of the word by first using the meaning of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>suffix, -ly, and base word, sad, to determine the meaning of the word, sadly. The teacher models the same process with the words, dancer and sunny. Students then practice the process with the words: wireless, gladly, actor, and shiny. Students repeat this practice with more words in Session 4. Additionally, in Session 4, students practice encoding words with the r-controlled syllable pattern, the phonics skill of the week. The teacher says the word, haircut. From there, the teacher models saying the word slowly and then segments the word into each sound and writes the letter that represents the sound. The students complete the same routine with the word, border. The teacher probes the students by asking, "Which letter stands for that sound? Write that letter." Two more r-controlled vowel pattern words and one review word are dictated, including the words, upstairs, nearby, and excite. Additionally, the following sentence is dictated, "Marge finally finished her report."</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4h)</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. Assessment opportunities within materials do not require or</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. Program materials include diagnostic, formative, and summative assessments. Individual Sessions also contain formative assessment opportunities. Sessions can include Checks,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	encourage three-cueing <sup>11</sup> , MSV <sup>12</sup> cues, or visual memory for word recognition.		Corrective Feedback, and Fix-Up Strategies. Checks sections give teachers insight into whether students can perform the mini-session objective. Corrective Feedback provides teachers with routines for teaching self-correcting decoding and encoding errors. Fix-Up Strategies give students tools for correcting different reading errors. For example, in Unit 1, Week 5, Session 1, the students practice blending words with -st and -sk. In the Check section, the teacher is given guidance to note any student who cannot decode words with ending blends, -st and -sk. Guidance is also provided to the teacher in the form of reteaching the skill. The teacher shows the Sound-Spelling and Articulation card for the consonants, s, k, t. They repeat the Blend Words Routine using the Word Building Cards to build an understanding of blending and decoding words with target skills. Weekly Assessments are provided in Session 5 of each Week. The Weekly Assessments include Whole-Class Assessments and Individual Assessments that allow the teacher to identify misconception patterns of the whole class and/or individuals and determine Instructional Next Steps. During the Whole-Class Assessment, the teacher says a sound, word, or sentence. Students write the corresponding letter, word, or sentence. During the Individual

<sup>11</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Assessments, students' fluency skills are assessed in an individual or small group setting. The Weekly Assessments also contain Instructional Next Steps. These next steps give teachers guidance on recognizing patterns or errors for each assessed skill and follow-up steps for reteaching each assessed skill. For example, Unit 2, Week 8, Session 5 contains a Weekly Assessment on Three-Letter Blends. Parts 1-4 are Whole-Class Assessments. Part 1 assesses encoding target sound spellings. The teacher says the sounds /s/ /k/ /r/, /s/ /p/ /l/, /th/ /r/, /s/ /t/ /r/, /s/ /p/ /r/, and /sh/ /r/. Students write the letters that represent the sounds. Part 2 assesses encoding longer words. The teacher reads the words: thrusted, straps, splitting, and shrimps. Students write the word. Part 3 assesses spelling high-frequency words. The teacher reads the words: could, once, through, large, come, would, have, and some. Students write the word. Part 4 assesses writing Connected Text. The teacher reads the sentences, "The man's dog could splash you." and "Lin's rabbit sprang through the grass." Students write the sentences after being reminded to use correct spelling and punctuation. Parts 5 and 6 are Individual Assessments given in a small group setting. Part 5 assesses reading words. Students are prompted to read longer words. As an Instructional Next Step, if students are unable to read the longer words, they are prompted to read alternative one-syllable words. Part 6</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>assesses reading Connected Text. Students are prompted to read sentences. Part 6 also contains Instructional Next Steps. For example, if students consistently make errors with the target sound spellings, the teacher is prompted to compare results to Parts 1 and 2. If a pattern of errors emerges, the teacher is prompted to reteach the appropriate three-letter blends using Word Building Cards for additional support. Each unit contains a Unit Assessment. The Unit Assessments allow teachers to identify patterns of errors and understand student growth. The Unit Assessments provide Instructional Next Steps. For example, Unit 4, Week 20, Session 5 contains Unit Assessments for Weeks 16-20. Parts 1-4 are Whole-Class Assessments. Part 1 assesses encoding target-sound spellings. The teacher says the sounds /ou/, /ar/, /ear/, /or/, /ur/, and /aer/. Students write the letters that represent the sounds. Part 2 assesses encoding longer words. The teacher reads the words: countdown, clearest, growling, hairy, blackout, and cordless. Students write the words. Part 3 assesses the spelling of high-frequency words. The teacher dictates the words: house, move, answer, live, read, give, does, and pretty. Students write the words. Part 4 assesses writing Connected Text. The teacher reads the sentences, “We will buy a hammer at the nearest store.” and “When it’s warmer, we will play outside.” Students write the sentences. Part 5 is an Individual</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Assessment. Each student reads a passage while the teacher listens for overall fluency. Part 5 also contains Instructional Next Steps. For example, if students make errors with word-analysis skills, the teacher is prompted to reteach the word-analysis skills using Word Building Cards to build words that use the word-analysis skills and have students read the words.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4i) Foundational Skills materials are varied, 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 Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support. The foundational skills standards of phonics, word analysis, reading longer words, high-frequency words, and fluency are taught in a sequential manner in the program. Teacher materials include Teacher’s Guides and Foundational Skills Cards. The Teacher’s Guides include thirty weeks of Foundational Skills Sessions, which are broken up into six Units. Each Unit contains five Weeks. Each week contains five sessions. The sessions include direct instruction, application, and practice based on the Session’s objective. The sessions in the Teacher’s Guides contain routines for the teacher to follow, teacher tips for English Learner Supports, opportunities to check student progress, Weekly and Unit Assessments, and Instructional Next Steps guidance based on the assessments. The Foundational Skills Cards include Sound-Spelling Cards, Articulation Cards, Word Building Cards, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Super Word Cards. The Sound-Spelling Cards, containing familiar images, connect sounds and letters that stand for that sound. The Articulation Cards contain visual and explicit articulation support with exemplar words for each sound-spelling. The Word Building Cards support letter recognition, word building, blending, and segmenting. The Super Word Cards support high-frequency word instruction by showing each word in isolation while the teacher uses each word in context. The teacher has access to the materials both digitally and in print. The teacher has access to daily slides, interactive tutorial videos, and articulation videos that can be displayed throughout the session. Both direct instruction slides and practice activities are included. For example, Unit 1, Week 3, Session 2 focuses on Ending Digraphs, -sh and -th. During phonics instruction, teachers and students use Word Building Cards to build and read the words: bath, path, dash, rash, fish, dish, wish, with, chin, thin, shin, and ship. During high-frequency word instruction, the teacher displays and reviews the week's Super Word Cards. Students use Word Building Cards to practice spelling the Super Words. Student materials include Student Workbooks and Magnetic Reading Foundations Text Experiences. The Student Workbooks include skill-based activities, daily practice activities, weekly cumulative reviews, and Connected Texts. For example, Unit 3, Week 14, Session 2, focuses on Silent Letters, wr,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>kn. During Session 2, students use their Student Workbooks to practice phonics, encoding words, word analysis, and high-frequency words. During Phonics practice, students use letter tiles to spell the silent letter words that complete each sentence. During Encoding practice, students encode and spell the words, kneel, wrist, knob, mute, and the sentence, “Wrap me in the warm blanket mom knitted.” During Word Analysis practice, students circle and write words that have prefixes. During High-Frequency Words practice, students circle Super Words found in sentences and complete sentences using Super Words. The Student Workbooks also contain the Connected Texts. The Student Workbook for Session 2 contains the Connected Text, <i>A Grassland Trip</i>. The Magnetic Reading Foundations Text Experiences include Connected Texts and Magnetic Readers. Connected Texts are either fiction or nonfiction, are decodable, emphasize the week’s new and review sound spellings, include the week’s new and review high-frequency words, and include some pre-taught Unit Words. The Magnetic Reader Library is a collection of fiction and nonfiction books. Students read one Magnetic Reader each week. The readers are decodable, provide practice for print concepts, emphasize the week’s new and review sound spellings, include the week’s new and review high-frequency words, include pre-taught Unit Words and Story</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Words, and come with instructions in the Teacher's Guide.
<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</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</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
students meet the language standards for the grade.  <input type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. <sup>13</sup>		
	<b>Required *Indicator for grades 3-12 only</b> <b>6b) The 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.	N/A	Not applicable to this review.
	<b>Required</b> <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <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.
	<b>Required</b> <b>6d) Materials address the 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. <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.

<sup>13</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>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.
	<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</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.</p>	N/A	Not applicable to this review.
	<p><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.</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><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.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	N/A	Not applicable to this review.
	<p><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.</p>	N/A	Not applicable to this review.
	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerating learning approach<sup>14</sup>. 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, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide</p>	N/A	Not applicable to this review.

<sup>14</sup> **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		
	<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>15</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>16</sup></b>	4. Foundational Skills <sup>17</sup>	<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 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/or

<sup>15</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>16</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

<sup>17</sup> As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text 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 students to achieve reading fluency in oral and silent reading. Monitoring is included allowing 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 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.</p>
	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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality <sup>18</sup>	7. Assessments	N/A	Not applicable to this review.
	8. Scaffolding and Support	N/A	Not applicable to this review.
FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b>			

<sup>18</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 [2023-2024 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Allen, Ascension, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, CSAL, D'Arbonne Woods Charter School, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lafourche, Lincoln, LSU Laboratory School, Madison, Natchitoches, Orleans, Ouachita, 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 grades K-5.



Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.