



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: **Bridge to Reading (Foundational Skills Only)**

Grade: **K-2**

Publisher: **Literacy Resources, LLC dba Heggerty**

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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)	

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: **Bridge to Reading (Foundational Skills Only)**

Grade: **K**

Publisher: **Literacy Resources, LLC dba Heggerty**

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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.

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 materials provide a Scope and Sequence within the Digital Curriculum, available on the home screen of the digital platform. The scope and sequence is provided as a download and outlines the Phonological &amp; Phonemic Awareness, Phonics Concepts, Red Words, and Decodable Text, broken down by Book, Unit, and Week. For example, in Unit 1, Week 3, Phonemic Awareness, the teacher says two words and students repeat the words back. Students show thumbs up if the words rhyme and thumbs down if they do</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>not rhyme. Words for rhyming practice include map/tap; wig/big; yes/me; fun/sun; and hot/fame. During Phonics, students articulate the /m/ sound and identify words that begin with the /m/ sound. Materials for practice include the Alphabet Bridge, Alphabet Song, Sound Wall Card, M Sound Poster, and Read Book. Concepts that align to the foundational standards during Unit 2, Weeks 3-6 include the following: Rhyme Recognition, Isolate initial sounds, Isolate final sounds, Blend Syllables, Segment words into Syllables, Add, Delete &amp; Substitute Syllables. In Unit 3, Weeks 12-13, Phonemic Awareness focuses on Rhyme Production, isolating initial sounds, Isolating final sounds, blending 2-phonemes, Segment words into 2-phonemes, Adding, Deleting, &amp; Substitute Initial Phonemes. During Blending Phonemes, the teacher says two sounds, and then the students repeat the sounds back and blend the sounds into one word. Sounds and words used are //, long /i/ lie; /a/ /m/ am; long /o/ /t/ oat. In Phonics, students focus on the target skill of building and decoding words with the letters, Mm and Aa. Materials needed for this lesson include the READ Book, Sounds Wall Cards /a/, /m/, Letter Cards Mm, Aa, M Sound Poster, A Sound Poster, and Word Construction Cards. In Unit 5, Weeks 25-27, the target skills include Blend 4-Phonemes, Medial Phoneme Isolation, Final Phoneme Isolation, Segment words into 4-Phonemes, and Add, Delete, and Substitute Initial</p>

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			<p>Phoneme Blends. In Week 25, Day 3, during Phonemic Awareness instruction for adding an initial phoneme, the teacher says a word part and the students repeat the word part. Next, the teacher says a sound to add to the beginning of the word part, and the students say the new word. The teacher says the word, lot, and then the students repeat the word, lot. The teacher tells the students to add /p/ to the beginning, and then the students say the word, plot. Students engage in the same practice with -light and then add /f/ to say the word, flight. Target skills for Phonics include identifying words that begin with consonant l blends pl-, sl-, build, decode, and spell words that begin with consonant l, blends pl-, sl-, and read and spell Red Words, find and just. Materials needed for this lesson include Blend Cards pl and sl, Consonant Blend Sound Posters, Red Word Cards find and just, and the READ Book. In Week 28, during Phonemic Awareness, the teacher says four sounds, and students blend the sounds together. Words for practice include brush, fright, grab, press, creed, and broke. During the Phonics lesson, students identify words that have the long /a/ sound and build, decode, and spell words with the CVCe pattern and long /a/. In Unit 6, Weeks 32-34 focuses on the following skills: Blend 4-Phonemes, Medial Phoneme Isolation, Segment words into 4-Phonemes, Add &amp; Delete Final Phonemes, and Substitute Vowels.</p>



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	<p><b>Required *Indicator for grades K-1 only</b></p> <p><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. Print concepts are explicitly introduced during the first two weeks of phonics lessons and reinforced and practiced during the phonemic awareness sections of the lessons and through engagement with texts in the lessons. For example, the target skills for Weeks 1 and 2 include identifying words and spaces in a sentence and tracking print from left to right. On Day 2, students complete page 5 of the READ Book by counting the words and letters in the sentence, “I see you.” Then, on Day 3, the teacher reads sentences, and students touch the dot under each word to track the print from left to right. The sentences include the following: “I get on the bus.” “I go to school.” and “I like to play.” In Week 2, Day 3, in the READ Book, students count the words and letters in the sentence, “I like books.” Then, students track the print from left to right by touching the dot under each word as the teacher reads the sentences: “I see the book.” “I see the pencil.” and “I like to read.” In addition, students work the Phonemic Awareness skill of counting the words in a sentence. The teacher says a sentence, and the students repeat the sentence. Then, students repeat the sentence and use their fingers to count the words they hear. In Week 12, Phonics, students match the sounds they hear to letters in print and learn that every word needs a vowel. Practice opportunities are</p>

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			<p>provided for the application of concepts of print skills through the Decodable Books listed on Day 5 of each week. In Week 12, students apply Concepts of Print while completing tasks in their READ Book. On Day 1, students trace and write the letters, M and m. On Day 2, students trace and write A, a, S, and s, and read and trace the words, come and some. On Day 3, students trace and write the letters P and p. On Day 4, students read a decodable passage, “At the Zoo,” and then write or draw a picture of what they would like to see at the zoo. The passage includes periods and exclamation marks. On Day 5, students trace CVC and sight words and then write the sentence, “I see a map.” In Week 7, Phonics, the lesson concept focuses on matching the sounds students hear to letters in print. Students learn that “each letter in our alphabet stands for one or more sounds.” In Week 24, Day 4, students work in their READ Book and read the decodable text, “The Big Dog Gets a Bath.” The decodable text provides practice with concepts of print and sentence features, including the end marks of a period, exclamation point, and a question mark.</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. Each day, students practice Phonological Awareness by listening and repeating different words, sounds, or word parts. Skills include rhyming words, isolating sounds, adding or deleting a phoneme, blending, and</p>

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			<p>segmenting. Activities build on each other and increase in complexity as the weeks progress. For example, in Week 1, students listen for the first sound of a word and then isolate that sound and repeat it to the teacher, (make; /m/; m). Then, in Week 20, students repeat the same process but listen and isolate the middle sound (not; /o/; o). In Week 26, students listen and isolate the final sound (came; /m/; m). In Week 2, the teacher explains that rhyming words have the same middle and final sounds. The teacher then says two rhyming words and the students repeat the words, line, fine. In Week 14, students make rhyming words. The teacher says a word family and a word that rhymes. Then, students say other words that rhyme. For example, the teacher says, /ad/, mad. Then students reply with the words sad, bad, and had. In Week 6, Day 2, Phonemic Awareness, students identify word pairs that rhyme. Word pairs for practice include move/made, seem/team, wide/work, ring/king, and nerve/serve. Students then listen as the teacher says two or three syllables, repeat them, and then blend them together to say the word. Practice opportunities include the words perfection, candle, trampoline, enjoy, cheeseburger, and cartoon. Students then identify the final sound in the following words: dress, goat, cube, glove, was, and team. Students then segment words into syllables and identify how many syllables they hear in the following words: flower,</p>

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			<p>shadow, however, octopus, market, and banana. Students then add -er and -est to make new words, such as adding -er to paint to make the word, painter. Students then delete syllables from words, such as deleting -er from the letter to make the word, let. In Week 23, Day 1, Phonemic Awareness, students blend sounds together and utilize a blending hand motion. Words for blending practice include shut, cheese, shop, ship, chime, and thief. Students then isolate final sounds in the following words: fish /sh/, with /th/, witch /ch/, gush /sh/, inch /ch/, and cloth /th/. Then students segment words into phonemes, such as cheek, /ch/ long /e/ /k/. Students then add initial phonemes to make new words, such as adding /th/ to the beginning of -ink, making the new word, thinking. Students then delete initial phonemes from words. Students first repeat the word the teacher says, delete the initial phoneme, and then say what's left, such as think, without /th/, what's left is -ink. Students then substitute initial phonemes, changing the first sound in a word to make a new word, such as rip, changing the /r/ to /ch/, and the word is chip.</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</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonics instruction within each lesson and progress from simple to more complex sound-spelling patterns and word analysis skills. Examples requiring or encouraging three-cueing, MSV, or visual memory are not evident in the materials. Unit 1 focuses on</p>

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	not require or encourage three-cueing <sup>5</sup> , MSV <sup>6</sup> cues, or visual memory for word recognition.		consonants, vowels, and print concepts. Unit 2 focuses on letter sounds and putting letter sounds together to create words, such as see, the, and is. Unit 4 focuses on consonant digraphs, Unit 5 focuses on consonant blends, and Unit 6 focuses on long vowels with the CVCe spelling pattern. For example, Unit 2, Week 3, focuses on articulating the sounds /m/, /s/, /p/ and identifying the letter for each sound as well as a picture that begins with each sound. In their READ Book, students practice writing the letters m, s, and p and identify pictures that begin with the sounds /m/, /s/, and /p/. In Week 8, students practice the letters and sounds for /h/, /r/, and //l/. In their READ Book, students say each sound and then blend the sounds together to create a word. For example, the teacher says the name of the picture, hat. Next, students touch a dot as they say each sound /h/ /a/ /t/. Next, the student sweeps their finger across as they say the whole word, hat. In Unit 4, Week 23, students build, decode, and spell words with the consonant digraph, th. On Day 1, in the READ Book, students read and trace the words, them and thumb. On Day 2, students read and write the words, they and there. Then on Day 3, students complete sentences using words from the word bank, including with, that, chat, when, and shop. On Days 4 and 5, students read the passage, “The Big

<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>Dog Gets a Bath.” In Week 14, Day 4, the target skills include building, decoding, and spelling CVC words with the short vowels /a/ and /i/. Word Construction Cards are provided, along with an interactive board that allows the teacher to select chips and letters to include on the board. The board for this lesson is preselected with letters, a, i, c, f, m, n, p, t, s, b, and g. Guidance explains that the teacher may select to use Elkonin boxes to build words. In Week 24, Day 4, Phonics, students build, decode, and spell words with the consonant digraph /th/. The teacher displays the Word Construction Cards, th, i, ck. Teacher guidance states, “Read aloud the word with children. Have a volunteer change the ck in thick to n. Ask a child to read the new word: thin. Tell another volunteer to change the th in thin to p, and then read the new word, pin. Continue the word chain by having volunteers change letters to make and read these words: chin, chip, ship.” In Week 34, Day 2, Phonics, students create and draw a new Consonant Digraphs Sound Poster. Students label a new Consonant Digraphs Sound Poster with words that have consonant digraphs ch, sh, th, and wh. An interactive platform for Sound Posters allows for the selection of the Consonant Digraphs poster where a sound option can be selected, including /sh/, /wh/, /ch/, and the voiced and unvoiced sounds of /th/. Sound posters are illustrations that include illustrations of words that contain</p>

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			<p>Consonant Digraphs. Word lists are included with the Sound Posters and include /sh/: cash, dash, dish, fish, shelf, shin, shop, wish; /ch/: chat, chin, chip, chop, lunch, much, munch, such; /th/ (voiced): than, that, them, then, this; /th/ (unvoiced): bath, both, math, moth, path, thin, wit; and /wh/: wham, when, which, whip, whale, white. Guidance for word construction is included in the third slide of the Instructional Strategies found in the Introduction which states, “The Spell Tabs folders are the blue folders and yellow sticky tabs that allow children to practice word building during the We Do portion of the lesson. The Spell Tabs folder includes Elkonin boxes on the front. Children can use chips, cubes, or counters to represent the sounds they hear. The folder is laminated, so children can use a dry-erase marker to write the letters, replacing the chips or counters.” Additional guidance notes that teachers use the color-coded Word Construction Cards to model word building for whole group instruction. The cards are grouped by vowels, consonants, vowel teams, complex vowels, diphthongs, consonant digraphs, suffixes, and silent letters and are often used in the I Do section of the lesson for modeling as well as in the We Do section. Students follow along with the word building using their Spell Tab folders.</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</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</p>

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	<p>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>		<p>skills, including phonics patterns and word analysis skills in decoding words. Materials provide opportunities for students to self-monitor to confirm or self-correct 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. The materials include decodable texts starting in Week 12. The materials include guidance on phoneme-grapheme mapping and include the multi-step process that serves as the bridge that helps students transition from sounding out words to recognizing them by sight. Teacher guidance states, “This process involves matching the individual sounds (phonemes) in words to the written symbols or letters (graphemes) that represent those sounds. When a child encounters a word, they analyze it by breaking it down into its individual sounds and then match each sound with the appropriate letter or letters.” For example, in the word cat, students recognize the sounds /k/, /a/, /t/ and associate them with the letters c, a, and t. In Week 15, students learn the letters and sounds for b, c, f, short i, h, and r during phonics instruction. Red Words for the week include help and her. Words and sounds are reinforced as students read the decodable text, “Pam Hit It.” On Day 1, students build,</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>decode, and spell words that begin with the letter H. In the READ Book, students trace and write the uppercase H and lowercase h and color pictures of objects that begin with /h/. On Day 2, students trace and write the words, help and her. Then, on Day 4, students read the passage, “Pam Hit It.” After reading the passage, students write or draw a picture about a time they helped someone. In Week 34, students review letters and sounds, read and write words with vowels and consonants that previously taught, read and write Red Words, and read and write about the story, “Spot Will Not Do That.” On Day 1, in the READ Book, students sort words into long vowels and short vowels. On Day 2, students select three RED Words and write a sentence using the chosen words. Then, on Day 4, students read “Spot Will Not Do That” and then write a sentence about a time they saw a pet doing something silly.</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, which provides the opportunity for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The Video Learning Library includes a 57-minute webinar on utilizing Decodable Texts, which</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>provides guidance in how instruction should look in the classroom. This information covers the application and use of decodable texts. The Fluency Instruction Guide notes, “Throughout the foundational skills instruction in Bridge to Reading, there is an intentional focus on reading connected text accurately.” The program begins with instruction focused on fluency with letter names, graphemes, and sounds, phonemes. Then, beginning in Week 12 and through Week 34, students apply their letter sound knowledge to decode connected texts with the Weekly Decodable Passages included in the READ book providing students the opportunity to read words, phrases, and sentences. Students also read decodable books at the end of each unit. Fluency is taught several times per week through teacher-modeled reading using Sound Stories during I Do instruction, with provided language for fluency instruction. Students listen to the Sound Story on the first day and view the text on the second day, allowing them to experience both auditory and visual fluency models. During You Do instruction in the READ book, students engage in reading activities across various levels of difficulty, including decoding passages and reviewing previously taught concepts on a weekly basis. Teachers use the Weekly Decodable Passage to measure students’ fluency. The Fluency Checklist measures various aspects of reading performance, including accuracy in decoding words and Red Words, phrasing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with appropriate punctuation recognition, volume, stress, intonation, and reading rate. In Week 17, Day 4, students read the decodable text, “Kim’s Dog Jack” focusing on character dialogue. As students read individually, the teacher monitors, identifying students who struggle with fluency. Guidance for students who struggle reading fluently states to “assign partners an encourage children to read the passage together” and “ model how children can blend three or four sounds to read words such as rock and licks. Ask students to read only the first two sentences.” In Week 28, Day 4, students practice reading fluently by reading the decodable text, “Jane’s Cape,” focusing on the final e at the end of words, which they have learned throughout the week. As students read individually, the teacher monitors, identifying students who struggle with fluency. Guidance for students who struggle reading fluently states, “have children practice reading simple, short sentences.” Sentences include the following: “Are you five?” “Here is your bike.” “We are safe here.” “What is your name?” and “Do you like that shape?”</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, 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</li> </ul>	<p><b>Yes</b></p>	<p>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 include multisensory instructional strategies</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>symbol relationships of English. <b>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</b></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>that help students decode and encode words. Some instructional routines used throughout instruction are as follows: Constructing and reading words, Spell Tab Folders, Finger Blending, Finger Spelling, and Sky Writing. During the Construct and Read Words Strategy, the teacher uses word construction cards to model building words with letters and then blending the sounds together to read the word. During the We Do part of the lesson, students work with the teacher to build and blend words with their Spell Tabs Folders and the Finger-Blending Strategy. Students say each sound and then blend the sounds with their fingers to read the word. For example, the teacher builds the word, cat, with Word Construction Cards. Then, students say each sound, /k/ /ă/ /t/, while holding up one finger for each of the three sounds. Then, students close their fists when they say the word, cat. Students use the Finger-Spelling Strategy to help write and spell words after they segment a spoken word into sounds. Students say the word, and then separate the word into the sounds they hear while holding up one finger for each of the sounds. Finally, students match the sounds to letters in print. The word study instructional strategies include various techniques such as constructing and reading words with Word Construction Cards, utilizing Spell Tabs Folders for hands-on word building, employing finger-blending and Finger-Spelling Strategies for decoding</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and spelling words, engaging in multisensory skywriting exercises for letter formation, and integrating Red Word Cards to reinforce high-frequency words with the sound-spelling relationship. Additionally, the program incorporates Sound Posters and Sound Stories to introduce new sound-spelling relationships, Sound Wall Cards for correct sound articulation guidance, and Decodable Books for small group reading instruction and independent practice, all aimed at enhancing children's reading fluency, decoding skills, and comprehension abilities through systematic instruction and practice. For example, in Week 10, Day 1, students articulate the /z/ sound and identify words that begin with the /z/ sound. The lesson begins with the teacher displaying the Sound Wall Card /z/. The teacher introduces the placement, manner, and voice for the /z/ sound, and then instructs students to practice the pronunciation. From there the teacher reads the Z Sound Story, telling students to listen for words that begin with /z/. Students then work together to identify words from the Z Sound Story that start with the /z/ sound and practice skywriting uppercase Z and lowercase z. This process is repeated on Day 2 with the /k/ /s/ sound and the letter, X, and on Day 3 with /y/ sound and the letter, Y.</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. The teacher assesses students weekly on their ability to apply phonemic awareness and on the phonics skills taught during the week. Teachers administer Weekly Checks each week, which provide the teacher with a quick check of students’ learning with a specific focus on the phonics concepts and Red Words taught during the week. The format of the assessments starts simple and then progressively increases in complexity throughout the year. In Weeks 3-11, The Weekly Check assesses the student’s knowledge of initial sounds in Weeks 3-11, in addition to the ability to spell Red Words in Weeks 5-11. In Weeks 12-24, students read words and spell words. Finally, in Weeks 25-34, students spell words and write sentences. Weekly Checks include Next Steps and Guidance for instruction. For example, during Weeks 12-24, if a student demonstrates 1-2 out of four words correctly, example Next Steps include the following: “Use the Boost activities in small groups that focus on reading VC and CVC words” and “Review the letter sounds using</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>ABC cards or Sound Wall cards.” Teachers record scores on the Weekly Word Check Recording Sheet and use the information to guide their instruction. In addition, teachers monitor students’ ability to segment and blend words each day during phonemic awareness instruction. The Foundational Skills Kit, Scope and Sequence provides teachers with a Weekly Outline and Red Words column that identifies Red Words introduced each week. Beginning in Book 2, Units 3 and 4, an accompanying Decodable Text is also provided that supports students’ understanding of phonics concepts and Red Words for the week. The materials also include Beginning, Middle, and End of the Year Phonics Assessments as well as a Phonemic Awareness Assessment and Letter Names and Letter Sounds Assessment. The guidance states that these “assessments can be used to analyze children’s knowledge of letters and sounds through spelling. The results can be used to inform instruction for reteaching, small groups, and/or intervention.” The data gathered from these assessments as well as any other universal reading assessment can be combined for placement of students. Progress monitoring forms and Phonemic Awareness Corrective Feedback Guide are also available. Additionally, the materials provide scoring guidelines and next steps that teachers can use to inform instruction after students take the assessments.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>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 program integrates phonemic awareness and phonics instruction through daily lessons with frequent opportunities for assessment, differentiation, and independent practice within a scaffolded instructional model (I Do, We Do, You Do). The materials include a Foundational Skills Scope and Sequence that includes the phonological and phonemic awareness skills, phonics concepts, Red Words, decodable passages, and decodable books for each week. The materials provide scripted daily lessons with links to interactive online resources. Each lesson begins with an overview of the concept and target skills, as well as a list of materials needed. Lessons follow a similar structure throughout and include the following: Jump In, I Do, We Do, You Do, Jump Out, and Differentiated Instruction through Boosts and Expands. On Day 5 of each week, the Weekly Check takes the place of the Jump Out and provides the opportunity for students to demonstrate understanding of the weekly sound-spelling concepts and Red Words. Additionally, on Day 5 in the last week of each unit, students practice with Decodable Books to reinforce the sound-spelling relationships and Red Words. Through the online platform, teachers can access all of the materials components such</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			as the lessons, a digital decodable library, downloadable resources, and assessments. The materials list and explain the Multisensory instructional strategies utilized in the teacher materials, such as Construct and Read Words Strategy with Word Construction Cards and Spell Tab folders, Finger-Blending and Finger-Spelling Strategies, and Skywriting. Additional resources, such as On-Demand PD, the Video Learning Library, and Sound Wall Instructional Strategies, provide guidance and information for teachers to utilize the materials efficiently.
<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,</p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.		
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>	N/A	Not applicable to this review.
	<p><b>Required *Indicator for grades 3-12 only</b> <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	Not applicable to this review.
	<p><b>Required</b> <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <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.

<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 and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and</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 of syllabication and regular practice in encoding the sound symbol relationships of English. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.
<b>III. Additional Criteria of Superior Quality<sup>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: **Bridge to Reading (Foundational Skills Only)**

Grade: **1**

Publisher: **Literacy Resources, LLC dba Heggerty**

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><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 materials provide a Scope and Sequence within the Digital Curriculum, available on the home screen of the digital platform. The scope and sequence is provided as a download and outline Phonological &amp; Phonemic Awareness, Fluency, Phonics Concepts, Red Words, and Decodable Text, broken down by Book, Unit, and Week. For example, in Week 1, Day 1, Phonemic Awareness, the teacher says two words, and students repeat the words back. Students show thumbs up if the words rhyme and thumbs</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>down if they do not rhyme. Words for rhyming practice include the following: sad/mad, boot/pig, run/fun, pin, and leap. Other Phonemic Awareness activities in this lesson include Initial Phoneme Isolation, Blending Syllables, Phoneme Isolation: Final Sounds, Segmenting Into Syllables, and Deleting Final Syllables. During Phonics, students articulate the sounds /a/, /m/, /t/; identify letters, a, m, t; build, decode, and spell words with the letters a, m, t; and read and spell Red Words the, to, do. Materials for practice include the following: The Alphabet Song, Alphabet Bridge, Alphabet Train Sound Poster, Letter Formation Posters, Letter Cards: a, m, t; Word Construction Cards: a, m, t; Vowel Valley Poster, Red Word Cards: the, to, do; READ Book, and Sound Wall Cards: /a/, /m/, /t/. During Week 5, Phonemic Awareness focuses on Rhyme Production, Isolate Initial Sounds, Isolate Final Sounds, Blending Phonemes, Segmenting Phonemes, Adding, Deleting and Substituting Initial Phonemes. During Rhyme Production, the teacher says the word, cat, and then students reply with words that rhyme with cat. The process is repeated for the word, back. During the Deleting Phonemes portion of the lesson, the teacher says a word, and the students repeat it. Next, the teacher deletes or takes away a sound at the beginning, and students say what is left. For example, the teacher says the word, take, and students repeat the word. Next, the teacher asks students to say</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>what is left after taking away the /t/. Students respond with -ake. The Target Skills during the Phonics instruction include the following: isolate and articulate the sound /sh/; identify words with the consonant digraph, sh; build, decode, and spell words with sh; and read and spell Red Words said and what. Students use the READ Book to practice skills. On Day 1, students circle the word that names the picture. In addition, students tap, read, and write the Red Words said and what. Then on Day 4, students read the passage, "Chet and Roz." Materials needed for this lesson include Word Construction Cards, a, e, i, o, u, p, sh); Letter Cards, sh; Consonant Digraph Sound Posters; Red Word Cards: said and what; and the READ Book. In Week 22, the target skills for Phonemic Awareness include Blending 4-Phonemes, Segment words into 4-Phonemes, Add, Delete, and Substitute Phonemes within words. Phonics target skills include identifying words with the long vowel team, ue, building, decoding, and spelling words with the long vowel team, ue, and reading and writing the Red Words old and cold. In Week 22, Day 3, during Phonemic Awareness instruction for blending phonemes, the teacher calls out sounds, and then the students blend the sounds together and say the word. For example, the teacher says, /b/ /oo/ /k/, and students say, book. Students use their READ Book to practice target skills. In Week 29, Day 1, Phonemic Awareness, students begin</p>

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			<p>by segmenting into syllables. Students repeat the word the teacher says and segment the word into the syllables they hear. Words for segmenting practice include hurricane, artistic, celery, partnership, provided, and yesterday. Other phonemic awareness activities in this lesson include blending syllables, adding phonemes within words, and substituting vowels. During the Phonics lesson, the target skills include building, decoding, and spelling words with soft g patterns, -ge, and -dge. Students also review Red Words, give, live, come, were, here, and have.</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. Print concepts are explicitly introduced during the first two weeks of Phonics lessons and are then reinforced and practiced during the Phonemic Awareness sections of the lessons and through engagement with texts in the lessons. For example, in Week 1, Day 1, Phonics, students learn to match sounds we hear to letters in print and review that every word has a vowel. During the I Do portion of the lesson, students learn about the two different kinds of letters in the alphabet, consonants and vowels. During the We Do portion of the lesson, students build and read words with consonants and vowels. During the You Do portion of the lesson, students complete a page in their READ book, circling the letter that matches the beginning sound and tracing the letters. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Week 1, Day 3, in the READ Book, students touch the dots under each word as they read the sentence from left to right. Sentences for practice include, "I like apples and oranges." "I can go to the playground." and "I was at school." Pictures are used to represent apples, oranges, playground, and school. Students choose their favorite sentence and write it on the lines. On Day 4, students read the decodable passage, "Sam and Pam Nap." This decodable text includes practice with concepts of print and text features, including quotation marks, periods, and exclamation marks. The objective for Week 2 is matching sounds to letters in print. In the READ Book, students write the letters that stand for the sounds: /h/, /b/, /k/, /f/, /r/. On Days 2 and 3, students complete pages in the READ Book by matching pictures to the letter that stands for the initial sound. On Day 3, the students touch dots as they read the words from left to right. In addition, students work on the Phonemic Awareness skill of counting the words in a sentence. The teacher says a sentence, and students repeat the sentence. Then, they repeat the sentence and use their fingers to count the words they hear. In Week 8, Day 2, Phonemic Awareness, students match letters with sounds to build words. For example, the teacher says the sounds /b/ /a/ /ck/, and students write the word back on their whiteboards.</p>
	<p><b>Required *Indicator for grades K-1 only</b></p>	<p><b>Yes</b></p>	<p>Materials include systematic and explicit phonological awareness instruction within</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><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>each lesson. Specific Phonological Awareness lessons are provided each day. Students practice Phonemic Awareness by listening and repeating different words, sounds, or word parts. Skills include rhyming words, isolating sounds, adding or deleting phonemes, blending, and segmenting. Activities build on each other and increase in complexity as the weeks progress. For example, in Week 1, Day 1, Phonemic Awareness, the lesson focuses on Rhyme Recognition. The teacher says, “When words rhyme, we hear the same middle and final sounds. I will say two words. You will say the words back to me. Show me thumbs up if the words rhyme and thumbs down if they don’t rhyme.” Examples and pairs of rhyming words are provided and then practiced, such as the following: sad/mad, boot/pig, run/fun, pin/leap, rip/bag. Optional guidance is provided for teachers to help identify why words rhyme. For example, the teacher states, “Sad and mad rhyme because we hear the same middle and final sounds, -ad, in both words.” In Week 2, students listen for the first sound of a word and then isolate that sound and repeat it to the teacher, such as jacket, /j/, j). In Week 7, the teacher explains that rhyming words have the same middle and final sounds. The teacher then says two rhyming words and the students repeat the words, she, tree, and flea. In Week 9, Day 2, Phonemic Awareness, students complete several activities that provide systematic</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and explicit instruction. First, students produce words that rhyme with a word provided by the teacher. Words for rhyme production include meal, chive, and time. Then, students isolate initial phonemes. Students repeat a word the teacher provides and isolate the first sound. Words provided for initial phoneme isolation practice include slimy, flapping, grateful, stranger, and climate. Next, students blend phonemes provided by the teacher to blend the sounds into a word. The teacher provides an example, saying sounds, not letter names, and uses the Blending Hand Motion. Examples of phonemes included for blending practice include /th/ /ir/ /d/; /sh/ long /a/ /d/; /sh/ /ow/ /t/. Then, students repeat the words provided by the teacher and identify the middle/vowel sounds. During this week, students identify long vowel sounds. The teacher utilizes the Roller Coaster Hand Motion. Words provided for practice for Phoneme Isolation, Medial Sounds, include hope, real, might, cage, fuse, and maze. Students then segment words into phonemes and use the Segmenting Hand Motion. Words for segmentation practice include chop, white, this, thumb, sheep, and them. Students then add initial phonemes. The teacher says a word or word part for students to repeat, then indicates the sound to add at the beginning, and students say the new word. The teacher uses the Adding Hand Motion. For example, the teacher says -ut, add /w/,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>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	<p>and the student says the new word, what. Additional phonemic awareness activities on Day 2 include Deleting Initial Phonemes, Substituting Initial Phonemes, and Blending Phonemes.</p> <p>Materials provide systematic and explicit phonics instruction within each lesson and progress from simple to more complex sound-spelling patterns and word analysis skills. Specific Phonics lessons are provided each day. Examples requiring or encouraging three-cueing, MSV, or visual memory are not evident in the materials. According to the Scope and Sequence, Unit 1 begins with reviewing consonants and vowels in the first two weeks. Then in Weeks 3 and 4, short vowels with the VC and CVC pattern and endings with no spelling changes are taught. Unit 2 focuses on consonant digraphs, sh and ch, and inflected endings, -es and -ed. Unit 3 focuses on long vowels with CVCe, consonant blends, consonant clusters, and final consonant blends. Unit 4 focuses on r-controlled vowels and vowel teams. Finally, Unit 5 focuses on suffixes, prefixes, diphthongs, and complex vowel teams. The target skills for Unit 1, Week 4 include building, decoding, and spelling words with VC and CVC spelling patterns. On Day 1, in the READ Book, students read and write words with the CVC pattern, such as fox and mix. On Day 2, students match the picture</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>with the word, including the words fix, vet, and zip. On Day 4, students read the passage, "My Dog Pug." In Unit 5, Week 23, students identify, read, spell, and write words with the complex vowel team /oo/. On Day 1, in the READ Book, students circle pictures that have the /oo/ sound. Next, they read and write the words, soon and new. On Day 3, students complete sentences with words that have the /oo/ sound. On Day 4, students read words with /oo/, such as soon, zoo, and grew. Finally, students read the passage "New Boots." In Week 9, Day 1, the concept of a glued sound is introduced. The materials state that "a glued sound is one in which letters have their own sounds, but the sounds are hard to separate." The target skills include identifying words with the glued sounds /nk/ and /ink/. During instruction, the teacher states, "Last week we learned about the spelling rule that tells us when to double final consonants. We also learned that the consonant letter Q stands for the /kw/ sound and is always paired with the vowel u in a word. Today we are going to learn about a glued sound." and "We will work with the glued sounds /nk/ and /ink/. We will practice constructing, reading, and writing words with these sounds." The teacher displays the Glued Sounds Sound Poster and says, "Active readers group words together as if they were talking. They pay attention to punctuation and pause when they see a period, question mark, or exclamation mark.</p>

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			<p>Grouping words and pausing at punctuation can help us better understand what we are reading. As I read the story, pay careful attention to my phrasing and listen carefully for words that end with the glued /nk/ and /ink/." During the We Do portion of the lesson, students identify words from the Glued Sounds Sound Poster and the Sound Story that end with the /nk/ and /ink/ sounds. Words to identify include rink, thinks, pink, wink, drink, and think. Students then complete independent practice in their READ books. During the practice, students say the name of each picture, find the word that matches, and tap, read, and write the words, think and thank. Students also read sentences that include each word. In Week 25, Day 3, complex vowels are introduced. The teacher states, "Complex vowels are combinations of letters that stand for a unique vowel sound." The target skills include identifying, building, decoding, and spelling words with aw and au. During the I Do portion of the lesson, the teacher says, "Yesterday we worked with words that have the complex vowels <i>all</i> and <i>alk</i>. Today we are going to learn about two complex vowels that stand for the short /o/ vowel sound and are spelled with aw or au. Remember that complex vowels are a combination of letters that work together to stand for one unique vowel sound." The teacher displays the Complex Vowel Sound Poster and rereads the story from the day before. During the We Do portion of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lesson, students identify words from the Complex Vowels Sound Poster and the Sound Story that have the sound short o, /o/, spelled with aw or au. Words to identify include paw, paused, saw, draw, jaw, yawned, gawked, yawn, and caused.</p>
	<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>	<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. Materials provide opportunities for students to self-monitor to confirm or self-correct 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. Students develop instructional multisensory techniques, such as the Finger-Blending Strategy, which helps students read words. They say each sound in the word and blend them together using their fingers. For instance, if they see the word cat, they say /k/ /a/ /t/ while holding up a finger for each sound. Then, they close their fist when they say the complete word, cat. Students use this strategy when decoding and blending words. For example, in Week 18, students begin working with r-controlled vowels. On Day 1, students are introduced to the sound</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>/or/, spelled or. The lesson begins with a read-aloud of the Sound Story with students listening for the /or/ sound. Students then identify /or/ words from the story and proceed to use their Spell Tabs folders to build, segment, blend, and read words with the /or/ sound. The words built include for, horse, torn, worn, north, and short. This process is repeated on Day 3 when /ir/ and /ur/ are introduced to students. On Day 4, students use their Spell Tabs folders to construct and read words with the r-controlled vowels learned in previous lessons. Students then practice what they have learned about /or/, /ir/, and /ur/ to independently read the decodable connected text, "Baby Bird's First Flight." If students have difficulty reading the passage, students are encouraged to blend sounds to read words with r-controlled vowel spelling patterns. On Day 5, students reread the connected text again and also write a sentence answering a question about the story to demonstrate understanding. In Week 26, students identify, build, decode and spell words with diphthong, oi and oy. Words and sounds are reinforced as students read the decodable text, "The Boy Next Door." On Day 1, students are introduced to the diphthong, oi. Students identify words with the spelling pattern on the Diphthongs Sound Poster and Sound Story. Students then construct and read words with oi with their Spell Tabs Folders. On Day 2, students use their Spell Tabs</p>

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			<p>Folders again to construct words with the diphthong as well as use the Finger-Spelling Strategy to write dictated words. These processes are repeated on Days 3 and 4 with the diphthong oy. In addition, on Day 4, students read the decodable text, “The Boy Next Door.” If students have difficulty reading the story, the teacher models how children can recognize the diphthongs oi and oy to segment and blend the words on their own. On Day 5, students reread “The Boy Next Door” and complete the Weekly Check of skills learned that week. Students also have the opportunity to score their own Weekly Checks.</p>
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><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>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</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, which provides the opportunity for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The Video Learning Library includes a 57-minute webinar on utilizing Decodable Texts, which provides guidance in how instruction should look in the classroom. This information covers the application and use of decodable texts. The Fluency Instruction Guide notes, “Throughout the foundational skills instruction in Bridge to Reading, there is an intentional focus on reading connected text</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
	specific areas of appropriate <b>rate, expressiveness, and accuracy.</b>		accurately.” Activities included in the READ book provide practice with reading words, phrases, and sentences. Weekly Decodable Passages are included each week on Day 4. The materials focus on reading connected text to help build reading fluency. The program begins with instruction that focuses on reviewing letter names and sounds. Students apply their knowledge of letter sounds to read decodable passages in their READ Books starting at Week 1, Day 4. Then in Week 3, students begin learning new skills such as short vowels with the CVC and VC patterns. In addition to the decodable passages, the materials provide decodable books for each unit. According to the Fluency Instruction Guide, fluency instruction takes place during the I Do portion of the lessons. Students hear the story read aloud on Day 1. On Day 2, the teacher displays the Sound Story Text, which allows students to see the print as the teacher rereads the story. During the You Do instruction in the READ book, students have the opportunity to read words, phrases, sentences, and connected text passages to apply their knowledge of phonics and Red Words. The Decodable Passage is read for the first time on Day 4 and reread on Day 5. In addition, during Jump Out and Boost time, students can read the passages with a partner. The passages increase in length and complexity throughout the year. The Weekly Decodable Passages are used to monitor a student’s fluency. Teachers also use the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Fluency Checklist, included in the materials, to monitor students' reading behaviors. The Fluency Checklist measures various aspects of reading performance, including accuracy in decoding words and Red Words, phrasing with appropriate punctuation recognition, volume, stress, intonation, and reading rate. Methods for building reading fluency include the following: repeated oral reading, assisted reading through modeled reading, partner reading, and repeated oral reading. The materials include Decodable Books that are intended to support small-group reading instruction or independent practice. These texts provide a cumulative review of learned sound-spelling relationships and Red Words. The decodable readers develop students' ability to independently read connected texts. In Week 24, Day 4, students practice reading fluently with the decodable text, "A Good Book," focusing on complex vowels oo and ou as well as contractions that they have learned throughout the week. Students are directed to pay attention to how their voice rises and falls as they read. As students read individually, the teacher monitors, making note of students that have difficulty reading the text individually or with proper intonation. Guidance for students who have difficulty states for the teacher to assign partners and have students reread the text accurately. If students still have difficulty, the teacher reads aloud the first two lines and have children echo read. In Week 34, Day 4, students read the decodable text,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“The New Kid,” focusing on short and long vowels, vowel teams, and r-controlled vowels. Students focus on “reading the story like they are talking to a friend.” During this week, there is a Fluency Check for teachers to administer using the Fluency Check List. Guidance for students who have difficulty reading the text individually states, “read aloud the first three lines with prosody and have children echo read.”</p>
	<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>	<p><b>Yes</b></p>	<p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. Materials include multisensory instructional strategies that help students decode and encode words. Some instructional routines used throughout instruction are as follows: Constructing and Reading Words, Spell Tab Folders, Finger Blending, Finger Spelling, and Sky Writing. During the Construct and Read Words Strategy, the teacher uses word construction cards to model building words with letters and then blending the sounds together to read the word. During the We Do part of the lesson, students work with the teacher to build and blend words with their Spell Tabs Folders and the Finger-Blending Strategy. Students say each sound and then blend the sounds with their fingers to read the word. For example, the teacher</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>says the word plane. Then students repeat the word and match the letters to the sounds by writing the word on a whiteboard. Students use the Finger-Spelling Strategy to help write and spell words after they segment a spoken word into sounds. Students say the word, and then separate the word into the sounds they hear while holding up one finger for each of the sounds. Finally, students match the sounds to letters in print. The word study instructional strategies include various techniques such as constructing and reading words with Word Construction Cards, utilizing Spell Tabs Folders for hands-on word building, employing finger-blending and Finger-Spelling Strategies for decoding and spelling words, engaging in multisensory skywriting exercises for letter formation, and integrating Red Word Cards to reinforce high-frequency words with the sound-spelling relationship. Additionally, the program incorporates Sound Posters and Sound Stories to introduce new sound-spelling relationships, Sound Wall Cards for correct sound articulation guidance, and Decodable Books for small group reading instruction and independent practice, all aimed at enhancing children's reading fluency, decoding skills, and comprehension abilities through systematic instruction and practice. For example, in Week 20, students' Target Skills include identifying words with long e vowel teams as well as building, decoding, and spelling words with the vowel</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teams, ea and ee. On Day 1, students examine the Vowel Teams Sound Poster and listen to the Long e Sound Story, identifying words that have vowel teams, ea and ee. The Teacher introduces students to the Word Construction Cards, ee and ea, and students use the Finger-Blending strategy to segment and blend the following words: keep, clean, green, bean, sleep, sheep, treat, and eat. On Day 2, students use the Word Construction Cards and Spell Tabs to build words with ee and ea, such as sleep, sheet, lean, and bean. Students also use the Finger-Spelling Strategy to spell dictated words, including sleep, sheep, clean, and steam. On Days 3 and 4 this process is repeated with the vowel team, ey, and on Day 5, students demonstrate their understanding of ee, ea, and ey.</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. The teacher assesses students weekly on their ability to apply phonemic awareness and on the phonics skills taught during the week. Teachers administer Weekly Checks each week, which provide the teacher with a quick check of students’ learning with a</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>specific focus on the phonics concepts and Red Words taught during the week. During the Weekly Checks, students spell Red Words and write two sentences. Weekly Checks are conducted on Day 5 of each week in the READ Book to assess students' progress quickly and efficiently in applying phonemic awareness and phonics knowledge to spelling words using sound-spelling relationships and Red Words taught that week. These checks target weekly sound-spelling relationships and Red Words and are conducted in a whole group setting with flexibility for differentiation to accommodate diverse learner needs. Teachers record scores on the Weekly Word Check Recording Sheet and use the information to guide their instruction. Teachers utilize the Weekly Word Check Recording Sheet to document assessment data, enabling tracking of class progress and informing targeted small group instruction or reteaching strategies based on individual student needs. Weekly Checks include Next Steps and Guidance for instruction. For example, if a child spells 1-3 words correctly, example Next Steps include the following: "Provide small group instruction using the Boost activities to reinforce the taught phonics concept" and "Monitor and support children with the READ book pages in a small group." In addition, teachers monitor students' ability to segment and blend words each day during phonemic awareness instruction. An Assessment Guide provides</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>information regarding fluency. The materials include Beginning, Middle, and End of the Year Phonics Assessments as well as a Phonemic Awareness Assessment. The guidance states that these “assessments can be used to analyze children’s knowledge of letters and sounds through spelling. The results can be used to inform instruction for reteaching, small groups, and/or intervention.” The data gathered from these assessments as well as any other universal reading assessment can be combined for placement of students. Progress monitoring forms and Phonemic Awareness Corrective Feedback Guide are also available. Additionally, the materials provide scoring guidelines and next steps that teachers can use to inform instruction after students take the assessments.</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 program integrates phonemic awareness and phonics instruction through daily lessons with frequent opportunities for assessment, differentiation, and independent practice within a scaffolded instructional model (I Do, We Do, You Do). The materials include a Foundational Skills Scope and Sequence that includes the phonological and phonemic awareness skills, phonics concepts, Red Words, decodable passages, and decodable books for each week. The materials provide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>scripted daily lessons with links to interactive online resources. Each lesson begins with an overview of the concept and target skills, as well as a list of materials needed. Lessons follow a similar structure throughout and include the following: Jump In, I Do, We Do, You Do, Jump Out, and Differentiated Instruction through Boosts and Expands. On Day 5 of each week, the Weekly Check takes the place of the Jump Out and provides the opportunity for students to demonstrate understanding of the weekly sound-spelling concepts and Red Words. Additionally, on Day 5 in the last week of each unit, students practice with Decodable Books to reinforce the sound-spelling relationships and Red Words. Through the online platform, teachers can access all of the materials components such as the lessons, a digital decodable library, downloadable resources, and assessments. The teacher materials list and explain the Multisensory instructional strategies utilized in the lessons, such as Construct and Read Words Strategy with Word Construction Cards and Spell Tab folders, Finger-Blending and Finger-Spelling Strategies, and Skywriting. Additional resources, such as On-Demand PD, the Video Learning Library, and Sound Wall Instructional Strategies, provide guidance and information for teachers to utilize the materials efficiently.</p>
Section III. Additional Criteria of Superior Quality			



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	N/A	Not applicable to this review.
	<p><b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	N/A	Not applicable to this review.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	N/A	Not applicable to this review.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>	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
<input type="checkbox"/> Yes <input type="checkbox"/> No	<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.
<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	<b>Required</b> <b>7a) Materials use varied modes of assessment</b> , including a range of pre-, formative, summative, and self-assessment measures.	N/A	Not applicable to this review.
	<b>Required</b> <b>7b) Materials assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p><b>Required</b> <b>7c) Aligned 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) Measurement of progress via assessments include gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	N/A	Not applicable to this review.
	<p><b>7e) Materials assess student proficiency using methods that are 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) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with 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) Materials 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) Materials include 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) Materials provide additional supports for expressing understanding through formal discussion and writing</b></p>	N/A	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>		
	<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 opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>	N/A	Not applicable to this review.
	<p><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.</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
<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	N/A	Not applicable to this review.
	2. Text-Dependent Questions	N/A	Not applicable to this review.
	3. Coherence of Tasks	N/A	Not applicable to this review.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>16</sup></b>	4. Foundational Skills <sup>17</sup>	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide 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

<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>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>
<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.

<sup>18</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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><u>Tier 1, Exemplifies quality</u></b>			

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: **Bridge to Reading (Foundational Skills Only)**

Grade: **2**

Publisher: **Literacy Resources, LLC dba Heggerty**

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>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>

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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 standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. The materials provide a Scope and Sequence within the Digital Curriculum, available on the home screen of the digital platform. The scope and sequence is provided as a download and outlines Phonological &amp; Phonemic Awareness, Fluency, Phonics Concepts, Red Words, and Decodable Text, broken down by Book, Unit, and Week. For example, during Week 2, Day 1, Phonemic Awareness focuses on Isolating and substituting the initial sound in words, blending phonemes, and segmenting phonemes. During the</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>blending portion of the lesson, the teacher says three sounds and the students say the word by blending the sounds together. For instance, the teacher says, /f/ /i/ /l/, and students say, <i>fill</i>. This process is repeated for the words, <i>mess</i> and <i>lock</i>. During the Substituting Initial Phonemes portion of the lesson, the teacher says a word, and the students repeat the word. Then the teacher changes the initial phoneme, and the students say the new word. For example, the teacher says the word, <i>back</i>, students say the word, <i>back</i>, and then the teacher changes the initial /b/ to /p/ and the students say the word, <i>pack</i>. This process is repeated for the words: <i>fog/dog</i>, <i>mix/six</i>, <i>joke/poke</i>. In Week 5, Day 1, Phonemic Awareness, the focus is Blending Phonemes. The teacher says three or four sounds, and students blend the sounds into a word. Sounds for blending practice into words include <i>cape</i>, <i>ride</i>, <i>bone</i>, <i>tune</i>, <i>date</i>, and <i>hope</i>. Other Phonemic Awareness activities in this lesson include substituting final phonemes, matching letters (graphemes) to the sounds (phonemes), and blending phonemes. Phonemic Awareness lessons continue daily until Week 12. Week 12 is the final week of activities specifically for Phonemic Awareness. In Week 12, the target skills for phonemic awareness include Blending 4-Phonemes, Segmenting words into 4-Phonemes, Add, Delete, and Substitute Phonemes within words. Phonics target skills include identifying words with</p>

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			the complex vowel, oo, such as in hook and stood. In addition, students read and write the Red Words good and during. In Week 12, Days 1-5, students blend phonemes, segment words into phonemes, substitute vowels, and match letters (graphemes) to the sounds (phonemes) to spell words. On Day 3, Students use their READ Book to practice target skills. During one activity, students use a word with the complex vowel, oo, to complete a sentence. On Day 4, students read the passage, “A Book Nook.”
	<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).	N/A	Not applicable to this grade level.
	<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).	N/A	Not applicable to this grade level.
	<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.	Yes	Materials provide systematic and explicit phonics instruction within each lesson and progress from simple to more complex sound-spelling patterns and word analysis skills. Specific Phonics lessons are provided each day. Examples requiring or encouraging three-cueing, MSV, or visual memory are not evident in the materials. Unit 1 begins with reviewing short vowels, CVC, CCVC, endings

<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>-es, -s, -ing, -ed with no spelling changes, consonant blends, and closed syllable division. Unit 2 focuses on long vowels and r controlled vowels. Units 3 and 4 focus on complex vowels, compound words, diphthongs, syllable division, and contractions. Finally, Units 5 and 6 focus on suffixes, prefixes, and final stable syllables. In Week 2, the concept of a syllable being a word or part of a word having one vowel sound is introduced. The target skills include identifying words with short vowels, /e/, /u/, and final consonants, -ss and -ll; building, decoding, and spelling words with short vowels, e, u, and final consonants, -ss and -ll; and reading and spelling Red Words, <i>tell</i> and <i>well</i>. The teacher says, "Today, we will work with words with the vowels e and u." The teacher displays the Word Construction Cards e, u, and then states, "Remember that vowels can stand for more than one sound, but today we will focus on just the short vowel sounds for e and u: /e/ as in egg, and /u/ as in up. We will also work with some double consonants that are at the ends of words: -ss and -ll." The teacher also displays the Word Construction Cards ss, ll, and states, "These double consonants stand for the same sound as the single consonant: /s/ and /l/. We will also look at smaller word parts, or syllables, in words." The teacher displays the Double Consonants Sound Poster and the Sound Story and then states, "As I read a story, listen for words with short vowel sounds /e/ and /u/. Also, listen for</p>

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			<p>words that end in the sounds /s/ and //.</p> <p>These words may have final double consonants.” During the We Do portion of the lesson, students identify words from the Double Consonants Sound Poster and the Sound Story that have the short /e/ and /u/ sounds. Words to identify include next, bed, dress, eggs, as well as, stuff, cuff, buzz, and fuzz. Words with double letters -ss and -ll include mess, class, glass, dress, Jill, will, tall, hill, smell, and tell. The target skills for Unit 2, Week 6 include building, decoding, and spelling words with the long /o/ sound, CVCe, and CCVCe patterns. On Day 1, in the READ Book, students look at a picture and identify the word to match the picture. Words include house, stove, and nose. On Day 2, students complete sentences with CVCe and CCVCe spelling patterns. The teacher guides students to identify words with long /e/ and /u/ sounds in the Sound Story of the day. Students then examine the words, Pete and these, noticing that they both have a CVCe and CCVCe pattern. The teacher models using Word Construction Cards to build the word, cute, as students use their own Spell Tabs to create the word. Students then segment and blend the word. This process is repeated with the words, cube, prune, June, and tune. On Day 4, students use what they have learned about CVCe and CCVe words to read the passage, “The Missing Garden Hose” and answer questions prompted by the teacher. In Unit 5, Week 25, students identify, read, spell,</p>



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			<p>and write words with the prefixes un- and re-. On Day 1, in the READ Book, students complete sentences. On Day 3, students complete sentences within a passage. Day 4, students read the passage “The Science Fair.” In Week 25, Day 1, the concept of a prefix is introduced. The teacher says, “Last week, we worked with the suffixes -ful and -less. Remember that a suffix is a word part that is added to the end of a word to change its meaning. This week, we will work with prefixes. Today, we will focus on adding the prefixes un- and re- to words. The prefix un- means ‘not’ or ‘the opposite of,’ and the prefix re- means ‘again’ or ‘back.’” The teacher displays the Prefixes Sound Poster as students listen for the prefixes. During the We Do portion of the lesson, students identify words with prefixes, un- and re-, from the Prefixes Sound Poster and the Sound Story. Words students identify include unaware, unusual, unkind, unusual, renew, reread, return, and reacts. Students also use their Syllable Boards to build and read multisyllabic words. Students build the words, undo, redo, and reheat, identifying what each word means as well. During the You Do portion of the lesson, students complete pages 18 and 19 in their READ book, circling the word with a prefix that completes each sentence. During the Jump Out section of the lesson, students make a list of words that begin with the prefixes, un- and re-, on the board.</p>

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	<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>	<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. Materials provide opportunities for students to self-monitor to confirm or self-correct 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. Students develop instructional multisensory techniques, such as the Finger-Blending Strategy, which helps students read words. They say each sound in the word and blend them together using their fingers. For instance, if they see the word, cat, they say /k/ /a/ /t/ while holding up a finger for each sound. Then they close their fist when they say the complete word, cat. Students use this strategy when decoding and blending words. For example, in Week 16, students focus on dividing, building, decoding, and spelling multisyllabic words. On Day 1, the teacher displays the Syllable Division Sound Poster and the Sound Story. After reading the Sound Story, students work to identify words that have the Consonant + le pattern. Once the words, rumbles, fiddle, giggle, nibble, and mumbles, are identified,</p>

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

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			<p>students work together along with the teacher to blend the syllables and read the words. From there, students use the Word Construction Cards, Finger-Blending Strategy, and Spell Tabs to spell and blend Consonant + le words, including nibble, juggle, and sniffle. Students complete a page in their READ Book, drawing a line to connect two syllables to make a Consonant +le word. Students repeat this same process on Days 2 and 3. On Day 4, students are introduced to and read the decodable Connected Text, “The Doodle Contest”. On Day 5, students reread “The Doodle Contest” and answer a prompt about the story to demonstrate understanding. If students have difficulty reading the story, they are encouraged to self-correct by identifying and recognizing the patterns in multisyllabic words and then blending the sounds together to read the words. In Week 9, students identify, build, decode, and spell words with the r-controlled vowels. ar and er. Day 1, students identify words from the r-Controlled Vowels Sound Poster and Sound story that have the /ar/ sound. Students use their Spell Tabs to construct words to read with ar. On Day 2, students use the same process with the r-controlled vowel, /er/. On Day 3, students build and decode multisyllabic words with the r-controlled vowels, ar and er. On Day 4, students are introduced to the decodable text, “What is a Star?” If students have difficulty reading the story on their own,</p>

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	<p><b>Required *Indicator for grades K-5 only</b></p> <p><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>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>	Yes	<p>teachers model how students identify and recognize r-controlled vowel sounds and patterns in multisyllabic words in order for them to self-correct on their own.</p> <p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included which provides the opportunity for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The Video Learning Library includes a 57-minute webinar on utilizing Decodable Texts which provides guidance in how instruction should look in the classroom. This information covers the application and use of decodable texts. The Fluency Instruction Guide notes “Throughout the foundational skills instruction in Bridge to Reading, there is an intentional focus on reading connected text accurately.” Activities included in the READ book provide practice with reading words, phrases, and sentences. Weekly Decodable Passages are included each week on Day 4. The materials focus on reading connected text to help build reading fluency. The program begins with instruction that focuses on reviewing short vowels, consonant blends, and digraphs in Unit 1. Students apply their knowledge of the skills to read decodable passages which can be found in</p>

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

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			<p>their READ Books starting at Week 1. Then, in Unit 2, students begin learning about long vowels and r controlled vowels. Unit 3 focuses on complex vowels and diphthongs. According to the Fluency Instruction Guide, fluency instruction takes place during the I Do portion of the lessons. Students hear the story read aloud on Day 1. On Day 2, the teacher displays the Sound Story Text which allows students to see the print as the teacher rereads the story. During the You Do instruction in the READ book, students have the opportunity to read words, phrases, sentences, and connected text passages to apply their knowledge of phonics and Red Words. The decodable passage is read for the first time on Day 4 and reread on Day 5. In addition, during Jump Out and Boost time, students read the passages with a partner. The passages increase in length and complexity throughout the year. The weekly decodable passages are used to monitor a student’s fluency. Teachers use the Fluency Checklist, included in the materials, to monitor student reading behaviors. Methods for building reading fluency include, repeated oral reading, assisted reading through modeled reading, partner reading, and repeated oral reading. Teachers use the weekly decodable passage to measure a child’s fluency. The Fluency Checklist measures various aspects of reading performance, including accuracy in decoding words and Red Words, phrasing with appropriate punctuation recognition,</p>

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			<p>volume, stress, intonation, and reading rate. The materials include Decodable Books that are intended to support small-group reading instruction or independent practice. These texts provide a cumulative review of learned sound-spelling relationships and Red Words. The decodable readers develop students' ability to independently read connected texts. In Week 11, Day 4, students engage with the decodable text, "The Newborn Moose," focusing on complex vowels they have learned throughout the week. As students read, the teacher monitors, identifying students that have difficulty reading the text individually at an appropriate rate. Guidance for students who have difficulty states for the teacher to, "Model reading the first three lines for children, using an appropriate reading rate that is not too fast or too slow. Then have children echo read the same lines." THIS guidance provides the opportunity for students to reread the text accurately. In Week 14, Day 4, students read the decodable text, "Going Out of Town," focusing on diphthongs, which they have studied throughout the week. The teachers directs students to pay attention to the volume of their voice as they read, stressing certain words to show important they are. During this week, there is Fluency Check for teachers to administer using the Fluency Checklist. Guidance for students who have difficulty reading the text individually states, "Have children echo read the first four lines</p>

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	<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	<p>of the story with you, using appropriate voice volume.”</p> <p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. Materials include multisensory instructional strategies that help students decode and encode words. Some instructional routines used throughout instruction are as follows: Constructing and reading words, Spell Tab Folders, Finger Blending, Finger Spelling, and Sky Writing. During the Construct and Read Words Strategy, the teacher uses word construction cards to model building words with letters and then blending the sounds together to read the word. During the We Do part of the lesson, students work with the teacher to build and blend words with their Spell Tabs Folders and the Finger-Blending Strategy. Students say each sound and then blend the sounds with their fingers to read the word. For example, the teacher says the word plane. Then students repeat the word and match the letters to the sounds by writing the word on a whiteboard. Finger-Spelling Strategy is used to help children write and spell words after they segment a spoken word into sounds.</p>

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			<p>Students say the word, and then separate the word into the sounds they hear while holding up one finger for each of the sounds. Finally, students match the sounds to letters in print. The word study instructional strategies include various techniques such as constructing and reading words with Word Construction Cards, utilizing Spell Tabs Folders for hands-on word building, employing finger-blending and Finger-Spelling Strategies for decoding and spelling words, engaging in multisensory skywriting exercises for letter formation, and integrating Red Word Cards to reinforce high-frequency words with the sound-spelling relationship. Additionally, the program incorporates Sound Posters and Sound Stories to introduce new sound-spelling relationships, Sound Wall Cards for correct sound articulation guidance, and Decodable Books for small group reading instruction and independent practice, all aimed at enhancing children's reading fluency, decoding skills, and comprehension abilities through systematic instruction and practice. For example, Week 28 Target Skills include recognizing and using prefixes and suffixes and building, decoding, and spelling three-syllable words with prefixes and suffixes. On Day 1, the teacher displays the Prefixes and Suffixes Sound Posters as well as a Sound Story. After the read-aloud, students identify some of the words with prefixes and suffixes from the Sound Story. Students use their Syllable Boards to divide</p>



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			and read three-syllable words. The routine begins with the teacher displaying the root word, treat, then adding the prefix, mis-, and then adding the ending, -ed. Students read the multisyllabic word together. This procedure is repeated with the words, unhappiest and reminded. The same process is used on Days 2-5, and on Days 4 and 5, students practice what they have learned about reading multisyllabic words by reading the decodable passage, “The Shiniest Bike.”
	<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>	Yes	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. Students are assessed weekly on their ability to apply phonemic awareness and phonics skills taught during the week. Weekly Checks are administered each week and provide the teacher with a quick check of students’ learning with a specific focus on the phonics concepts and Red Words taught during the week. During the Weekly Checks, students spell Red Words and write two sentences. Weekly Checks are conducted on Day 5 of each week in the READ Book to assess students’ progress quickly and efficiently in applying phonemic awareness and phonics knowledge to spelling words using sound-

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

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			<p>spelling relationships and Red Words taught that week. These checks target weekly sound-spelling relationships and Red Words and are conducted in a whole group setting with flexibility for differentiation to accommodate diverse learner needs. Teachers record scores on the Weekly Word Check Recording Sheet and use the information to guide their instruction. Teachers utilize the Weekly Word Check Recording Sheet to document assessment data, enabling tracking of class progress and informing targeted small group instruction or reteaching strategies based on individual student needs. Weekly Checks include Next Steps and Guidance for instruction. For example, if a child spells 1-3 words correctly, example Next Steps include the following: "Use Sound Wall cards or letter cards to review letter sounds that are difficult (i.e. r-controlled vowels)" and "Use the Spell Tabs and digital blending board to support instruction for the phoneme-grapheme connection and phonics lessons." In addition, teachers monitor students' ability to segment and blend words each day during phonemic awareness instruction. An Assessment Guide provides information regarding fluency. The materials include Beginning, Middle, and End of the Year Phonics Assessments as well as a Phonemic Awareness Assessment. The guidance states that these "assessments can be used to analyze children's knowledge of letters and sounds through spelling. The results can be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			used to inform instruction for reteaching, small groups, and/or intervention.” The data gathered from these assessments as well as any other universal reading assessment can be combined for placement of students. Progress monitoring forms and Phonemic Awareness Corrective Feedback Guide are also available. Additionally, the materials provide scoring guidelines and next steps that teachers can use to inform instruction after students take the assessments.
	<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>	Yes	<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 integrates phonemic awareness and phonics instruction through daily lessons with frequent opportunities for assessment, differentiation, and independent practice within a scaffolded instructional model (I Do, We Do, You Do). The materials include a Foundational Skills Scope and Sequence that includes the phonological and phonemic awareness skills, phonics concepts, Red Words, decodable passages, and decodable books for each week. The materials provide scripted daily lessons with links to interactive online resources. Each lesson begins with an overview of the concept and target skills, as well as a list of materials needed. Lessons are structured similarly throughout and include the following: Jump In, I Do, We Do, You Do, Jump Out, and Differentiated Instruction through Boosts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and Expands. On Day 5 of each week, the Weekly Check takes the place of the Jump Out and provides the opportunity for students to demonstrate understanding of the weekly sound-spelling concepts and Red Words. Additionally, on Day 5 in the last week of each unit, Decodable Books are used to reinforce the sound-spelling relationships and Red Words. Through the online platform, teachers can access all of the materials components such as the lessons, a digital decodable library, downloadable resources, and assessments. The teacher materials list and explain Multisensory instructional strategies utilized in the lessons, such as Construct and Read Words Strategy with Word Construction Cards and Spell Tab folders, Finger-Blending and Finger-Spelling Strategies, and Skywriting. Additional resources, such as On-Demand PD, the Video Learning Library, and Sound Wall Instructional Strategies, provide guidance and information for teachers to utilize the materials efficiently.</p>
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9,</a></p>	<p><b>Required</b> <b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> </ul>	<b>N/A</b>	Not applicable to this review.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><a href="#">and RL.10/RI.10 across grade levels.</a></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		
	<p><b>Required 5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	N/A	Not applicable to this review.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	N/A	Not applicable to this review.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required 6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>	N/A	Not applicable to this review.
	<p><b>Required *Indicator for grades 3-12 only 6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	Not applicable to this review.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	The reading selections are centrally located within the materials and the center of focus.		
	<b>Required 8f)</b> Support for 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 opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.	<b>N/A</b>	Not applicable to this review.
	<b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	<b>N/A</b>	Not applicable to this review.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Yes/No</b>	<b>Final Justification/Comments</b>

<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
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>15</sup></b>	1. Quality of Texts	N/A	Not applicable to this review.
	2. Text-Dependent Questions	N/A	Not applicable to this review.
	3. Coherence of Tasks	N/A	Not applicable to this review.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>16</sup></b>	4. Foundational Skills <sup>17</sup>	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Materials provide opportunities and practice for students to master grade-appropriate high-frequency irregular words using multisensory techniques. Resources and/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

<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
			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.
<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.

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 ECE and grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.