LOUISIANA DEPARTMENT OF EDUCATION

## Office of Teaching and Learning

# ELA K-12 Louisiana Student Standards Review: K-5 ELA

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA standards will be effective beginning with the 2027-2028 school year. As part of the Louisiana Department of Education (LDOE)'s support for a seamless transition to these new standards, the LDOE identified the major changes in the standards and their potential impact on criteria used to review instructional materials.

Title: **Wonders**

Grade: **K-5**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

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

This English Language Arts review has been examined for the following major shifts in alignment resulting from the 2026 Louisiana Student Standards Review:

- **Foundational Skills**: Print concepts in Grades K-2 (RF.1), Phonological Awareness in Grade K (RF.2), and Phonics and Word Recognition in Grade 3 (RF.3)
- **Writing**: Multi-paragraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 4:** Indicator 4a (K-5), Indicator 4b (K-2), Indicator 4c (K), Indicator 4d (K-3), and Indicator 4h (K-5)
- **Criterion 6:** Indicator 6a (3-12), Indicator 6b (3-12), and Indicator 6c (3-12)

Beginning in June 2027, **this review will no longer be considered Tier 1**. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that system curriculum staff, school leaders, and teachers consider these findings when using these instructional materials.

**Non-Negotiable Criterion 4. FOUNDATIONAL SKILLS:**
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in 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. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)

| Indicator | Currently in the Rubric | Alignment Review | Impact of Review |
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| **Required**<br>***Indicator for grades K-5 only**<br>**4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | This program is currently reviewed as "Yes" for this criterion because the materials provide and follow a logical, standards-aligned sequence of foundational skills instruction that progresses from simple to complex to support learning objectives. Initial units establish early phonological awareness through rhyming routines in classic nursery rhymes, before advancing to phoneme blending and explicit sound-spelling introductions. | Aligns | Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.<br><br>**Foundational Skills Time Allotment**<br>In Kindergarten and Grade 1, the materials align with standard expectations by dedicating explicit, daily time blocks to foundational skill development. Kindergarten instruction utilizes 25 to 40 minutes daily during introductory modules, expanding to 55 minutes of foundational coverage across primary modules through 10 minutes of oral language, 20 minutes of listening comprehension with embedded print concepts and modeled fluency, 15 minutes of phonics and irregular word study, and 5 minutes of explicit handwriting practice. Grade 1 maintains a consistent 20- to 30-minute daily core window divided among 5 minutes of print concepts, 5 minutes of phonological and phonemic awareness, and 15 minutes of phonics application. In Grade 2, foundational skills instruction begins in the first half of the unit, allocating 30 minutes on Day 1, 10 minutes on Day 2, 20 minutes on Day 3, 10 minutes on Day 4, and 15 minutes on Day 5. The second half of the unit maintains this balanced pacing, providing |

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| | | | 35 minutes on Day 6, 10 minutes on Day 7, 20 minutes on Day 8, 30 minutes on Day 9, and 15 minutes on Day 10. |
| **Required**<br>***Indicator for grades K-1 only**<br>**4b)** Materials provide grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence). | This program is currently reviewed as "Yes" for this criterion because the materials provide clear, step-by-step instruction and practice in basic print concepts while showing students that reading gives meaning to text. Across all units, lessons expose students to the main features of books and written language using a wide variety of reading materials, such as shared texts, big books, and student workbooks. Students build print awareness through a clear progression of skills. Early lessons focus on fundamental book-handling habits, including holding a book right-side up, turning pages correctly, and tracking print from left to right across a page. As instruction continues, lessons explicitly teach directionality, how to move from the end of one line to the start of the next, spacing between words, and recognizing that sentences are made up of individual words. To support independence, the materials | Aligns | Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. |

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| | also include student checklists that help learners check their own understanding of book features, page progression, and word boundaries. | | |
| **Required**<br>***Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | This program is currently reviewed as "Yes" for this criterion because the materials provide systematic and explicit phonological awareness instruction that follows a clear, developmental progression across all units. Instruction begins by laying a foundation in larger spoken sound units. As instruction advances, lessons transition explicitly from broader oral language awareness to fine-grained phonemic awareness, focusing directly on individual speech sounds. Students systematically practice isolating target initial, medial, and final sounds, identifying alliteration, and applying sound-blending routines to form single-syllable words. Through structured teacher modeling, active listening routines, and multi-sensory guided practice, the materials ensure students build the foundational auditory processing and sound- | Aligns | Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. |

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| | manipulation skills necessary for reading success. | | |
| **Required**<br>***Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g., sounds, words, sentences, reading within text) | This program is currently reviewed as "Yes" for this criterion because the materials provide systematic and explicit phonics instruction that progresses from simple sound-symbol associations to more complex word-analysis skills. Through repeated teacher modeling and multi-sensory routines, students consistently hear, say, write, and read sound-spelling patterns using a wide variety of tools, including interactive digital lessons, phonics videos, games, response boards, and targeted readers. | Does Not Align | Materials do not align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.<br><br>**Standards Misalignment**<br>The evidence shows misalignment with the indicator because the materials direct teachers to rely on visual memorization for high-frequency irregular words rather than explicit sound–spelling mapping. Within the Start Smart Teacher's Edition, teachers have students memorize the words by sight and say them quickly without analyzing their sounds. The materials omit the explicit instruction required for students to map phonemes to graphemes. While the materials include a brief sentence pointing out sound–spelling patterns during spelling tasks, this is detached from reading instruction, creating a system where regular words are sounded out, and irregular words are memorized as whole visual units. |
| **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and | This program is currently reviewed as "Yes" for this criterion because the materials provide instruction and practice in word study, structural analysis, decoding, and encoding to build reading proficiency. Daily whole-group and small-group routines | Does Not Align | Materials do not align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.<br><br>**Standards Misalignment**<br>Encoding instruction is minimal, infrequent, and relies on memorization rather than explicit sound-spelling rules. In Kindergarten, combined |

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| 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*<br>• 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. | combine modeling, review, and feedback to ensure students master sound-symbol connections and syllabication rules. | | reading and spelling practice is limited to 10 minutes per week, with no spelling practice in the introductory unit. In Grade 2, core spelling instruction occurs on only 3 of 10 days, with the remaining activities assigned to optional small-group instruction. When spelling is included, instruction focuses on word repetition, copying, and sorting rather than explaining the underlying spelling rules for target sounds. The activities typically last 5 minutes or are embedded in general writing prompts, omitting daily, direct instruction in translating spoken sounds to print. |

**Additional Criterion 6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:**
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.

| Indicator | Currently in the Rubric | Alignment Review | Impact of Review |
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| **Required**<br>**6a)** Materials include a **variety of opportunities** for students to | See EdReports for more information. | Aligns | Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. |

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| 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. | | | |
| **Required**<br>***Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | See EdReports for more information. | Aligns | Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. |
| **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** | See EdReports for more information. | Aligns | Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. |

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| (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.<br>● As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>● In grades 3-12, tasks may include blended modes (e.g., analytical writing). | | | |

# Publisher Response

## 2026 Standards Alignment
## Cover Page Review



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Grade: **K-5**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

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

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- **Foundational Skills**: Print concepts in Grades K-2 (RF.1), Phonological Awareness in Grade K (RF.2), and Phonics and Word Recognition in Grade 3 (RF.3)
- **Writing**: Multi-paragraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

- **Criterion 4:** Indicator 4a (K-5), Indicator 4b (K-2), Indicator 4c (K), Indicator 4d (K-3), and Indicator 4h (K-5)
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**Non-Negotiable Criterion 4. FOUNDATIONAL SKILLS:**
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program).

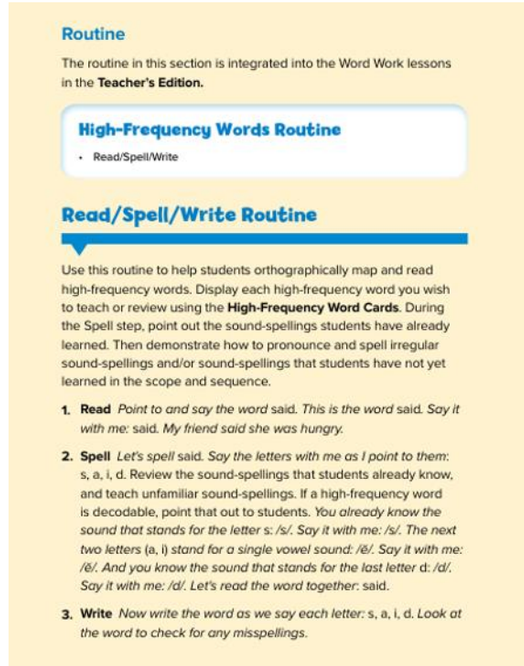
| Indicator | Currently in the Rubric | Alignment Review | Impact of Review | Publisher's Response |
|---|---|---|---|---|
| **Required**<br>***Indicator for grades K-5 only**<br>**4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | This program is currently reviewed as "Yes" for this criterion because the materials provide and follow a logical, standards-aligned sequence of foundational skills instruction that progresses from simple to complex to support learning objectives. Initial units establish early phonological awareness through rhyming routines in classic nursery rhymes, before advancing to phoneme blending and explicit sound-spelling introductions. | Aligns | Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.<br><br>**Foundational Skills Time Allotment**<br>In Kindergarten and Grade 1, the materials align with standard expectations by dedicating explicit, daily time blocks to foundational skill development. Kindergarten instruction utilizes 25 to 40 minutes daily during introductory modules, expanding to 55 minutes of foundational coverage across primary modules through 10 minutes of oral language, 20 minutes of listening comprehension with embedded print concepts and modeled fluency, 15 minutes of phonics and irregular word study, and 5 minutes of explicit handwriting practice. Grade 1 maintains a consistent 20- to 30-minute daily core window divided among 5 minutes of print concepts, 5 minutes of phonological and phonemic awareness, and 15 minutes of phonics application. In Grade 2, foundational skills instruction begins in the first half of the unit, allocating 30 minutes on Day 1, 10 minutes on Day 2, 20 minutes on Day 3, 10 minutes on Day 4, and 15 minutes on Day 5. The second half of the unit maintains this balanced pacing, providing 35 minutes on Day 6, 10 minutes on Day 7, 20 | |

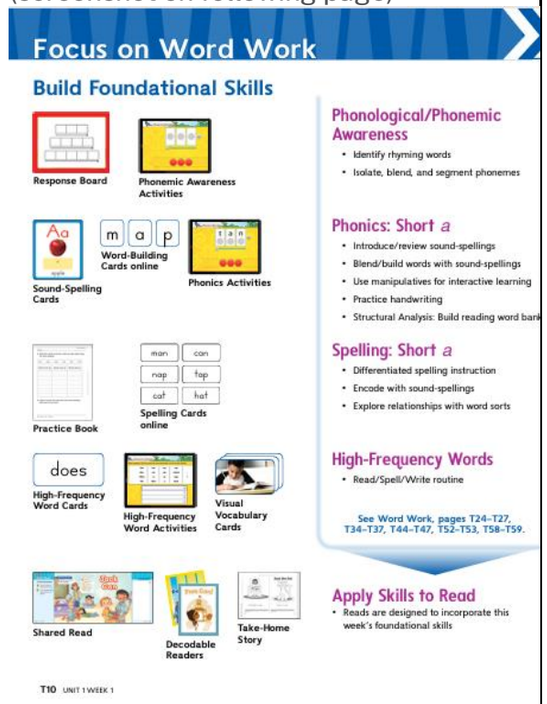
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| | | | minutes on Day 8, 30 minutes on Day 9, and 15 minutes on Day 10. | |
| **Required**<br>***Indicator for grades K-1 only**<br>**4b)** Materials provide grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence). | This program is currently reviewed as "Yes" for this criterion because the materials provide clear, step-by-step instruction and practice in basic print concepts while showing students that reading gives meaning to text. Across all units, lessons expose students to the main features of books and written language using a wide variety of reading materials, such as shared texts, big books, and student workbooks. Students build print awareness through a clear progression of skills. Early lessons focus on fundamental book-handling habits, including holding a book right-side up, turning pages correctly, and tracking print from left to right across a page. As instruction continues, lessons explicitly teach directionality, how to move from the end of one line to the start of the next, spacing between words, and recognizing that sentences are made up of individual words. To support independence, the materials also include student checklists | Aligns | Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. | |

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| | that help learners check their own understanding of book features, page progression, and word boundaries. | | | |
| **Required**<br>***Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | This program is currently reviewed as "Yes" for this criterion because the materials provide systematic and explicit phonological awareness instruction that follows a clear, developmental progression across all units. Instruction begins by laying a foundation in larger spoken sound units. As instruction advances, lessons transition explicitly from broader oral language awareness to fine-grained phonemic awareness, focusing directly on individual speech sounds. Students systematically practice isolating target initial, medial, and final sounds, identifying alliteration, and applying sound-blending routines to form single-syllable words. Through structured teacher modeling, active listening routines, and multi-sensory guided practice, the materials ensure students build the foundational auditory processing and sound-manipulation skills necessary | Aligns | Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. | |

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| | for reading success. | | | |
| **Required**<br>***Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g., sounds, words, sentences, reading within text) | This program is currently reviewed as "Yes" for this criterion because the materials provide systematic and explicit phonics instruction that progresses from simple sound-symbol associations to more complex word-analysis skills. Through repeated teacher modeling and multi-sensory routines, students consistently hear, say, write, and read sound-spelling patterns using a wide variety of tools, including interactive digital lessons, phonics videos, games, response boards, and targeted readers. | Does Not Align | Materials do not align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.<br><br>**Standards Misalignment**<br>The evidence shows misalignment with the indicator because the materials direct teachers to rely on visual memorization for high-frequency irregular words rather than explicit sound–spelling mapping. Within the Start Smart Teacher's Edition, teachers have students memorize the words by sight and say them quickly without analyzing their sounds. The materials omit the explicit instruction required for students to map phonemes to graphemes. While the materials include a brief sentence pointing out sound–spelling patterns during spelling tasks, this is detached from reading instruction, creating a system where regular words are sounded out, and irregular words are memorized as whole visual units. | The Instructional Routines Handbook, provided as a Teacher Resource in the digital course, includes the detailed High Frequency Words routine (Read/Spell Write Routine) that teachers should follow when teaching high frequency words across the grades. In the routine for reading high frequency words, teachers' model how to map phonemes to graphemes and distinguish between sound spellings they have learned and those they have not. The routine is to be utilized during daily high-frequency word lessons.<br><br>The Instructional Routine Handbook is referenced in Start Smart in the Teacher's Edition in Grades K-2 as a resource for teachers to learn and understand the Instructional routines and practices in *Wonders*. The instructional routines for foundational skills are strongly emphasized for teacher professional learning.<br><br>See pages 61-63 of the Instructional Routines Handbook to find details of the High-Frequency Words routine. A screenshot of the routine is be The Instructional Routines Handbook, provided as a Teacher Resource in the digital course, includes the detailed High Frequency Words routine (Read/Spell |

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| | | | | Write Routine) that teachers should follow when teaching high frequency words across the grades. In the routine for reading high frequency words, teachers' model how to map phonemes to graphemes and distinguish between sound spellings they have learned and those they have not. The routine is to be utilized during daily high-frequency word lessons.<br><br>The Instructional Routine Handbook is referenced in Start Smart in the Teacher's Edition in Grades K-2 as a resource for teachers to learn and understand the Instructional routines and practices in Wonders. The instructional routines for foundational skills are strongly emphasized for teacher professional learning.<br><br>See pages 61-63 of the Instructional Routines Handbook to find details of the High-Frequency Words routine. A screenshot of the routine is below. |

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| **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• 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 | This program is currently reviewed as "Yes" for this criterion because the materials provide instruction and practice in word study, structural analysis, decoding, and encoding to build reading proficiency. Daily whole-group and small-group routines combine modeling, review, and feedback to ensure students master sound-symbol connections and syllabication | Does Not Align | Materials do not align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.<br><br>**Standards Misalignment**<br>Encoding instruction is minimal, infrequent, and relies on memorization rather than explicit sound-spelling rules. In Kindergarten, combined reading and spelling practice is limited to 10 minutes per week, with no spelling practice in the introductory unit. In Grade 2, core spelling instruction occurs on only 3 of 10 days, with the | In Wonders, encoding is directly aligned with the focus phonics skill of the week throughout grades K-5. At Kindergarten through grade 2, the flow of weekly instruction flows from Phonological /Phonemic Awareness -> Phonics (Decoding) -> Spelling (Encoding) -> Reading connected text (decodable readers and passages). Helping students make the connections between sound/symbol relationships, decoding, and encoding is a strong emphasis of instruction. |

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| knowledge of syllabication and regular practice in encoding (spelling) the sound-symbol relationships of English. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*<br>• 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. | rules. | | remaining activities assigned to optional small-group instruction. When spelling is included, instruction focuses on word repetition, copying, and sorting rather than explaining the underlying spelling rules for target sounds. The activities typically last 5 minutes or are embedded in general writing prompts, omitting daily, direct instruction in translating spoken sounds to print. | See the Unit Level Foundational Skills pages in the Teacher's Editions:<br>Grade K Unit 1 Week 2, p. T106<br>Grade 1 Unit 1 Week 1, p. T10<br>Grade 2 Unit 1, Weeks 1-2, p. T12<br><br>A screenshot of Grade 1 is presented below. Similar pages appear in each Unit of grades K and 2.<br><br>(screenshot on following page)<br> |

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| | | | | In Kindergarten starting in Unit 1 Week 2, each week students are asked to focus on spelling/encoding on Days 3, 4 and 5 after they have had ample instruction and practice in sound/symbol relationships and decoding and building words. (Unit 1 of Week 2 is when the sound/symbol for short a is taught-- the first vowel taught. This is when students are first able to encode words that they have been learning to decode.)<br><br>Grade K TE, Unit 1 Week 2, pp. T145, T159, T167.<br><br>At Grade 1, spelling instruction occurs every day and provides an opportunity for students to encode words using their knowledge of sound-symbol relationships. This occurs after students have had ample instruction and practice in phonics/decoding and word building.<br><br>• On day 1 the lesson focuses on the sound-spellings taught in the phonics lesson. The Spelling Dictation routine is used to help children transfer their growing knowledge of sound-spellings to writing. A pretest is given and afterwards the teacher displays the words and points out common spelling patterns.<br>• On day 2 children practice spelling the words from the |

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| | | | | previous day, and the teacher models using a word sort to identify common spelling patterns with the Spelling Word Cards. The children then practice this activity. The class also practices chorally spelling the words and children identify the words from the word sort chart. A section is included for teachers to analyze children's errors and to provide support as needed.<br>• On day 3 the lesson involves encoding with word families based on the sound-spellings taught in the phonics lessons and found in the Decodable Reader. The teacher models pronouncing and spelling the words with spelling patterns, and the children practice the activity using Spelling Word Cards. The teacher also displays some words which do not contain the same spelling pattern and explains why. Children also orally generate additional words that rhyme with each spelling word. The teacher points out the common spelling patterns in the additional words.<br>• Day 4 includes having children working in pairs to complete word |

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| | | | | sorts by orally segmenting the words first and then writing the words. Children correct their own papers and sort the words by spelling patterns and identify words that do not have the same pattern.<br>• Day 5 includes a review of the word sort activity, and the teacher assesses the children's ability to spell words in the specific word family. The children also complete a spelling posttest of the weekly words.<br>Grade 1 TE, Unit 1 Week 1, pp. T26, T36, T46, T53, and T59.<br><br>In Grade 2, spelling instruction is provided for each day, beginning with a review of the sound-spellings introduced in the phonics lesson. This occurs after students have had ample instruction and practice in phonics/decoding and word building. The spelling lessons include differentiated spelling lists, daily practice for students with encoding the words using their knowledge of sound-symbol relationships, opportunities to encode with sound-spellings taught in the previous week, and practice applying spelling in authentic contexts. Students also explore word relationships through word sorts. These word sorts are designed to help students internalize |

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| | | | | spelling patterns they can apply to many other words besides those on the week's list. Rather tha In Grade 2, spelling instruction is provided for each day, beginning with a review of the sound-spellings introduced in the phonics lesson. This occurs after students have had ample instruction and practice in phonics/decoding and word building. The spelling lessons include differentiated spelling lists, daily practice for students with encoding the words using their knowledge of sound-symbol relationships, opportunities to encode with sound-spellings taught in the previous week, and practice applying spelling in authentic contexts. Students also explore word relationships through word sorts. These word sorts are designed to help students internalize spelling patterns they can apply to many other words besides those on the week's list. Rather than simply memorizing lists of words or a set of spelling rules, students learn to make generalizations about spelling patterns that are broadly applicable. n simply memorizing lists of words or a set of spelling rules, students learn to make generalizations about spelling patterns that are broadly applicable.<br><br>• The day 1 lesson reviews the sound-spellings taught in the phonics lesson, and the teacher |

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| | | | | models sorting the words under key words. This is followed by a pretest using dictation sentences and an open word sort.<br>• On day 2 students practice spelling words from the previous week, which helps them connect new learning with prior learning. Students complete the pattern sort that the teacher modeled the day before.<br>• On day 3 students practice spelling the words through activities that reinforce the word meanings. Students are challenged to complete a pattern sort as quickly as they can and to find examples of words with the same sound-spellings in the texts they are reading.<br>• The day 4 lesson has students practice spelling in the context of writing, first by completing a proofreading activity and then by checking a piece of writing they created themselves. An Error Correction feature highlights common mistakes to watch out for, and students do a blind sort of the spelling words.<br>• On day 5 students take a posttest and then list any words they |

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| | | | | misspelled in their writer's notebook so that they can practice them further.<br>Grade 2 TE, Unit 1 Weeks 1-2, pp. T68-T69, T70-T71<br><br>Similarly, at grades 3-5 spelling instruction and encoding practice are provided for each day of the text set. The daily spelling lessons are aligned with the phonics and word structure lessons in the unit and follow the same instructional flow as the Grade 2 lessons. Students practice spelling two Challenge words each week.<br><br>Grade 3 TE, Unit 1 Weeks 1-2, pp. T64-T67<br>Grade 4 TE, Unit 1 Weeks 1-2, pp. T62-T65<br>Grade 5 TE, Unit 1 Weeks 1-2, pp. T62-T65<br><br>In addition, pages 71-73 of the Instructional Routines Handbook provide teachers with spelling generalizations that they can incorporate into the daily spelling lessons at grades 2-5. |

**Additional Criterion 6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:**
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.

| INDICATOR | Currently in the Rubric | Alignment Review | Impact of Review | Publisher's Response |
|---|---|---|---|---|
| **Required**<br>**6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards. | See EdReports for more information. | Aligns | Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. | |
| **Required**<br>***Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | See EdReports for more information. | Aligns | Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. | |

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| **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.<br>● As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>● In grades 3-12, tasks may include blended modes (e.g., analytical writing). | See EdReports for more information. | Aligns | Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts. | |

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool - Act 517 Review for Alignment in ELA Grades K-5 (IMET)**

FULL CURRICULUM
Instructional Materials

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

Title: **Wonders**

Grade: **K-2**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

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

This English Language Arts review has been examined for the following changes in alignment resulting from Act 517:

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

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

**Non-negotiable**
**CRITERION 4. FOUNDATIONAL SKILLS:**
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

| INDICATOR | What does the current review say? | Do the materials align with expectations of Act 517? | What is the impact on this review? |
|---|---|---|---|
| **Required**<br>***Indicator for grades K-5 only** | | ✅ Does not use three-cueing | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |

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| **4d)** Materials provide systematic and explicit **phonics** 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). | | ✅ Does not use visual memory<br>✅ Does not use MSV | |
| **Required**<br>***Indicator for grades K-5 only**<br><br>**4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques. | | ✅ Does not use three-cueing<br>✅ Does not use visual memory<br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |
| **Required**<br>***Indicator for grades K-5 only**<br><br>**4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and | | ✅ Does not use three-cueing<br>✅ Does not use visual memory<br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. Materials include leveled texts which include some phonic elements that have not been taught; however, materials also include decodable texts that connect to the foundational skills taught within the lesson which offer students the opportunity to practice phonics patterns and decoding. |

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| frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | | | |
| **Required**<br>***Indicator for grades K-5 only**<br><br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** 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. | | ✅ Does not use three-cueing<br><br>✅ Does not use visual memory<br><br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |

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| Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | | | |
| **Required**<br>***Indicator for grades K-2 only**<br><br>**4i)** 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. | | ✅ Does not use three-cueing<br><br>✅ Does not use visual memory<br><br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool** - Act 517 Review for Alignment in ELA Grades K-5 (IMET)

FULL CURRICULUM
Instructional Materials

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

Title: **Wonders**

Grade: **3-5**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

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

This English Language Arts review has been examined for the following changes in alignment resulting from Act 517:

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

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

**Non-negotiable**
**CRITERION 4. FOUNDATIONAL SKILLS:**
Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

| INDICATOR | What does the current review say? | Do the materials align with expectations of Act 517? | What is the impact on this review? |
|---|---|---|---|
| **Required**<br>***Indicator for grades K-5 only** | Materials provide systematic and explicit phonics instruction which is provided in each unit. Each module contains phonics | ✅ Does not use three-cueing | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |



2021-2022 & 2022-2023 Review Cycles
*Cover Page used for Act 517 Reviews determined by Review Cycle.

| | | | |
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| **4d)** Materials provide systematic and explicit **phonics** 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). | instruction that progresses in complexity as the module progresses. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. For example, in Unit 2, students strengthen their phonetic knowledge by decoding multisyllabic words with the VCe syllable, as well as, vowel teams. In Week 1, Lesson 2, students study the long i (i, ie, igh, i_y) and long u (u, u_e, ew) vowel sounds in words. The structure of the lesson is set up with teacher explanation of the Five and Cube Sound-Spelling Card activity, modeling the identification of the long vowels, and guided practice in which students begin to identify and pronounce words with long i and long u vowel sounds. The skills are reinforced with visuals, a word wall, and student/partner practice. In Unit 3, Week 5, students develop an understanding for diphthongs /oi/ and /ou/. On Day 2, phonics lessons begin with the teacher explaining that the sound /oi/ is usually spelled oy, like boy, or oi, like boil, and the /ou/ sound is spelled ow, like cow, or ou, like house. Students sort word cards based on the diphthong in the word while also reading and pronouncing each word. Students | ✅ Does not use visual memory<br>✅ Does not use MSV | |

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| | then complete the diphthong practice activity in their Practice Book. On Day 3, the teacher models identifying diphthongs and engages students in guided practice. For the remainder of the week, students practice sorting, spelling, and proofreading words with diphthongs. In Unit 6, Genre Study 1, students practice decoding words with prefixes and consonant +le syllables. After explaining what a prefix is and exposing students to a series of optional prefixes such as un-, dis-, pre-, re-, and mis-, the teacher models how to separate a prefix from the base of the word by drawing a line between the two. The guided practice section helps students identify the prefixes and base words and then decode and pronounce the word as a whole. Students are also shown how to use the prefix and base to figure out the meaning of the word. Students continue to gain phonetic knowledge during small group times and by completing practice book activities. | | |
| **Required**<br>***Indicator for grades K-5 only**<br><br>**4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency** | Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Each unit includes lessons or activities centered around words with irregular spellings. Students are provided with | ✅ Does not use three-cueing<br><br>✅ Does not use visual memory<br><br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |

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| **words using** multisensory techniques. | guided practice and independent work to strengthen understanding of the irregular words. Words are presented in various formats to allow access for all students. For example, Unit 1, Weeks 3 and 4, the materials provide students with a fluency lesson on Long a using the spelling patterns: ay, ai, a_e, ea, eigh, ei, and ey. Sound-Spelling Cards are used as a visual for the spelling words and patterns. Students practice pronouncing and spelling a list of words with each spelling pattern, paying particular attention to those with the irregular pattern ey, ei, and eigh. The teacher instructs students to write each word and underline the spelling pattern within each word that makes the long a vowel sound. Practice continues in the student Practice Book pages. In Unit 3, students learn that when a vowel is followed by r, the r changes the sound of the vowel. For example, words like: her, firm, burn and earn, are r-controlled vowel words. Throughout the week, students work with r-controlled vowel words. Students participate in whole-group activities as well as individualized practice. For example, on Days 3 and 4, students view and participate in an r-controlled vowel sort on the board, sorting words by: er, ir, ur, ear, and words that do not have | | |

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| | r-controlled vowels. Students also determine words by reading a definition. For example, students should be able to determine that “comes after second,” would mean the word third, which is a r-controlled vowel word. Phonics skills are strengthened as students read the anchor text, “Earth,” which includes r-controlled words like: Earth, creatures, water, temperature, learned, understand, Jupiter, Saturn, and third. In Unit 6, students learn that, “Greek and Latin roots can help readers figure out the meanings of unfamiliar words.” For example, in Week 2, Day 1, students learn that astro means star, graph means something that is written, photo means light, and tele means far. The teacher models writing and saying the words astronomy, autograph, and telephoto and underlines the root in each one while using the definition for each root to figure out its meaning. Students complete a Guided Practice for the words astronomer, telescope and telegraph by identifying the roots to determine the meaning of each word. Students then apply this knowledge by reading the passage “Dreaming of the Stars” where they determine the meaning of words like: astronaut, aerospace, and aquanaut. | | |

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| **Required**<br>***Indicator for grades K-5 only**<br><br>**4f)** Resources and/or texts provide ample **practice** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | 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. The materials include leveled readers to be used as a supplement to the anchor texts read in each unit. The Lexile measures for the Leveled Readers range from 10 to 1200, meeting the needs of students approaching, on, or beyond grade level. Each Leveled Reader focuses on specific phonics skills or sight words. For example, in Unit 2, students practice reading and writing words with long i , spelled i_e, and long u, spelled u_e, vowel sounds. Students sort word cards, use interactive word sorts on a smart board, practice reading words with the focus sound, practice identifying the letters that make the sound in words, and then apply their understanding to longer words using the same sound. During Small Group Differentiated Instruction, students read the Leveled Reader, “The Race for the Presidency,” to practice and strengthen their understanding of long vowels. Unit 5, Week 3, Lesson 2, utilizes leveled readers in small group instruction based on | ✅ Does not use three-cueing<br><br>✅ Does not use visual memory<br><br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. Materials include leveled texts which include some phonic elements that have not been taught; however, materials also include decodable texts that connect to the foundational skills taught within the lesson which offer students the opportunity to practice phonics patterns and decoding. |

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| | student need and identified level. In this lesson, for Approaching Level, students decode words with closed syllables using the text "The Chickpea Boy." In addition to the texts within each Unit, a nine volume set of decodable readers is provided. Each volume contains six readers that cover a specific phonics skill. In addition to these decodable readers, practice passages are provided in a worksheet format that can be shared with students in the digital platform or printed and distributed. Each volume increases in complexity with the phonics patterns practiced. Volume 1 of the Decodable Readers includes short stories with the following phonics patterns: short a, short i, short o, short e, short u, and one reader with all five short vowel sounds are included. By Volume 8, students practice variant vowels, short vowel digraphs, and consonant digraphs. | | |
| **Required**<br>***Indicator for grades K-5 only**<br><br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** in oral and silent reading, that is, to read a wide variety of grade-appropriate | Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency lessons are built into each week's instructional plan. Fluency lessons vary | ✅ Does not use three-cueing<br>✅ Does not use visual memory<br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |

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| prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | based on the fluency skill being emphasized in the unit or instructional week. For example, in Unit 3, Week 3, students practice fluency by reading the differentiated text, "A Clever Crow." In Week 2, they reread the same text but focus on phrasing. In Week 4, students use the same text, but practice reading at an appropriate rate. In Unit 5, Week 5, Day 2, students practice fluency by reading the leveled passage "Pedal Power." The teacher begins the lesson by modeling how to read "Here Comes Solar Power" with accuracy and rate. The teacher helps students improve their accuracy by helping them as they read any unfamiliar or irregularly spelled words. The materials also include thirty one fluency assessments to monitor student oral reading fluency throughout the year. The materials also contain a set of fluency intervention materials for each component of beginning reading; phonics, decoding, oral reading fluency, vocabulary, and reading comprehension. The lessons are designed to be used during small group instruction, as they focus on students who need reteaching and additional practice with technical skills, such as oral reading fluency, decoding, and phonics, which all play a role in increasing rate, expressiveness, | | |

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| | and accuracy while reading. The Tier II Intervention Fluency Set targets Grades 3-6 and contains ninety-four lessons on topics such as Fluency Routines, HighFrequency Words, Speed and Accuracy, and Prosody. During a 15 minute lesson, targeted instruction is given on a specific topic, followed by targeted practice on the same skill. Materials provide opportunities for students to self monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Materials include monitoring which allows students to receive regular feedback on their oral reading fluency in the specific areas of rate, expressiveness, and accuracy. The materials provide daily differentiated texts that allow students to practice reading fluency. During Fluency lessons, students are provided with multiple opportunities to read aloud in groups. These opportunities allow for teacher, self, and peer correction while reading. For example, Unit 1, Genre Study 3 includes opportunities for monitoring and improving accuracy in fluency. During a fluency mini-lesson, after reading, students listen to a read aloud of the text “To Protect or Not to Protect?” The | | |

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| | teacher points out how to improve accuracy using context and punctuation clues. Students then practice reading accurately by reading the passage in groups, one sentence at a time, followed by echo reading. Practice with this skill continues with the online Differentiated Genre Passage, "A Landmark for All." In Unit 3, Week 3, students participate in a Shared Read of "Anansi Learns a Lesson" during the fluency lesson. Students take turns reading while their partner offers immediate feedback. During small group instructional time the teacher uses leveled readers, "The Clever Rabbit," "King of the Birds," and "Sheep and Pig Set Up Housekeeping," as fluency builders during small group instruction. Students then engage in several rereadings of "A Clever Crow" to improve their overall reading abilities by noting unfamiliar words, while the teacher monitors and gives assistance when needed. In Unit 5, Week 5, Lesson 2, the teacher explains and models the importance of reading with accuracy and appropriate rate. Students then choral read "Here Comes Solar Power" for accuracy. Students are then given a fluency passage as an assessment of individual student needs. The passage "Pedal Power" is differentiated in length | | |

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| | and offers text features to meet specific student needs. Then students complete a Shared Reading of "Here Comes Solar Power" as they self-monitor and monitor their partner for accuracy and rate. | | |
| **Required**<br>***Indicator for grades K-2 only**<br><br>**4i)** 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. | N/A | ✅ Does not use three-cueing<br><br>✅ Does not use visual memory<br><br>✅ Does not use MSV | Materials meet the requirements of Act 517 and remain a Tier 1 rating. |

**Qualified for Abbreviated Review[1]**

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.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.




Title: **Wonders**

Grade/Course: **K-5**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

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

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

| STRONG | WEAK |
|---|---|
| 1. Quality of Texts (Non-negotiable) | |
| 2. Text-Dependent Questions (Non-negotiable) | |
| 3. Coherence of Tasks (Non-negotiable) | |
| 4. Foundational Skills (Non-negotiable) | |
| 5. Range and Volume of Texts | |
| 6. Writing to Sources, Speaking and Listening, and Language | |
| 7. Assessments | |
| 8. Scaffolding and Support | |

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) Grade 3 (Tier 1) Grade 4 (Tier 1) Grade 5 (Tier 1)

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/wonders.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] A range of texts are texts written at different reading levels.

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)**

FULL CURRICULUM
Instructional Materials

**Qualified for Abbreviated Review[1]**

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.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.




Title: **Wonders** Grade: **K**

Publisher: **McGraw Hill LLC** Copyright: **2020**

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

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

| STRONG | WEAK |
|---|---|
| 1. Quality of Texts (Non-negotiable) | |
| 2. Text-Dependent Questions (Non-negotiable) | |
| 3. Coherence of Tasks (Non-negotiable) | |
| 4. Foundational Skills (Non-negotiable) | |
| 5. Range and Volume of Texts | |
| 6. Writing to Sources, Speaking and Listening, and Language | |
| 7. Assessments | |
| 8. Scaffolding and Support | |

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/wonders.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] 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**[4] 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[5] 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.

[4] **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.
[5] 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 |
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| **SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY**<br>**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.** | | | |
| **Non-negotiable**<br>**1. QUALITY OF TEXTS:**<br>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.<br><br>*(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)*<br><br>☒ Yes ☐ No | **Required**<br>**1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards.<br>• **A text analysis that includes complexity information is provided.** 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.<br>• In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves. | **Yes** | Materials provide texts that are appropriately complex for Grade K according to the requirements outlined in the standards. The materials offer an extensive range of complex and engaging texts each week through interactive read alouds, leveled readers, decodable readers, and Shared Reads. The materials provide a large collection of read alouds, allowing sufficient opportunity for students to engage with texts more complex than they could read themselves. For example, in Unit 1, Week 3, students participate in an interactive read aloud of the informational text, "A Feast of the Senses" (750L). Qualitative analysis considers the text complex for its structure, language, and knowledge demands. The text also makes connections with the unit's Essential Question: How can your senses help you learn? In Unit 2, Week 1, students participate in an interactive read aloud of "Timimoto" (590L), which is based on the Japanese tale of *Issun-boshi* (One-inch Boy). Qualitative analysis considers this text due to its structure, language, and knowledge demands, which require students to build an understanding of new vocabulary and the setting of Japan. In Unit 3, Week 3, students participate in the interactive read aloud, "Field Trips" (840L). Language demands for |

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| | | | the text are quite extensive, including words which may be unfamiliar to children, such as: historical, exhibit uniform, equipment, and seaweed. In Unit 5, Week 3, students interact with the read aloud, "Farms Around the World" (840L). While the introduction of the text states the overall topic, each section focuses on different crops, how they grow, where they grow, what they need to live, how they are harvested, and how they are distributed. Language and knowledge demands are considered difficult due to the unfamiliar topic and terms related to farming. In Unit 9, Week 1, students engage with the Literature Big Book, *Peter's Chair* (500L). The text is considered complex for its allegorical qualities and its structure. The story conveys more than one message, and children may need teacher guidance to identify the multiple meanings. The structure of the text is difficult because the narrator does not explicitly reveal the main character's feelings; instead, students must make inferences, and. For this reason, students may need additional support from the teacher to understand the text. |
| | **Required**<br>**Indicator 1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** 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. | **Yes** | At least 90% of texts are of publishable quality 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. Texts within the materials are authentically crafted for non-instructional purposes, as evident in the |

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| | | | rich language, engaging content, and high-quality and colorful illustrations supporting students' understanding of the text. Examples of authentic, published texts from Unit 1 include *What About Bear?* by Theodor Seuss Geisel Honor winning author and illustrator Suzanne Bloom, *Pouch!* by Caldecott Medal winning author and illustrator David Ezra Stein, and selections from Aesop's Fables: "The Lion and the Mouse" and "The Tortoise and the Hare." Unit 3 texts include, *How Do Dinosaurs Go to School?* by Jane Yolen, author of over 350 children's books, *Clang! Clang! Beep! Beep! Listen to the City* by Robert Burleigh, and *Whose Shoes? A Shoe for Every Job* by English author Stephen R. Swinburne. Unit 5 texts include *My Garden* by Caldecott Medal and Newbery Medal Honor winning author and illustrator Kevin Henkes, the informational text, *A Grand Old Tree* by Mary Newell DePalma, and *An Orange in January* by science and nature author Dianna Hutts Aston. In Unit 7, students engage with the texts *The Birthday Pet* by Ellen Javernick and *Bear Snores On* by Karma Wilson. Unit 9 includes the texts *Hen Hears Gossip* by Megan McDonald, author of the *Judy Moody* book series, and *Bread Comes to Life* by George Levenson, in which the award-winning filmmaker describes how he made bread from scratch. |

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| | **Required**<br>**1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.<br>• In grades **K-2**, 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 text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. | **Yes** | Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The materials include big books and leveled readers within each unit, as well as differentiated texts and a Reading and Writing Companion to ensure students have the opportunity to build knowledge about the world through engagement with rich, complex texts. The materials are made up of ten units of study, and each unit includes text sets that build understanding of vocabulary and knowledge for a content topic, theme, or idea. In Unit 1, students listen and read texts that prepare them to respond to the Unit Big Idea: What can we learn when we try new things? In Week 1, the teacher reads *What About Bear?*, a story about animals making new friends. In this lesson, students learn the importance of illustrations and that pictures can also tell a story. After listening, students respond to the prompt, “What do you see in the story?” In Week 2, the teacher reads about a baby kangaroo who experiences independence in *Pouch!* As the teacher reads, children respond to comprehension questions as a means of strengthening their listening comprehension skills. Students use the text to build knowledge and understanding of how baby animals move. In Week 3, students participate in an interactive read aloud of the fable, “The Lion |

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| | | | and the Mouse." After listening, students make connections with *What About Bear?* by responding to the questions: "How do the characters get along at the beginning of the story?" and "How do they get along at the end?" In Week 4, students participate in the paired selection read aloud "How to Be a Friend" to determine how friends get along. Students then complete a Shared Read of "Can I?" to answer the Essential Question: How can we get along with new friends? In Unit 3, students read and engage in activities that support them in responding to the Essential Question: What rules do we follow in different places? After reading *How Do Dinosaurs Go to School?*, students respond to the text by identifying and retelling the rules the dinosaurs follow at school. Then, students write about a funny part of the story. In Week 2, students read texts and respond to the Essential Question: What are the different sounds we hear? Students improve their listening comprehension skills by participating in a teacher read aloud of C*lang! Clang! Beep! Listen to the City*. After listening, students discuss and draw two key details from the story. In Week 4, students participate in a Shared Read of "Tim and Nan." After reading, students draw a picture about the text, draw something with a name beginning or ending with /*n*/, and practice writing the lowercase letter *n*. In Unit 5, students gain knowledge that supports the Big Idea: What kinds of things can you find growing in |

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| | | | nature? Tasks within the unit engage students in reading, writing, speaking, and language. Teacher and student discussions focus on lesson Essential Questions, which support knowledge development of the Big Idea. In Unit 5, Week 3, students begin by discussing the week's Essential Question, "What kinds of things come from a farm?" and write about their ideas. Then, following the reading of the nonfiction text, "Fresh From the Farm," students retell and write, using the text and noting page numbers where they found evidence of their answers. Students engage with the text and build close reading skills while simultaneously practicing writing skills by researching the topic and presenting their information. Students use their Writing Companion Book to respond to the text through constructive response questions, which is evident in each of the units. |
| | **Required**<br>**1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building. | **Yes** | Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. The materials offer a rich variety of authentic texts to engage students through the use of the Close Reading Routine. Teachers engage students in close reads for specific purposes. Rereading allows students to focus on understanding and making meaningful connections with the text, as well as provides an opportunity for skill instruction. Unit 3 recommends multiple readings of the text titled, *How Do Dinosaurs Go to School?* During the first |

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| | | | read, students retell and write about the story, as well as talk and write about the rules they follow at school. In the second read, students reread excerpts before talking and writing about key details. Then, after the third read, students discuss the way the dinosaurs act in school and how they change in the text to make real-life connections between the story and their classroom. Teachers can also use multiple readings of the leveled reader, *The Tree House*, for foundational skills review and identification and mastery of high-frequency words. Unit 5 includes multiple readings of *A Grand Old Tree*. During the initial read, students listen to identify key ideas and details about the life of a tree. Then, the teacher reads again while students analyze the text to determine whether the author did a good job telling what happens to the tree. Students use sentence frames to express their understanding of the text by forming complete sentences as the teacher records their responses. On Day 2, students engage with the text again to analyze the author's craft. While students are not taught the term personification, they begin forming an understanding about the author's use of pronouns, such as she and her, when referring to the tree. On Day 3, students engage with the text "The Pine Tree." Then, while working with a partner, students make connections between "The Pine Tree" and *A Grand Old Tree* by discussing the ways both texts describe the life of a tree. In Unit 8, the |

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| | | | class performs multiple, careful readings of *When Daddy's Truck Picks Me Up* as students prepare to respond to the Essential Question, "What can help you go from here to there?" Upon their first encounter with the text, students listen and retell, participate in a guided writing about an important part of the story, have a partner discussion about how the boy feels while waiting for his dad, and make personal connections to the text by writing about a time they waited for something fun and how it made them feel. Upon the next read, students analyze the text for author's craft by explaining how the author and illustrator help the reader understand the boy's feelings. Then, students discuss the author's purpose for writing the text. Finally, students make connections to the Essential Question by discussing how the truck in the text can take you from one place to another and complete the sentence starter, "A truck is a type of ___." |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**2. TEXT-DEPENDENT QUESTIONS:**<br>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. | **Required**<br>**2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses. | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Throughout the materials, students have many opportunities to engage with lesson questions and tasks that are text dependent or specific. For example, in Unit 3, students interact with the Literature Big Book, *How do Dinosaurs go to School?* After the initial reading of the text, students write about a funny part of the story while citing text |

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| ☒ Yes ☐ No | | | evidence of their text-dependent ideas, citing the page number from the text. In the unit, students also listen to a read aloud of *Please Take Me For A Walk* and respond to the questions, "What does the dog do in the picture that shows he really wants to go for a walk?" "How is the dog feeling?" "What is another event the dog imagines will happen on a walk?" and "How do you think the dog feels in this picture?" In Unit 6, students listen to a reading of *Mama, Is It Summer Yet?* After reading, students respond to questions, "How is the boy helping his mother?" "What do you think the boy and his mother will do next?" "What happened after the ducklings followed the mother duck?" and "Do you think it is summer now?" Students then respond to the text by explaining what the story is mostly about. Additionally, students respond to a prompt which asks them to write about how they know the story is realistic fiction. In Unit 9, students listen to a read aloud of *Peter's Chair* while analyzing the text's plot. After reading, the teacher asks questions to strengthen students' understanding of the plot and check for understanding. For example, the teacher displays pages 11-12 and asks, "Then what happens?" "How does Peter feel?" "What happens next?" and "Why do you think he does this?" This line of questioning continues, and the teacher asks students to summarize what happens at the beginning, middle, and end of the story. Students express their understanding of the |

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| | | | text by writing a summary in their Reading and Writing Companions. |
| | **Required**<br>**2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.) | **Yes** | Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 1, Week 2, students read the text *Pouch!* before they retell the story, draw an important part of the story, and discuss and draw about the ways the animals in the text move (RL.K.2 and RL.K.7). In Unit 1, Week 3, students engage with the Literature Big Book, *Senses at the Seashore*, as they participate in the Close Reading Routine for the text by first identifying key ideas and details about senses (RL.K.1), then analyzing the text's craft and structure (RL.K.3), and finally making text-to-text connections with the text "Sam Can See" (RL.K.9). In Unit 6, Week 1, students learn that the events in a story are the plot and that an author tells the plot in a certain order or sequence. They then learn and write with order words (first, next, last) to tell the order of a story they just read titled, *Mama, Is It Summer Yet?* (RL.K.1 and RL.K.3). By Unit 6, Week 2, students answer the questions "Why do you think the title of this text is Cloud Watch?" and "How do the speech bubbles, labels, and pictures tell about the weather?" (RL.K.6). They make text connections and compare the weather in a photograph to the weather in another text titled, "Rain" (RL.K.9). Students actively |

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| | | | participate in asking and answering questions through collaborative discussions, as well as analyze the text and write responses using text evidence (RL.K.3). In Unit 9, Week 2, students engage in a Shared Writing activity as they prepare to respond to the prompt, "Who are the characters in the story, and what do they say?" (RL.K.3). The teacher instructs students to "find details about the animals and the things they say" from *Hen Hears Gossip* (RL.K 1). Teachers then guide students in forming complete sentences while also displaying sentence frames for additional support (W.K.2). Additionally, the materials include a conversation routine in the Instructional Handbook, which guides teachers as they systematically teach expectations of using collaborative conversations. Tasks and language in the Talk About It, Phonics, and Phonemic Awareness Components are aligned to foundational standards. |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**3. COHERENCE OF TASKS:**<br>Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include | **Required**<br>**3a)** Coherent **sequences of questions and tasks** 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. | **Yes** | Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials incorporate a range of texts, including Shared Read texts in big books, read-aloud texts, leveled readers, and texts that students can read, discuss, and write about themselves, providing the opportunity for all students to build knowledge about the world through engagement in the units. |

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| components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.<br><br>☒ Yes ☐ No | | | These materials also include questions and tasks that support the understanding of the texts. Each genre set includes an anchor text in a literary or informational genre and several complementary titles within that same genre to help build contextual knowledge for an Essential Question. The Unit 1, Weekly Concept: Make New Friends focuses on friendship, as students read to build knowledge that supports them in answering the Essential Question: How can we get along with new friends? Lessons engage students through questions and tasks that also offer support in identifying key details as students improve their listening comprehension skills. Students analyze unit texts and conduct research and inquiry while making meaningful connections across texts and tasks. For example, in Unit 1, Week 1, students engage with the text, *What About Bear?* and read about animals making new friends. Prior to reading, the teacher asks, "Do you think they will get along, or will there be problems?" During the read, the teacher prompts students to identify key details in the story and the illustrations. Students listen to determine character feelings and to identify the animals' problem and the solution the animals employ to make all the new friends happy. On Day 3, students participate in an interactive read aloud of the fable, "The Lion and the Mouse." After reading, students make connections between "The Lion and the Mouse" and |

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| | | | *What About Bear?* and explain how the characters get along at the beginning and the end of the story. On Day 5, students complete the Weekly Wrap Up by discussing what they learned about getting along with new friends and recording their responses in their Reading and Writing Companion. In Unit 2, Week 1, children listen to a read aloud of the nonfiction text *The Handiest Things in the World*. As they listen, children make connections that prepare them for responding to the Essential Question: How do tools help us to explore? On Day 2, children listen to a read aloud of the text again, as they continue to make connections to the Essential Question by analyzing the illustrations. After the reading, students respond to questions: "What handy tool is the child using in the photographs?" "How does the photograph help you understand the information?" "What tools can we use to sweep away dusty stuff?" "What tool can we use to move dirt?" and "How do the photographs help us understand the text?" By Day 5, students integrate the information they have learned by making connections with new pictures from *The Handiest Things in the World.* Students work in pairs to discuss what they see in the pictures and the text. Finally, children compare and contrast *The Handiest Things in the World* and the paired selection from Day 4, "Discover with Tools," using both texts to answer the Essential Question. In Unit 5, Week 1, students engage with the text *My Garden*. |

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| | | | Questions and tasks focus on the Essential Question: What do living things need to grow? Students complete the Respond to the Text section of the lesson by retelling the story using the Retelling Cards. Then, students write one thing the story is about and one thing from the garden that is make believe while citing page numbers as evidence. Next, children discuss the plants they observe in the garden with a partner. Lastly, children draw one of the plants and write its name in their Reading and Writing Companions. On Day 2, students participate in a Shared Reading of "Hop Can Hop!" to find additional evidence that supports their responses to the Essential Question. After reading, students make connections by determining that the characters in the story need water, like the plants in *My Garden,* supporting their findings about living things needing water to grow. On Day 5, students work with a partner or in small groups to compare and contrast texts as they complete a foldable activity by recording their ideas. In the final activity, the teacher conducts a Weekly Wrap Up by asking students, "What else would you like to learn about plants and what they need to grow?" The teacher prompts students to share their ideas with a partner, and volunteers share their ideas with the whole class. |
| | **Required**<br>**3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, | **Yes** | Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level |

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| | speaking, listening, and language through quality, grade-level complex texts. | | complex texts. In Unit 2, students engage with the Literature Big Book *The Handiest Things in the World*. The teacher reads the text aloud three times as students apply a close reading strategy for each read. After the first read, students retell the text and draw an interesting tool from the book by identifying key ideas and details about tools. They also note the page number where they found this information. Next, students discuss different tools people use by responding to questions such as, "What things in the picture help to stop the sunlight from going in the boys' eyes?" and "What is another type of tool that can help to stop the sunlight from going into our eyes?" Then, students draw and write about a tool they learned about and show how people use this tool. During the second read, students learn the text is considered nonfiction and includes photos that share key details about the topic. Students listen to an excerpt, talk about key details, and write and draw about a key detail from this text. On their third reading of the text, students review what they learned from the text by responding to questions such as, "What are the handiest tools in the world?" Students then retell the story and draw a picture of a tool that they found interesting, citing evidence by referencing the page number from the book. Students make connections between the text and their own communities by discussing different tools people use with a partner. Finally, students |

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| | | | draw one of the tools and show how the tool is used. Students find the page in which the tool appears in the book and write the name of the tool, then present their illustrations to the class. In Unit 3, students listen to a read aloud of the anchor text, *How Do Dinosaurs Go to School?* to create mental images that deepen understanding, make connections to the world, use text evidence to support a response, describe a setting, and use "prereading supports to enhance comprehension of written text." Upon the first reading of the text, the teacher prompts students to visualize the words being read to "better understand the story." The teacher reads the word roughhouse and first explains the term, before asking students why they shouldn't roughhouse in school. The teacher continues to direct discussion to foster text-to-self and text-to-world connections. For example, the teacher asks students to explain things that make them yell, what fidgeting looks like, and why it's important to wait their turn. Students return to the text as they retell the story and write about a funny part in the story, noting the page number as text evidence to support their thinking. Then, students make personal connections with the text by discussing the rules they follow at school with a partner. In Unit 10, students listen to the Literature Big Book, *What's the Big Idea, Molly?* Students begin by making predictions about what the characters in the story will create for their projects, relating |

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| | | | directly to the Essential Question: What can happen when we work together? Day 1 also focuses on plot as the events of a story that are often organized by beginning, middle, and end. While reading, the teacher asks questions to strengthen students' understanding of plot. Questions include, "What is happening in the beginning of the story?" "What is the problem that the animals want to solve?" and "I read that Rabbit ran until he came up with an idea. What happens next in the story?" After reading, students explain what the story is mostly about while citing page numbers from the text to support their ideas. |
| | **Required**<br>**3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.<br>• 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). | **Yes** | Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2, including vocabulary, sentences, and structure. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and by engaging students with multiple repetitions of words in varied contexts. Each unit provides materials that emphasize word meaning and the relationships among words, as well as vocabulary words related to the unit topic to support language and build knowledge. Each unit includes Words to Know within the student materials, emphasizing word meaning and the relationships among words. In Unit 4, Week 1, Time for Work, students study vocabulary |

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| | | | related to the Essential Question: What do people use to do their jobs? The unit begins with the teacher reading *Whose Shoes? A Shoe for Every Job* to the class. Throughout the read, the teacher emphasizes the words necessary for comprehension and enhances students' vocabularies. Words include: foot, feet, toe, toes, shoes, ballerina, Army National Guard Soldier, construction, and chef. Teacher questioning also deepens student understanding of the text, including: "Where have you seen a construction worker?" "What do you see on the post office worker's uniform?" and "How does the photo on page 28 help you know what a chef does?" The teacher reads the text again on Day 2, promoting oral vocabulary acquisition of the words equipment, utensils, uniform, and expect. Students interact with these words through reading, speaking, listening, and writing. Through the use of their Reading and Writing Companions, students talk, draw, and write about the tools a cook uses. Then, students discuss, draw, and write about the special clothing that workers wear. In Unit 5, Week 1, students learn vocabulary through the Essential Question, which connects to all texts and lessons for the week: What do living things need to grow? Students discuss and write about the topic throughout the lessons, and the teacher encourages them to speak and write in complete sentences as they share their ideas. In their Reading and Writing Companions, students use provided |

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| | | | sentence starters as a scaffold when writing in complete sentences, such as "This story is about _____." Students utilize vocabulary discussed during the reading of *My Garden* to complete the sentence frame. Additionally, each lesson includes a Word Work section that focuses on the high-frequency words students encounter during most readings and in speaking. For example, in Unit 7, Week 1, students apply phonetic and spelling knowledge by reading, spelling, and writing the words for and have. The teacher introduces the words individually, then prompts students to repeat the words, identify the words in a sentence, spell the words, and write the words in the air. Then, students work in pairs to create sentences using each word. The materials also include Word Work for each week. |
| **Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)** | | | |
| **Non-negotiable*** **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading | **Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Foundational skills instruction is sequenced logically from simple to complex to provide appropriate support for students learning Grade K standards. For example, in Unit 0, Day 4, students engage in a phonological awareness lesson by identifying words that rhyme. The teacher reads the poem "Little Miss Muffet" and explains that Muffet and |

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| program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.<br><br>☒ Yes ☐ No<br><br>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) | | | tuffet rhyme because they both end with the sound /*fit*/. The teacher sounds out the words by syllable for clarity: */muf/ /it/, /tuf/ /it/*. The teacher then tells students she is going to say three words, and that they are to identify which two rhyme. The teacher says: whey, away, and little. This routine is repeated on Day 5 with the poem "Humpty Dumpty." In Unit 1, Week 1, Day 4, students complete the Word Work, Phonemic Awareness lesson by blending sounds to create words. The lesson begins as the teacher says the sounds in the word mop, */m/ /o/ /p/,* and explains that the sounds can be blended together to form the word mop. Together with the teacher, the class says the sounds and blends the word mop. Students then practice blending the sounds for words: man, Sam, rim, mitt, pat, and miss. In Unit 4, Week 2, Day 1, students complete the Word Work: Phonics lesson, as the teacher introduces the sound /*d*/. Using the Sound-Spelling Card displaying a dolphin, the teacher says, "This is the dolphin card. The sound is /*d*/. The /*d*/ sound is spelled with the letter *d*." Then, the teacher displays the song "Did You See a Dolphin?" pointing out that the words did and dolphin begin with letter *d* and sings the song. The teacher then places an adhesive note below each letter *d* in the words. Then, the teacher reads the song lyrics line by line and has students place adhesive notes under each letter *d* in the song. As students complete the task, the teacher directs them |

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| | | | to say both the letter name and the sound the letter makes. The materials include many opportunities for students to master concepts of print. For example, students work on the foundational skill of print awareness during Unit 2, Week 1. Students learn how to hold a book right side up and to turn the pages correctly. Students develop an understanding that reading moves from left to right and recognize that sentences are composed of words. Print awareness becomes more complex in Unit 6, Week 1, as students analyze the text, "Weather for All Seasons" and write complete sentences, cite text evidence, engage in research and inquiry, and make connections to other texts and to real life. For example, in Unit 6, students first discuss the Essential Question, How are the Seasons Different? and identify the season shown in a photograph. Next, they write the name of the season and words that tell about it into a graphic organizer. After the read aloud of the realistic fiction text, *Mama, Is It Summer Yet?* students write about the main idea of the story and what makes it realistic fiction using complete sentences and page number citations. The lesson goes on to use a combination of drawing and writing to explain one way they know the summer season is arriving and to narrate the sequenced events in the story. Students also compare a seasonal painting to the text they read, *Mama, Is It Summer Yet?* Then, after asking a question about a season which |

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| | | | interests them, students use the internet and a picture dictionary to learn about that season and record their findings by drawing and writing about what they learned. |
| | **Required *Indicator for grades K-1 only**<br>**Indicator 4b)**<br>Materials provide grade-appropriate instruction and practice for the **concepts of print** (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence). | **Yes** | Materials provide grade-appropriate instruction and practice for the basic features of print. Each unit provides an abundance of opportunities for promoting print awareness and can be used for the purpose of reading to gain meaning from the text. The Grade K materials expose students to the different aspects of print each week in order to build print awareness. For example Print Awareness is taught during Unit 2, Week 1, where students learn how to hold a book right-side up and turn the pages correctly. Students begin to understand to move from left to right when reading and recognize that sentences are composed of words. Unit 4, Week 2 includes print awareness instruction, as students develop an understanding of directionality and the return sweep while reading and begin to recognize words in sentences, as well as spacing between words. Each unit incorporates leveled readers, Shared Read texts, Big Book readers, and a student Reading and Writing Companion which accompanies a text in each lesson. These materials all provide students with the opportunity to learn and practice concepts of print and purpose of reading. Additionally, student materials include My Concepts of Print Checklists (1-5) with questions such as those in Checklist 1: “Did I |

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| | | | hold the book so it's right-side up?" "Did I identify the font cover of a book?" "Did I identify the title page of a book?" and "Did I Identify the back cover of a book?" Checklist 5 asks, "Did I identify the title page of a book?" "Did I hold the book right-side up?" "Did I know where to read when I got to the end of the line?" and "Did I count the number of words in a sentence?" |
| | **Required *Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | **Yes** | Materials provide systematic and explicit phonological awareness instruction. Unit 0, Week 1, Day 1 introduces students to phonological awareness activities during the Work Work: Literature Big Book lesson. The teacher reads or sings the words to "Jack and Jill" and instructs students to hold up a finger for each word they hear. For example, "And Jill came tumbling after. How many words did I say?" This allows students the opportunity to identify individual words in a spoken sentence. The teacher repeats the lesson on Day 3 and reads "Wee Willie Winkie." On Day 5, students identify rhyming words as the teacher reads "Humpty Dumpty." In Week 2, students continue with similar lessons as they strengthen their understanding of spoken and rhyming words. In Week 3, students begin to identify the syllables in spoken words. The phonological awareness lesson begins with the teacher singing the Weekly Song, "Sing a Song of Sixpence." Then, the teacher asks the students to join in and clap for each syllable in the word pocket. The teacher asks, "How many syllables does the |

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| | | | pocket have?" The teacher then asks students to identify the number of syllables in the words sing and twenty. The teacher repeats the routine on Days 2-5 of the week. Beginning in Unit 1, phonological awareness lessons and activities shift to phonemic awareness lessons and activities, as the materials introduce students to sound identification. For example, in Week 1, Day 1, the teacher introduces the /*m*/ sound and explains that the word map begins with the /*m*/ sound. Then, students repeat the sound /*m*/. The teacher then says the words mat, men, and mud, while emphasizing the /*m*/ sound at the beginning of each word. Children listen to the "My Map" song to recognize the /*m*/ sound in the lyrics. During their second listen of the song, students are clap their hands when they hear words that begin with /*m*/. Phonemic awareness lessons continue throughout the units and lessons. In Unit 6, Week 2, students focus on the /*k*/ sound. In Week 3, students demonstrate phonological awareness by recognizing spoken alliteration in a group of words with the same initial sound. For example, the teacher displays photo cards with sets of pictures. Students name the pictures with the teacher, then say the first sound in the group of words. Photo cards include: fire, fish, fork, hat, hair, hippo, deer, dog, door, nest, nut, and nose. On Day 2, students apply phonological awareness by blending spoken phonemes to form single-syllable words. The teacher begins by saying, |

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| | | | "Listen to the sound in the word: /*b*/ /*e*/ /*t*/. I can blend those sounds to make a word: /*beeet*/ bet." The teacher then models the blending words: kick, hop, net, and fill. Then, students complete the guided practice lesson by blending the words less, kit, fan, red, snack, and speck. |
| | **Required *Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** 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). | **Yes** | Materials provide systematic and explicit phonics 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. The materials provide digital interactive lessons, phonics videos, interactive games, and leveled readers, which are available for instructional support, as well as practice for students learning phonics in Grade K. The teacher's edition of the materials includes examples of appropriate instructional progress, such as the "Tier 2, Phonics and Word Study." Initially, students learn the basic upper and lower case letters of the alphabet. In later lessons, students progress to learning vowel patterns, r-controlled vowels, and syllables. In Unit 2, Week 1, Word Work, Phonics: Introduce /*p*/ *p*, the teacher introduces the /*p*/ sound at the beginning of the word piano and asks students to say the /*p*/ sound together. The teacher then says the words pan, pear, and pick, emphasizing the /*p*/ sound in each word. Students listen to the song "Polly and Paul Play the Piano" to recognize the /*p*/ |

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| | | | sound. Then, during their second listen of the song, students pat their heads when they hear a word with the /*p*/ sound. Guided practice strengthens students' skills in identifying sounds, as students listen to the lyrics and identify the words that begin with *P* or *p*, say the letter's name, and the say sound it spells. Unit 6, Week 1 introduces students to the sounds /*b*/ and /*l*/. On Day 3, students review the letter *b* and the /*b*/ sound, and the teacher writes the letter *b*. During guided practice, the teacher says words that begin with /*b*/, and students repeat the word, say the /*b*/ sound, and write the letter *b* on their Response Boards before repeating the process for the letter *l*. Unit 10, Week 3 introduces students to the final blends: *nd*, *nk*, and *st*. During guided practice, students practice connecting *n* and *d* to /*nd*/ by writing the letters. The teacher instructs students to "Say /*nd*/ as I write *n* and *d*. Now write *n* and *d* on your Response Boards and say /*nd*/ as you write the letters," repeating the process for *nk* and *st*. Then, students review long vowel sounds by listening to the teacher say words with long vowel sounds before they identify and write the two letters that make the medial sound. Words include: came, bike, globe, late, green, and cube. |
| | **Required *Indicator for grades K-5 only**<br>**Indicator 4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques. | **Yes** | Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Students engage in high-frequency word instruction and |

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| | | | practice that incorporates visual, auditory, and tactile learning. Students follow an established routine as they read a word, listen to the word, its spelling, and how it is used in a sentence, and write the word. In Unit 4, Week 2, the teacher displays the book cover for *What Can You Do with a Paleta?* and reads the title to the class. Then, the teacher displays the High-Frequency Word Card for the word do and uses the Read/Spell/Write routine to teach the word. The teacher prompts students to close their eyes, picture the word in their minds, and write it the way they see it. Next, children self-correct by checking the High-Frequency Word Card. Students work with partners to create sentences using the word, count the number of letters in the word, and write the word again. Next, teachers review previously taught words by repeating the Read/Spell/Write routine. Finally, the teacher mixes the words and prompts students to say each one chorally. In Unit 7, Week 3, Day 1, students focus on the high-frequency words, said and want. After completing the Read/Spell/Write routine, students build sentences using High-Frequency Word Cards and teacher-created punctuation cards. On Day 2, students work in pairs to create sentences using the words and count the number of letters in the words said and want. Then, the teacher leads students in a cumulative review of previous high-frequency words. On Day 4, the teacher says the words said and want |

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| | | | while children write the words. Then, the teacher displays the words so students can self-check for spelling. Next, the teacher builds sentences as students read the sentences chorally and identify high-frequency words. In Unit 9, Week 2, students learn and work with the high-frequency words has and play. On Day 2, students create sentences using the new words, in addition to the words in the cumulative word bank. Then, students complete a Shared Read of the text, "We Can Play." As the teacher reads the text, students underline the words has and play and say the words aloud. On Day 5, students work in pairs to complete a Partner Talk activity for the words play and has. The teacher passes out cards with the words has, a, too, me, play, and with. Before reading the sentences aloud, the teacher directs students to stand and hold up their Word Cards if they hear the words on their cards. After the activity, the teacher places all Word Cards on a chart, selects cards at random, and prompts children to read the words. Additionally, materials include a large collection of leveled readers that allow for frequent and ongoing practice of the high-frequency words in each week's lessons. |
| | **Required *Indicator for grades K-5 only**<br>**4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent | **Yes** | Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word |

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| | practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | | analysis skills in decoding words. Materials support foundational skills development by providing weekly opportunities for students to practice decoding words and reading high-frequency words in and out of context. In Unit 3, students are introduced to the letter *i* and the short /*i*/ vowel sound. The teacher displays the insect Sound-Spelling Card and points to the letter *i*. Students say the letter name and sound. The teacher then reads a list of words and instructs students to write the letter *i* on their Response Boards if the word begins with the short vowel sound. The list of words includes: it, dinosaur, in, pan, is, if, itch, and iguana. To strengthen their understanding of the letter and its sound, students participate in a Shared Read of the decodable text, "Can I Pat It?" On Day 4, students review the letter *i* and the /*i*/ sound. The teacher then explains that they will read the text "Tim Can Tip It," and while reading, students are to "Draw a picture about the text or the art." "Draw something or a character whose name has the /*i*/ sound," and "Write the letter *i*." In Unit 8, Week 1, students first develop phonemic awareness by blending sounds of words with the initial /*j*/ and /*kw*/. Students then progress to learning the letters in the phonics pattern with Word-Building cards. The materials provide decodable texts, such as "I Can Note Quack" and "Quick Jan." Students also read the leveled reader "Run, Quinn!" in these lessons. In Unit 10, Week 3, students |

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| | | | demonstrate and apply phonetic knowledge by decoding the text, "Who Can Help?" To begin, students preview the photographs and ask any questions they have prior to reading. Then, together with the teacher, the class reads the book chorally. After reading, the teacher explains that students will read the selection and the teacher will stop to check for comprehension. |
| | **Required *Indicator for grades K-5 only**<br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | **Yes** | Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for monitoring and for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency instruction includes weekly formal instruction with a set scope and sequence of fluency skills that are taught and practiced both in whole-class and small-group lessons. Support for small-group instruction includes mini-lessons in fluency. Shared Reads offer opportunities to focus on fluency, with students reading as a class or within small groups and rereading in pairs. In small-group differentiated instruction, students engage in additional fluency practice and receive feedback from the teacher, progress monitoring, and further support. The materials provide opportunities for students to read and reread texts throughout the units of study, utilizing the Read, Re-read, Integrate routine. For example, in Unit 3, Week 2, during the initial reading of *Clang!* |

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| | | | *Clang! Beep! Beep! Listen to the City*, students identify key ideas about the sounds around them. Next, in their Reading and Writing Companions, students reread the text to analyze the author's craft and text's structure. Then, students integrate knowledge and ideas by reading and making text-to-text connections between *Clang! Clang! Beep! Beep! Listen to the City* and the Shared Read, "Nat and Tip," focusing on the words like, see, and and. Students read "Nat and Tip" again on Day 3. Teachers instruct students to "track the print as they sound out decodable words and read sight words," then have students "read the text again, focusing on rate—reading a bit more quickly and making the text sound more like speech." If students have difficulty with accuracy, the teacher directs them to start again and corrects any errors or miscues in reading. The materials recommend that teachers model reading if students struggle with reading rate. Materials also include the Grades K-2, Tier 2 Intervention, Fluency Teacher's Edition, which focuses on reteaching and practicing all foundational skills and building fluency. The guide provides "explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade that have not been mastered." Each lesson requires 15 minutes of instructional time. The guide also includes progress monitoring tools for determining students' mastery of specific skills. Teachers |

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| | | | can find monitoring tools at the end of each section of the guide. |
| | **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*<br>• 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. | **Yes** | Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. During core instruction, the teacher uses Word Work to explicitly and systematically teach to expand foundational skills and enable students to become proficient readers. During instruction, students review prior sound spellings to build word knowledge. Daily instruction in both whole and small groups allows teachers to model sound symbol relationships as students practice and apply key foundational skills while the teacher offers corrective feedback. After each day's lessons, teachers observe student performance to determine whether students are on track and ready to move forward with either independent practice or differentiated instruction. For example, Unit 1, Week 2, Word Work introduces students to the /*a*/ sound, spelled *a*. The teacher displays the Apple Sound-Spelling Card and says, "The /*a*/ sound is spelled with the letter *a*. Say the sound with me: /*aaa*/. This is the sound at the beginning of the word apple. Listen: /*aaa*/ apple." The teacher then displays the song "Adam Has an Apple" and reads or sings the song. Next, the |

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| | | | teacher rereads the title and points out that Adam, an, and apple begin with the letter *a*. In Unit 5, Week 2, Work Work, students demonstrate and apply phonetic knowledge by identifying and matching the common sounds that the letters *d*, *h*, and *e* represent. Students begin by reviewing letters *d* and *h* from previous lessons. Students identify the initial sounds in the words door and hammer from the photo cards. Next, the teacher introduces students to the letter *e*. The teacher displays the egg Sound-Spelling Card and explains that the initial sound in the word egg is the short /*e*/ vowel sound. During guided practice, students listen to the song "Scrambled Egg, Fried Egg" as the teacher either reads or sings it aloud. While reading, the teacher selects students to place an adhesive note on the words that begin with *E* or *e and instructs the students to say the short /e. sound* while sticking the note to the paper.. Corrective Feedback offers teacher guidance for supporting students who require further instruction. Unit 10, Week 3 introduces students to the blends /*nd/*, /*nk/*, and /*st*/. The materials instruct the teacher to "Guide children to practice connecting *n* and *d* to /*nd*/ by writing the letters. Say: Now do it with me. Say /*nd*/ as I write *n* and *d*. Now write *n* and *d* on your Response Boards and say /*nd*/ as you write the letters." The teacher repeats this process for the final blends /*nk*/ and /*st*/. Later in the lesson, students listen as the teacher reads words aloud before they |

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| | | | "write the two letters that act together to stand for the medial sound…and say the sound it stands for." For example, the teachers says the word bike, and students infer that, in order for the letter *i* to make the long /*i*/ sound, the other letter would be silent /*e*/. The activity continues with the words came, globe, late, made, note, five, gate, home, and tape. The teacher repeats this routine with long /*u*/ and *e*, continuing word study in small-group differentiated instruction. In Unit 5, Week 1, students count and blend syllables. The lesson begins as the teacher explains, "I'll count the parts of the word contrary." The teacher then says /*kon*/ /*true*/ /*re*/, explains that the word contrary has three parts, and blends the syllables to say contrary. Then, the teacher says the word pretty and directs students to "Clap out with me as we say the parts together. /*prit*/ /*e*/, pretty." The teacher repeats this step with the word Mary. Then, the teacher asks, "How many word parts do you hear?" Students work independently to clap the syllables in words flower, silver, and Mary. |
| | **Required *Indicator for grades K-2 only**<br>**4i)** 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. | **N/A** | 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. The Wonders Assessment system is comprehensive and includes informal progress monitoring and formal weekly, unit, and benchmark assessments, as well as a digital space to |

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| | | | create individualized assessments. Materials include an Assessment Handbook that outlines the purpose and frequency for each of the provided assessments. Assessment tools include a Diagnostic Measure and a Screening/Entry Assessment, Fluency Assessment, Benchmark Assessments, Progress Monitoring Assessments, Unit Assessments, and Test Preparation. The teacher can administer the Placement and Diagnostic Assessment to identify gaps in foundational reading skills areas. The assessment is administered individually and allows the teacher the opportunity to identify students who are at risk or lack reading proficiency. Phonological and Phonemic Awareness Assessments target the child's strengths and weaknesses. Phonological Awareness Subtests assess the child's ability to recognize rhyming words, produce rhyming words, segment and count syllables, blend syllables, and blend and segment onsets and rimes. Phonemic Awareness Subtests assess the child's ability to Count Phonemes, Isolate and Produce Phonemes, Match Phonemes, and Blend Phonemes to Produce Words. Fluency Assessments consist of Letter Naming and Sight Word Fluency. The Letter Naming Fluency is conducted individually and assesses a child's ability to identify upper and lower case letters. Sight Word fluency assesses a child's ability to read grade-level sight words. Each unit has a Unit Assessment to measure success of each unit and to |

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| | | | identify gaps in student learning. The Unit Assessments measure phonemic awareness, phonics, and high-frequency words. In the Unit 3, Week 3, Assessment, students identify beginning, middle, and ending sounds for the phonics portion of the assessment. For example, the assessment prompts students to “Look at the picture of the insect. Now say the three words. Draw a circle around the word that has the same beginning sound as insect.” “Look at the picture of the pin. Now say the three words. Draw a circle around the word that has the same middle sound as a pin.” and “Look at the picture of the fan. Now say the three words. Draw a circle around the word that has the same ending sound as a pin.” The teacher assesses phonemic awareness by calling out two words and asking students to write the letter for the beginning sound. Finally, students listen as the teacher reads the sentence, “You went to school.” then circle a high frequency word, to. Materials also include Benchmark Assessments and rubrics aligned to the unit tasks and weekly assessments to ensure all students are learning. After each day’s lessons, teachers check whether students are on track and ready to move forward to either independent practice or differentiated instruction. Teachers can also access the online assessment center to assign assessments to students and to utilize the online gradebook to track student data. |

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| | **Required *Indicator for grades K-5 only**<br>**4j)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports. | **Yes** | Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill support. Materials include lessons and activities that target print concepts, phonological awareness, phonics and word recognition, and fluency. All teacher guidance and materials for instructional lessons are easily accessed in the Teacher Edition of the online portal. While the portal organizes individual lessons by the foundational skills focus, the teacher may also use the portal's search feature to locate teacher and student materials for specific foundational skills. Lessons that focus on print concepts ensure students understand that print represents spoken language. Students develop an understanding of print organization that "text reads left to right, top to bottom, and page by page" and "printed words are strings of letters separated by blank space." Lessons also focus on students' ability to recognize and name lower and upper case letters in the alphabet, and to understand the features of a sentence, such as first-word capitalization and ending punctuation. For example, in the Unit 3, Week 2, Shared Read lesson, teacher guidance for Concepts of Print states, "Have children open their Reading and Writing Companion to page 44. Have them count the words in the sentence. (six) Draw children's attention to the spaces between the words. Then say the word Nan. Remind |

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| | | | children that words we say can be shown by letters we write. Have children identify the letters we use to write the word Nan." Lessons in phonological awareness focus on students' ability to recognize rhyming words; count, pronounce, and segment syllables into phonemes; blend individual phonemes, consonants, onsets, and rimes into words; isolate and pronounce initial, medial, and final phonemes in spoken, single-syllable words; replace individual phonemes to make new words' and distinguish long from short vowel sounds in short spoken words. For example, in Unit 5, Week 3, Word Work, students practice blending the sounds they hear into words. The teacher says, "I am going to say the sounds in a word: /*f*/ /*a*/ /*n*/. I can blend those sounds to make the word: /*fffaaannn*/, fan. Listen as I say more sounds and blend them to make words." The materials include abundant phonics and word recognition skills lessons throughout each week of the program. These Word Work lessons focus on student development of understanding the primary or most common sounds of each consonant, five major long and short vowels, final /*e*/, and common consonant digraphs and vowel teams. Lessons also target reading high-frequency, irregularly spelled words by sight. The lessons also ensure that students are able to distinguish between similarly spelled words, identify inconsistent but common spelling-sound correspondences, decode |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | regularly spelled words, and apply knowledge of syllable structure and morphology to read words in and out of context. For example, in Unit 7, Week 2, the teacher displays the guitar Sound-Spelling Card and explains that "The /*g*/ sound is spelled with the letter *g*. Say it with me: /*g*/. This is the sound at the beginning of guitar. Listen: /*g*/, /*g*/, guitar." The teacher then sings the song, "Get a Guitar," and points out that the words get and guitar both begin with the letter *g* before modeling the activity by placing a self-stick note below the *g* in get and guitar. Fluency skills practice includes reading with sufficient accuracy and at a rate which supports comprehension, reading on-level text with purpose and understanding, reading on-level text orally with accuracy, appropriate rate, and expression, and using context to confirm or self-correct word recognition and understanding. The materials incorporate an abundancy of fluency lessons and practice, as students engage in the Choral Reading Routine, Partner Reading Routine, and the Repeated Reading Routine. |
| **Section III. Additional Criteria of Superior Quality** | | | |
| **5. RANGE AND VOLUME OF TEXTS:**<br>Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, | **Required**<br>**5a)** Materials seek a **balance in instructional time between literature and informational texts.** (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.) | | See EdReports for more information. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| 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.)<br><br>☐ Yes ☐ No | • The majority of informational texts have an informational text structure.<br>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. | | |
| | **Required**<br>**5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels). | | |
| | **5c)** Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. | | |
| **6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:**<br>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.<br><br>☐ Yes ☐ No | **Required**<br>**6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6] | | |
| | **Required *Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | | |

[6] 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 |
|---|---|---|---|
| | **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.<br>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>• In grades 3-12, tasks may include blended modes (e.g., analytical writing). | | |
| | **Required**<br>**6d)** Materials address the **grammar and language** 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.<br>• 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. | | |
| **7. ASSESSMENTS:**<br>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).<br><br>☐ Yes ☐ No | **Required**<br>**7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures. | | |
| | **Required**<br>**7b)** Materials **assess student understanding of the topics, themes, and/or ideas** 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. | | |
| | **Required**<br>**7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | **Required**<br>**7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities. | | |
| | **7e)** Materials assess student proficiency using methods that are **unbiased and accessible** to all students. | | |
| **8. SCAFFOLDING AND SUPPORT:** 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.<br><br>☐ Yes ☐ No | **Required**<br>**8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** 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. | | |
| | **Required**<br>**8b)** Materials **do not confuse or substitute** 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. | | |
| | **Required**<br>**8c)** Materials include **guidance and support** 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. | | |
| | **Required**<br>**8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars). | | |
| | **Required**<br>**8e)** Materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. | | |

| 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. | | |
| | **Required**<br>**8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | | |
| | **8g)** The content can be **reasonably** 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. | | |

**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 |
|---|---|---|---|
| **I. K-12 Non-negotiable Criteria of Superior Quality**[7] | 1. Quality of Texts | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. |

[7] 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 |
|---|---|---|---|
| | | | Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language and have been selected for multiple, careful readings throughout the unit of study. |
| | 2. Text-Dependent Questions | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. |
| | 3. Coherence of Tasks | **Yes** | Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts. |
| **II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)**[8] | 4. Foundational Skills | **Yes** | Materials provide 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. Systematic and explicit phonological awareness and phonics instruction is provided. Materials include opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding |

[8] 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 |
|---|---|---|---|
| | | | of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. There are 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 provide time, attention, and practice with students who need foundational skill supports. |
| **III. Additional Criteria of Superior Quality**[9] | 5. Range and Volume of Texts | | See EdReports for more information. |
| | 6. Writing to Sources, Speaking and Listening, and Language | | See EdReports for more information. |
| | 7. Assessments | | See EdReports for more information. |
| | 8. Scaffolding and Support | | See EdReports for more information. |
| FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality** | | | |

*As applicable

[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)**

FULL CURRICULUM
Instructional Materials

**Qualified for Abbreviated Review[1]**

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.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.




Title: **Wonders** Grade: **1**

Publisher: **McGraw Hill LLC** Copyright: **2020**

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

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

| STRONG | WEAK |
|---|---|
| 1. Quality of Texts (Non-negotiable) | |
| 2. Text-Dependent Questions (Non-negotiable) | |
| 3. Coherence of Tasks (Non-negotiable) | |
| 4. Foundational Skills (Non-negotiable) | |
| 5. Range and Volume of Texts | |
| 6. Writing to Sources, Speaking and Listening, and Language | |
| 7. Assessments | |
| 8. Scaffolding and Support | |

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/wonders.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] 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**[4] 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[5] 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.

[4] **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.
[5] 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 |
|---|---|---|---|
| **SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY**<br>**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.** | | | |
| **Non-negotiable**<br>**1. QUALITY OF TEXTS:**<br>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.<br><br>*(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)*<br><br>☒ Yes ☐ No | **Required**<br>**1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards.<br>• **A text analysis that includes complexity information is provided.** 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.<br>• In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves. | **Yes** | Materials provide texts that are appropriately complex for Grade 1 according to the requirements outlined in the standards. A detailed Text Complexity Analysis is provided for all read alouds, Shared Reads, and anchor texts, which includes the texts' author, genre, and complexity, as well as qualitative features, such as the texts' meaning, purpose, structure, language, and knowledge demands. The materials include multiple texts of appropriate complexity, such as *Time for Kids: Koko and Penny* in Unit 4 of the Literature Anthology. While this informational text has a less complex meaning and purpose, its structure and language and knowledge demands increase the text's overall complexity, as it includes photos and captions which provide information not stated in the text, and students may need support understanding the meaning of vocabulary and acquiring prior knowledge before reading the text. Materials offer a range of complex and engaging texts for students each week with read alouds, leveled readers, decodable readers, and Shared Reads. The text complexity of the Shared Reads and anchor texts ranges from 220L in the text, *This School Year Will Be the Best!*, to a Lexile |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | level 770L in the text, *Where Does Food Come From?* The read-aloud texts in the materials range in complexity from 220L for *Friends All Around* to 950L in "Celebrate the Flag." The materials provide a large collection of read alouds, allowing sufficient opportunity for students to engage with a text more complex than they could read themselves. For example, in Unit 3, Week 3, students participate in the interactive read aloud of "The Foolish, Timid Rabbit" (470L). The text is a folktale from India which has moderately complex meaning and purpose and somewhat complex structure, language, and knowledge demands. Students require teacher support to successfully read and understand this text. |
| | **Required**<br>**Indicator 1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** 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. | **Yes** | At least 90% of texts are of publishable quality 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. Texts within the materials are authentically crafted for non-instructional purposes, as evident in the rich language, engaging content, and high-quality and colorful illustrations supporting students' understanding of the text. Examples of authentic, published texts from Unit 2 include *Millie Waits for the Mail* by Alexander Steffensmeier, *The Three Little Dassies* by Jan Brett, *Babies in the Bayou* by Jim Arnosky, *The Story of Martin Luther King, Jr.* by Johnny Ray Moore, and *Me on* |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | *the Map* by Joan Sweeney. In Unit 3, students engage with the Literature Big Book, *A Second Is a Hiccup*, by Canadian children's book author and Writers' Guild of Alberta Award-winner Hazel Hutchins, *Mystery Vine* by author and illustrator Cathryn Falwell, the fantasy *Interrupting Chicken*, which earned David Ezra Stein the Caldecott Honor, and *Where Does Food Come From?* by Shelley Rotner and Gary Goss. In Unit 4, students read *Hi! Fly Guy* by Tedd Arnold, for which he earned the Theodor Seuss Geisel Honor. Unit 5 texts include *A Lost Button* by Arnold Lobel, author of the *Frog and Toad* series, *Kitten's First Full Moon* by well-known author Kevin Henkes, and *Whistle for Willie* by Caldecott Medal winning author Ezra Jack Keats. In Unit 6, students engage with the text *Click, Clack, Moo: Cows That Type* of the *Click Clack* series by Doreen Cronin. |
| | **Required**<br>**1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.<br>• In grades **K-2**, 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 text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes | **Yes** | Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The materials include six units of study, each unit having a connected theme and text selections that encourage students to acquire vocabulary and knowledge through reading and engaging with unit texts. For example, the Unit 2 focus is community. Students gain knowledge relating to the Big Idea: What makes a community? The Week 1, Weekly |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. | | Concept is Jobs Around Town. Students' first read is the fantasy, *Millie Waits for the Mail*. Before reading, students make predictions as to why Millie, a cow, waits for the mail carrier each day, then determine whether their predictions were correct and record new ideas about jobs in a community. Students then read "Good Job, Ben!" to identify and describe the jobs that need to be done in a community. On Day 3, students read *The Red Hat* about a busy firefighter. As they read, students determine the importance of firefighters within their community. Additionally, teachers can use the Think Aloud Cloud strategy with the texts to reinforce the week's focus skills and build knowledge within the unit. The Unit 4 focus is Animal Features. Students gain knowledge about the Big Idea: How do animals' bodies help them? Week 1 provides texts related to animal features, Week 2 relates to groups of animals, Week 3 relates to animals in the wild, Week 4 relates to insects, and Week 5 relates to how people work with animals. Each weekly topic is connected to the unit's theme, and weekly tasks engage students in reading, writing, listening, speaking, and language. In Unit 4, Week 5, students discuss what they know and are currently learning about the topic of people working with animals. Students read multiple texts, such as "Time for Kids: From Puppy to Guide Dog," *Time for Kids: Koko and Penny,* and "Save Our Bees!" During and after reading each text, students write in |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | their Reading and Writing Companion as they complete research and inquiry tasks and others which allow students to make real-world connections to the unit and weekly topics. In Unit 6, students focus on teamwork by engaging with texts that help them better understand The Big Idea of the unit, "How does teamwork help us?" Week 1 texts include: "Super Tools," *Click, Clack, Moo: Cows That Type*, "Be a Volunteer!" and "All Kinds of Helpers." The texts describe how people can work together to make their lives better. For example, in "Super Tools," a collection of writing tools work together to remind the main character that they are as cool as her new computer. In *Click, Clack, Moo: Cows That Type*, the cows use their ability to type a note expressing what they want the farmer as a means to get those things. When the hens notice, they join in. Working together, the animals are able to get their needs met. In Week 3, students participate in a Shared Read of "Wrapped in Ice" about the problems an icy day brings and the teams of people that work together to solve those problems. |
| | **Required**<br>**1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building. | **Yes** | Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. The materials offer a rich variety of authentic texts to engage students through the use of the Close Reading Routine. Teachers engage students in close reads for specific purposes. Rereading allows students to focus on understanding |

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| | | | and making meaningful connections with the text, as well as provides an opportunity for skill instruction. In Unit 3, students read *On My Way to School*. During their initial read, students complete the Character, Setting, and Plot graphic organizer. Students reread the text to identify the narrator of the story, then again to analyze the author's word choice. Students return to the text a final time as they respond to a prompt in which they "Write 4 more pages of the story. Tell the excuses the boy might give his mom for getting home late." In Unit 4, students read the anchor text, *Vulture View*, and follow the Close Reading Routine. On their first read, students identify key ideas and details about how animals survive in nature. Students read the text a second time to better understand how the author's word choice helps the reader visualize the text. During their third read of the text, students analyze the illustrator's craft by expressing their understanding of the question, "How do the illustrations help you understand how vultures eat?" Students return to the text again to respond to the prompt, "How do vultures use their body parts to help them find food?" In Unit 6, students read the anchor text, *Click, Clack Moo: Cows That Type,* and follow the Close Reading Routine. During the first read, students identify key ideas and details, take notes, and retell the text. The second read involves students analyzing the text's craft and structure and making inferences to determine how the |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | author shows "that Farmer Brown is frustrated." In the third read, students engage in integrating knowledge and ideas and making text-to-text connections as they explain how the actions of the volunteers in "Be a Volunteer!" are like the actions of the cows in *Click, Clack, Moo: Cows That Type*. Additionally, as students conduct multiple close reads of the text, they use the Reading and Writing Companion to record their ideas. |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**2. TEXT-DEPENDENT QUESTIONS:**<br>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.<br>☒ Yes ☐ No | **Required**<br>**2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses. | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Throughout the materials, students have many opportunities to engage with lesson questions and tasks that are text dependent or specific. For example, in Unit 1, students read *Flip.* Students use the Close Reading Routine to identify key details and analyze text's craft and structure while integrating their own knowledge and ideas as they read. After reading, students respond to the following questions: "Why does the girl tell Flip to be good?" "How does the author help you know Flip's plan?" "What does Flip do on page 60?" and "Why did Miss Black change her mind about Flip?" In Unit 2, students respond to the anchor text, *The Pigs, the Wolf, and the Mud,* by answering questions and using text evidence to support their answers, then compare the anchor text with the paired selection, "Cubs in a Hut.". For example, "Why can't the wolf |

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| | | | blow down the pigs' hut?" "Why is a new mud hut a good idea?" and "How are the stories similar and different?" The Reading and Writing Companion allows students the opportunity to engage with lesson questions and tasks that are text specific both during and after reading each text in the units by requiring students to use the text alone and to be text dependent by citing evidence to support an idea. Following the reading of *A Lost Button* in Unit 5, students answer the text-specific question, "How does the author show that Frog is a good friend?" which requires them to analyze and use the text to find the answer. Unit 5, Week 5 includes text-dependent questions for students after they read the anchor text, *Thomas Edison, Inventor*. Students respond to the questions, "What made Thomas Edison want to do experiments?" and "What was important to Thomas Edison as a teenager?" Students cite text evidence using a page number. |
| | **Required**<br>**2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.) | **Yes** | Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Throughout the units, students analyze texts and write responses using text evidence and actively participate in asking and answering questions through collaborative discussions linked to grade-level standards. The Talk About It section includes activities that strengthen students' speaking and listening and language skills. |

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| | | | For example, in Unit 2, Week 1, students identify real-life connections between words and correct usage during their introduction to the words community and occupation (L.1.5c). The materials prompt students to use the words as they respond to the comments of others when discussing the Essential Question: What jobs need to be done in a community? For example, students analyze pictures in their Reading and Writing Companion and respond to questions, “What do you think is this man’s job?” and “Why do you think his job is important in the community?” Children discuss the photos with a partner (SL.1.1b). Materials include a conversation routine which teachers can use to systematically teach expectations for collaborative conversations. In Unit 2, Week 2, students discuss the theme Buildings All Around. Students describe buildings they know and view building structures through videos or photos (RL.1.2b). This discussion helps build knowledge for the Essential Questions: What buildings do you know? and What are they made of? Then, during Independent Writing, students write about a building they know or compare two buildings that are different (RL.1.9). Next, students view the buildings in a photo and discuss their answers to the questions, “What do you think they are made of?” and “What do you think they are used for?” with a partner (SL.1.1 and SL.1.2). A progression in depth and complexity of standards advances |

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| | | | student learning over time. For example, in Unit 1, Week 3, students read the Literature Big Book, *Cool Dog, School Dog*. The teacher thinks aloud to teach visualization, guides students to break down the sentences to understand each part of what Tinka the dog's description, and asks students to study the illustrations and describe what is happening in their own words before reading the text (RL.1.7). The teacher also teaches concepts of tracking print and the return sweep (RF.1.1). By Unit 5, Week 4, while engaging with the text *Whistle for Willie,* students conduct multiple close readings of the text, review a character's point of view, and record their thoughts with a problem and solution organizer (RL.1.6). The teacher provides support with unfamiliar punctuation marks (RF.1.1a), suffixes (RF.1.3f), and understanding connections among the events of the story (RL.1.3). |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include | **Required**<br>**3a)** Coherent **sequences of questions and tasks** 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. | **Yes** | Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials organize texts into units, with each unit offering a genre set that includes an anchor text in a literary or informational genre and several other titles in that same genre which help build knowledge for the Essential Question. Students engage with the text, build close reading skills, and |

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| components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.<br><br>☒ Yes ☐ No | | | practice writing skills by researching the topic and presenting their findings. Each unit includes a theme and Big Idea that connect weekly lessons and build student knowledge. For example, in Unit 2, students read texts and complete tasks centered around The Big Idea: What makes a community? Each Weekly Concept supports the overall Big Idea of the unit. For example, the Week 1 Weekly Concept is Jobs Around Town. Students read the anchor text, *The Red Hat,* about a busy firefighter. In Week 2, Buildings All Around, students read *The Pigs, the Wolf, and the Mud*. During Week 3, A Community in Nature, students read *At a Pond*. In Week 4, Let's Help, students read *Nell's Books*. Then, in Week 5, Follow the Map, students read *Fun with Maps*. Finally, in Week 6, Our Community, students read digital articles about communities. The unit concludes with students completing the Unit 2 Summative Assessment by culminating the information gleaned throughout the unit with assessment passages to answer comprehension questions based on skills strengthened throughout the unit. Unit 4 focuses on Animal Features, as students prepare for responding to the Essential Question: How do animals' bodies help them? Students use the anchor text for Unit 4, Week 1, *Little Rabbit,* to develop an understanding about animal features and to respond to the question, "What could they do with those features?" Students read the anchor text for Unit 4, Week 3, *Vulture View,* |

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| | | | *then* answer questions related to the Essential Question: How do animals survive in nature? The tasks include constructive response, draw and label, and collaborative talk. By Week 6, students integrate the unit texts by expressing what they learned about the ways animals use their teeth, making connections between "Teeth at Work" and other texts within the unit. In Unit 6, Week 5, students read *Happy Birthday, U.S.A.!* as they connect with past and present holiday celebrations. In this lesson, students learn about the Fourth of July and the Declaration of Independence. After reading, students explain the similarities and differences in the ways people have celebrated the holiday over time. In Week 6, students conduct a cold read of "Max's Plan." After reading, students use the knowledge they acquire from reading throughout the course of the unit to express their understanding by responding to prompts: "How can you tell the story is realistic fiction?" "What does the simile 'The street is like a parking lot!' help you understand?" and "What is the message, or theme, of the story?" |
| | **Required**<br>**3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts. | **Yes** | Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Unit 2, Week 2, students read *The Three Little Dassies* about three animals that build a shelter. Prior to beginning, students make predictions using the title and illustrations. After reading, |

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| | | | students confirm or correct their predictions by discussing the materials the dassies used to build their homes and whether their predictions were correct with a partner. Then, students participate in a Shared Read of "Cubs in a Hut" to observe and discuss the different kinds of buildings in the text, relating to the Essential Questions: What buildings do you know? and What are they made of? After reading, students use the sentence starter, To build their hut, the cubs _____. The teacher records students' ideas on the Essential Question chart. In Week 3, after rereading the anchor text, *At the Pond*, students answer questions connected to the Essential Question, such as "Where do animals live together?" "Why do ducks go to the pond?" and "Why is the pond a good place for frogs to live?" Students discuss their responses with a partner and express their understanding in their writing companions, citing page numbers and text evidence to support their ideas. In Unit 3, students focus on the Weekly Concept: Watch It Grow! In Week 2, students begin by analyzing and discussing things they see in the photo from their Reading and Writing Companions. Students discuss how plants change as they grow, and write about what they already know about what plants need to grow. Then, students make predictions about the events of *Mystery Vine* to discover how plants change as they grow. Students participate in a Shared Read of "Time to Plant!" and discuss how the vegetables in |

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| | | | the family's garden change as they grow, along with a partner. Students record their responses on the Essential Question chart. Students read the text again as they identify the main events of the story and explain the sequence in which they occur. Next, students read, discuss, and write about a paired anchor text, *The Big Yuca Plant*, citing text evidence to support their thinking. Finally, students research a plant in which they are interested and make connections to a painting titled, *Life of a Pomegranate*. In Unit 5, Week 3, students read texts that help them develop an understanding of the Weekly Concept: Great Inventions. Students begin by discussing inventions they know about. Then, students read "The Story of a Robot Inventor" and work in pairs to discuss the kind of robot they would like to invent. On Day 2, students conduct a close read to analyze the biography. Questions strengthen student understanding of the text by asking, "What important event happened in Takahashi's life in 1999?" and "Why is this important?" Students then find another important event in Takahashi's life and explain its importance with a partner. On Day 3, students review the Essential Question: What inventions do you know about? and read the anchor text, *Thomas Edison, Inventor,* to identify how the important events in Tom's life presented as problems and solutions and led to him becoming an inventor. Students answer questions to deepen their understanding, |

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| | | | such as “Tom worries that people will mess with his jars of chemicals. How does he solve the problem?” and “We read that gas lights could cause problems. Describe those problems from the text. What steps did Tom take to resolve the problems? What was the solution?” |
| | **Required**<br>**3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.<br>• 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). | **Yes** | Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2, including vocabulary, sentences, and structure. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and by engaging students with multiple repetitions of words in varied contexts. For each week, the materials provide students with words to learn and know which emphasize word meaning and relationships among words. The vocabulary words in Unit 2, Week 3 include: depend, habitat, hibernate, tolerate, tranquil, and eat. Students have the opportunity to learn the meaning of these words in the context of the text and through connected texts within the unit. In Unit 3, Week 1, What is Time, students study vocabulary related to the Essential Question: How do we measure time? Oral vocabulary acquisition includes the words: immediately, schedule, calendar, and occasion. Students interact with these words through reading, speaking, listening, and writing. In their Reading and Writing |

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| | | | Companions, students participate in a Shared Read of “Nate the Snake is Late.” Students find and circle words that have the long /*a*/ vowel sound, as in the word cake. Then, the teacher prompts students to talk about the sentences with rhyming words on pages 12-13 of the anchor text, *On My Way to School,* and write pairs of rhyming words from the story. In Unit 4, Week 1, students learn vocabulary through the Essential Question, “How do animals’ bodies help them?” As students speak and write about the unit topic, they deepen understanding and apply new vocabulary acquired for both discussion and written expression. For example, students read the folktale, *Little Rabbit*, to learn about how a rabbit's body moves quickly in order to keep the small animal safe within a falling forest. Vocabulary for text includes: splendid, animals, carry, and special. After reading, students use vocabulary to retell the story, and respond to the prompt, “Think of an animal you know. How could it use its body to escape danger?” In Unit 4, Week 3, In the Wild, students study vocabulary connected to the Essential Question: How do animals survive in nature? Oral vocabulary includes the following words: survive, provide, wilderness, communicate, and superior. Students also learn the seek and search vocabulary words strategy Students interact with vocabulary during the week through collaborative talk, writing, and reading. In their Reading and Writing Companions, |

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| | | | students read the selection “Go Wild!” and encounter vocabulary words, which they circle during reading. Then, starting on page 82, students read the words in a sentence, talk about the words with a partner, and write their own sentences using the words. |
| **Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)** | | | |
| **Non-negotiable***<br>**4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.<br><br>☒ Yes ☐ No<br><br>*As applicable (e.g., when the scope of the materials is | **Required *Indicator for grades K-5 only**<br>**4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Foundational skills instruction is sequenced logically from simple to complex to provide appropriate support for students learning Grade 1 standards. The scope and sequence for each unit outlines each of the foundational skills areas of instruction within the daily lessons. For example, In Unit 1, Week 1, students engage in a phoneme segmentation with words with the short /*a*/ vowel sound. Students learn to read and spell words with short /*a*/ and develop fluency with a Shared Read text titled, “Jack Can.” As they read students point to the words and find short /*a*/ words in the text. After reading the realistic fiction selection, students discuss which characters could be real and which events could happen in real life. By this time in the year, students are writing words or drawing pictures to express their ideas on a chart. In Unit 2, Week 2, students identify and generate rhyming words, as well as |

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| comprehensive and considered a full program) | | | identify, blend, and segment phonemes for phonological and phonemic awareness. Phonics and spelling instruction focuses on short /*u*/. Students are asked to blend and build words with short /*u*/, use manipulatives for interactive learning, explore relationships with word sorts, and practice writing the words. In Unit 3, Week 4, students engage in phoneme activities, such as segmentation, isolation, and blending long /*o*/ words, learn to read and spell words with long /*o*/, and develop fluency with a Shared Read text titled, "Life at Home." Students read to find out how life at home is different than it was long ago. Students compare and contrast these ideas and seek and search for long /*o*/ words in this nonfiction text. At this point in the year, students write sentences and note text evidence to express what they learned. In Unit 6, Week 5, students learn, practice, and read texts with several r-controlled vowels. On Day 2, students demonstrate and apply phonetic knowledge by decoding words with r-controlled syllables. The lesson begins as the teacher says the sounds in the word fair and blends the sounds together to say the whole word. Students then practice blending phonemes as the teacher says the sounds in the words pair, chair, hair, bear, rare, care, scare, and share. The lessons continue during Word Work, as the teacher displays the words hairy and burning. The teacher points to the r-controlled vowel in each word and says the words while also |

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| | | | clapping each syllable. The teacher then draws a line between the syllable and explains that the vowel is followed by the letter *r* and that the vowel and the *r* are in the same syllable. During guided practice, the teacher displays the words daily, target, barely, and repair, and students divide the words into syllables and decode each word. Students continue engaging with r-controlled vowel words as they read "Share the Harvest and Give Thanks." Additionally, the Tier 2 Intervention, Phonemic Awareness Book, Section 1, Lessons 1-5 reinforces foundational skills by focusing on sound awareness with listening, sequence, and spoken word. Section 1, Lessons 6-8 focuses on rhyming words. Section 2 focuses on phoneme identification and includes beginning and ending phonemes. |
| | **Required *Indicator for grades K-1 only**<br>**Indicator 4b)**<br>Materials provide grade-appropriate instruction and practice for the **concepts of print** (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** | Materials provide grade-appropriate instruction and practice for the basic features of print. All texts in the materials provide opportunities for students to learn print awareness. Students learn to follow words from left to right, top to bottom, and page by page, that words are followed by spaces, and to identify the features of a sentence, such as capitalizing the first word and punctuating the end. In Unit 0, Week 1, Introduce the Concept, students learn about the concepts of print as the teacher explains that "we read left to right and from the top to the bottom of the page." The teacher models reading the first sentence while running a finger beneath each word. In |

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| | | | Week 2, Day 1, students practice the return sweep by moving their fingers from one sentence to the next. On Day 2, students review that "telling sentences end with a period" and that the pronoun I should be capitalized. During Unit 1, Week 1, students learn that sentences are made up of words. The teacher points out the words while reading sentences, and students take turns pointing to one word in a sentence as the teacher explains that a word is made up of letters. Next, teachers circle the room and read the first word in the first sentence aloud, then point to and name each letter. The teacher repeats the exercise for other words and sentences, and students join in by pointing to and naming each letter. The materials provide leveled readers for each week, providing the opportunity for student instruction on the basic features of print, such as the leveled reader, *We Can Move!* and Shared Read text, "Cubs in a Hut." The materials also include an abundance of big books, such as *This School Year Will Be the Best!* where students practice concepts of print. The teacher can utilize the Reading and Writing Companion with each text in every lesson to provide opportunities for students to learn and practice the basic features of print, such as words followed by spaces and a sentence's first word beginning with a capital letter. |
| | **Required *Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; | **N/A** | Materials provide systematic and explicit phonological awareness instruction. A scope and sequence of phonological study is |

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| | clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | | provided for each unit, showing the systematic continuum of these skills. The materials include daily phonemic awareness lessons, along with 118 interactive games and activities for students. In the unit lessons, students identify and manipulate sounds from phoneme isolation, blending, substitution, segmentation, categorization, deletion, rhyme study, and contrast vowel sounds. For example, in Unit 1, Week 5, students work on categorization, segmentation, deletion, and blending phonemes. The lesson begins with the teacher modeling how to complete the task of phoneme categorization by saying, "Listen to these three words: bread, brake, drum. Two of the words begin with the same two sounds. One does not. Bread and brake begin with the sounds /*br*/. Drum does not begin with the sounds /*br*/. Drum does not belong." Next, the teacher repeats the process with skate, spin, spot, grin, truck, and grape. Students then engage in guided practice. Students that need additional practice can complete a practice page and access a digital interactive practice component. In Unit 4, Week 3, students categorize words by having long or short vowel sounds. The lesson begins with the teacher modeling completion of the task by saying, "Listen as I say three words: bait, cake, hand. Which word doesn't belong? Yes, bait and cake have long /*a*/ vowel sounds, but hand has a short /*a*/ sound. Hand does not belong." The teacher guides |

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| | | | students through more practice before students work independently on a practice page and access a digital component, if more practice is needed. The Unit 6, Week 4, Daily Lesson also addresses phonemic awareness, as the teacher models segmenting the sounds in words that begin with *sp*, such as in the word splash. Students engage in guided practice as they learn to segment phonemes with words that begin with *sp*, and then *st*. In Unit 6, Week 5, students learn, practice, and read text with several r-controlled vowels. This practice includes a Phonemic Awareness Activity: Add Sounds to Words with r-Controlled Vowels. This activity is a phoneme addition interactive lesson that focuses on adding sounds to the beginnings or ends of words with r-controlled vowels, including spelling air, are, and ear to make new words. |
| | **Required *Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** 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). | **Yes** | Materials provide systematic and explicit phonics 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. Each unit includes a scope and sequence of phonics study which outlines the systematic continuum of these skills. Phonics lessons cover the appropriate range of phonics instruction for Grade 1 and skills range from learning to read and write words with short /*a*/ vowel sounds in Unit 1, Week 1, to ending the year by hearing, saying, writing, |

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| | | | and reading r-controlled vowels in Unit 6, Week 6, with words such as air, are, and ear. In these lessons, students learn the letter(s) sound relationship and spell and write words with this phonics spelling pattern. In Unit 1, Week 5, Phonics/Spelling/Handwriting focuses on beginning consonant blends, r-blends and s-blends. The teacher displays picture cards and models writing the letters *b* and *r* using the provided handwriting models before repeating. the process for r-blends, /*kr*/, /*dr*/, /*fr*/, /*gr*/, /*tr*/, and s-blends /*sm*/, /*sn*/, /*sp*/, /*st*/, /*sw*/. Next, students engage in guided practice by saying and writing r-blends and s-blends. The lesson continues as the teacher displays Word-Building Cards *s*, *t*, *o*, and *p*. The teacher blends the sounds /*st*/, sounds out /*o*/ and /*p*/, and finally blends the whole word slowly, /*stooop*/. The teacher repeats this process with the words crack, trip, snap, and drop. Students apply phonetic knowledge by decoding wordings in the connected text, “Cran the Cat.” In Unit 4, Week 3, Phonics/Spelling/Handwriting focuses on long /*o*/: /*o*/, /*oa*/, /*ow*/, /*oe*/, and open syllables. The teacher models with Sound-Spelling cards before students engage in guided practice. In addition, students can access a digital component to reinforce the skill. Each unit provides Word Work that follows a logical, sequential order of phonics instruction. For example, in Unit 4, Week 1, Day 1, the teacher displays the Word-Building Cards *s*, *a*, *i*, and *l*. The |

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| | | | teacher then models blending the sounds, saying "This is the letter *s*. It stands for /*s*/. These are the letters *ai*. Together they stand for /*ā*/. This is the letter *l*. It stands for /*l*/. Listen as I blend these sounds together: /*sssaaalll*/." The teacher continues modeling with the words aim, hay, gray, and bacon. During guided practice, the teacher reads each word in the first row with children and blends the sounds, stating "/*s*/ /*a*/ /*sssaaa*/. The word is say." The teacher continues to guide practice as needed with rows 2–7 and provide corrective feedback. If students need additional practice blending words with long /*a/,* the teacher may assign a lesson from the Practice Book or the accompanying online activity. |
| | **Required *Indicator for grades K-5 only**<br>**Indicator 4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques. | **Yes** | Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Students engage with high-frequency words throughout the year, in every unit of the Grade 1 materials. Word lists for each week are provided. Materials also include practice worksheets, interactive games and activities, and additional student texts that support learning the high-frequency words throughout the year. In Unit 2, Week 4, the teacher models and engages students in the Read/Spell/Write Routine, which requires students to individually: read the word, say and use the word in a sentence, spell the word, and write the word, for high-frequency words: all, call, day, her, and |

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| | | | want. On Day 2, students work in pairs to create sentences using each word. The teacher then provides guided practice that allows students to identify the high-frequency words they learned in a connected text. In Unit 4, Week 3, students work with High-Frequency Word Cards for the words find, food, more, over, start, and warm. The teacher displays the High-Frequency Word Cards and uses the Read/Spell/Write Routine to teach the words before instructing students to close their eyes, picture the word in their minds, and write it the way they see it. Students self-correct by checking the High-Frequency Word Cards and work with partners to create sentences using the words. Next, teachers review previously taught words by repeating the Read/Spell/Write Routine. Finally, the teacher mixes the words and prompts students to say each one chorally. In addition, students underline high-frequency words during the reading of "Go Wild!" in their Reading and Writing Companions. Students also have access to decodable readers and leveled readers that help strengthen their knowledge of the words. In Unit 5, Week 1, high-frequency words include: four, large, none, only, put, and round. On Day 1, the teacher introduces students to the words and completes the Read/Spell/Write Routine for each word. During guided practice, students read sentences, identify high-frequency words, and blend decodable words. On Day 3, |

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| | | | students read, spell, and write the words again before completing the Build Fluency: Word Automaticity lesson by reading sentences with both decodable and high-frequency words. By Day 5, students apply their knowledge of newly acquired high-frequency words to create and write sentences using the words. |
| | **Required *Indicator for grades K-5 only**<br>**4f)** Resources and/or texts provide ample **practice** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | **Yes** | Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Every unit includes a scope and sequence of phonics skills that outlines the phonemic awareness, phonics, and spelling focus for each week with the corresponding decodable texts. The decodable texts in each lesson provide students with frequent practice through the use of leveled readers, Shared Reads, and big books. For example, Unit 1, Week 1 introduces students to decoding and reading texts with the short /*a*/ vowel sound. Students read the decodable texts, “Cat and Bat,” “Tam, Cat, and Nan,” “The Fan,” “A Mat For Pam,” and “Fat Cat.” Unit 2, Week 2 introduces students to the phonics pattern in words with the short /*u*/ vowel sound. On Day 2, the teacher models the sounds in the words: mud, cub, and fun, with the middle short /*u*/ sound. Next, students engage in guided practice by identifying the short /*u*/ sound in a group of words. Students then read the decodable text, “Cubs in a Hut.” As |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | students read, they circle the words with the short /*u*/ sound. In Unit 3, Week 1, students engage in phoneme identity, addition, substitution, and segmentation with long /*a*/ words. Students also learn to read and spell words with long /*a*/. Students then engage with the decodable text titled, "Nate the Snake Is Late." As they read, students point to, circle, and decode the words in the text with the long /*a*/ sound. Students must use what they learned about the phonics pattern *ay* and *ae* to make the long /a/ sound as they decode and read the words in the text. Then, students read, discuss, and write about the anchor text, *On My Way to School*, as they continue to develop fluency and practice decoding the words with long /*a*/. In Unit 6, Week 5, students focus on words that have r-controlled vowels. The teacher displays the Sound-Spelling Card for the sound and lists words with r-controlled vowels, such as air, are, ear, and chair. Then, using Word-Building Cards, the teacher models blending words with r-controlled vowels. For example, the teacher says, "This is *f*. It stands for /*f*/. These are *a*, *i*, *r*. They stand for /*ar*/." Then, the teacher blends the sounds together to say "fair." The teacher repeats the process for the words rare and pear. The lesson continues with the Shared Read "Share the Harvest and Give Thanks" and the anchor text *Happy Birthday, U.S.A.!* as students identify, decode, and read words with r-controlled vowels. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | **Required *Indicator for grades K-5 only**<br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | **Yes** | Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for monitoring and for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The materials allow students to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, at the appropriate rate, and with expression. Fluency instruction includes weekly formal instruction with a set scope and sequence of fluency skills being taught and practiced in both whole-class and small-group lessons. Support for small-group instruction includes mini-lessons in fluency. Shared Reads offer opportunities to focus on fluency, with students reading as a class or within small groups and rereading in pairs. The teacher assesses students regularly by listening to them read in small-group time. In Unit 3, Week 4, Day 1, students listen and read along with the story, *The Last Train*. The teacher uses the Close Reading Routine during the reading, in which students read and reread for different purposes. Next, students read a nonfiction text, “Life at Home,” and respond to the question, “What real thing did you read about on this page?” in their Reading and Writing Companions. Students read to explore the ways in which life at home now differs from long ago. Later in the week, students reread “Life at Home” |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | and use collaborative talk to answer questions and practice fluent reading. In addition, students read the nonfiction paired selection, "From Horse to Plane," to understand how transportation has changed over time. Also, in Unit 6, Week 2, students read the nonfiction text, "All Kinds of Helpers," with the teacher. Then, the teacher instructs students to take turns reading the text aloud with a partner and to "read with so it sounds like speech." Partners give each other feedback on word errors and expressions. Students can reread the text silently to develop reading fluency and meaning. Next, students read, retell, and write about the paired anchor text, *Meet Rosina*, before completing another Focus on Fluency activity in which students use the text to continue practicing fluent reading with a partner. Students also read a poem titled "Abuelita's Lap" and complete activities that include identifying rhyming words and discussing the poet's purpose in using rhyme, which senses the author evokes in the poem, and how the speaker feels. Later in the week, students engage with another poem titled, "What Does Little Birdie Say?" Students reread the texts independently and compare the mother in this poem to the other helpers in the other texts read that week. Additionally, the materials include Oral Reading Fluency Application (ORFA) and assessment components in which teachers complete oral reading fluency assessments with |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | students, either in person or digitally and with the option to record. The Fluency Application provides a quick and easy way to capture students' scores for words per minute (WPM) and accuracy. For example, in Unit 3 students read "The Bug," which has a set goal for students to read at 29 WPM with an error limit of 2. In Unit 6, students read "The Dog Shed," which has a set goal of 60 WPM and an error limit of 4. In addition to accuracy and fluency, the Fluency Assessments also assess students' ability to understand what they are reading. These components are accessible in the Resource Library. Teachers and students also can print assessment results. Additionally, materials include the Grades K-2, Tier 2 Intervention, Fluency Teacher's Edition, which focuses on reteaching and practicing all foundational skills and building fluency. The guide provides "explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade that have not been mastered." Each lesson requires 15 minutes of instructional time. The guide also includes progress monitoring tools for determining students' mastery of specific skills. Teachers can find monitoring tools at the end of each section of the guide. |
| | **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well | **Yes** | Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*<br>• 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. | | and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. During core instruction, the teacher uses Word Work to explicitly and systematically teach to expand foundational skills and enable students to become proficient readers. During instruction, students review prior sound spellings to build word knowledge. Daily instruction in both whole and small groups allows teachers to model sound symbol relationships as students practice and apply key foundational skills while the teacher offers corrective feedback. After each day's lessons, teachers observe student performance to determine whether students are on track and ready to move forward with either independent practice or differentiated instruction. Daily Lesson Plans provide word study practice in which teachers model, provide guided practice, and engage students with a practice book page or an online activity for the skill. The materials also provide differentiated instruction. For example, in the Tier 2 Intervention, Word Study Teacher's Edition, Lesson 111, teachers model and provide feedback to support students in learning r-controlled vowel syllables using the Six Basic Syllables Patterns Chart. Students then practice drawing a line to divide each word into syllables and circle the vowels. Students build new words with r-controlled vowels to express their understanding of the skill. Additionally, in Tier 2 Intervention, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | Phonics/Word Study, Lesson 81: Inflectional Endings, students develop an understanding of the suffix -ed and how it can be added to the end of a verb to show that an action happened in the past. Students also learn that -ing can be added to the end of a verb to show that an action is happening now. Materials also include daily instruction and regular practice in encoding sound symbol relationships. For example, in Unit 2, Week 3, students engage in the Word Work, Spelling lesson. The lesson begins as the teacher uses the Spelling Word Cards with the endings *-end*, *-ast*, and *-ink* to create a three-column chart. Then, the teacher models sorting the words bend, last, and pink below the correct word ending. The teacher then says each word and pronounces the sounds: /*b*/ /*e*/ /*n*/ /*d*/, /*l*/ /*a*/ /*s*/ /*t*/, and /*p*/ /*i*/ /*n*/ /*k*/. The teacher says each word again, emphasizing the vowel and ending consonant blend sounds. Students then chorally spell each word. |
| | **Required *Indicator for grades K-2 only**<br>**4i)** 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. | **N/A** | 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. The Wonders Assessment system is comprehensive and includes informal progress monitoring and formal weekly, unit, and benchmark assessments, as well as a digital space to create individualized assessments. Materials include an Assessment Handbook that outlines the purpose and frequency for each |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | of the provided assessments. Assessment tools include a Diagnostic Measure and a Screening/Entry Assessment, Fluency Assessment, Benchmark Assessments, Progress Monitoring Assessments, Unit Assessments, and Test Preparation. The teacher can administer the Placement and Diagnostic Assessment to identify gaps in foundational reading skills areas. The assessment is administered individually and allows the teacher to identify students who are at risk or lack reading proficiency. Phonological and Phonemic Awareness Assessments target the child's strengths and weaknesses. Phonological Awareness Subtests assess the child's ability to Recognize Rhyming Words, Produce Rhyming Words, Segment and Count Syllables, Blend Syllables, and Blend and Segment Onsets and Rimes. Phonemic Awareness Subtests assess the child's ability to Count Phonemes, Isolate and Produce Phonemes, Match Phonemes, and Blend Phonemes to Produce Words. Fluency Assessments consist of Letter Naming and Sight Word Fluency. The Letter Naming Fluency is conducted individually and assesses a child's ability to identify upper and lower case letters. Sight Word fluency assesses a child's ability to read grade-level sight words. Unit Assessments allow the teacher to monitor each child's progress across the materials and serve as a summative assessment by providing a status of current achievement in relation to the |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | student's progress through the curriculum. Teachers can utilize assessment results to "inform subsequent instruction, aid in making leveling and grouping decisions, and point toward areas in need of reteaching or remediation." The materials recommend administering Benchmark Assessments twice per year, with Benchmark Assessment 1 at the mid-year point, after completing Units 1-3, and Benchmark Assessment 2 at the end of the year. Additionally, there are screening, placement, and diagnostic assessments for usage as needed, as well as fluency and progress monitoring assessments. Each assessment in the materials includes guidance for administration and the next steps based on student outcomes in the Grade 1 Wonders Assessment Handbook. |
| | **Required *Indicator for grades K-5 only**<br>**4j)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports. | **Yes** | Foundational skill materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill support. Materials include lessons and activities that target print concepts, phonological awareness, phonics and word recognition, and fluency. All teacher guidance and materials for instructional lessons are easily accessed in the Teacher Edition of the online portal. While the portal organizes individual lessons by the foundational skills focus, the teacher may also use the portal's search feature to locate teacher and student materials for specific foundational skills. The materials are easily |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | implemented and organized by unit, with accompanying Teacher and Student Editions which include all the texts for the unit, guiding questions directing students to concepts of print, and fluency practice annotations on the pages of the texts. For example, Unit 0 includes lessons focusing on print concepts. In Week 1, students engage in a Directionality lesson. The teacher uses a read-aloud text to explain that we read from left to right and from the top to the bottom of the page. The teacher models reading the first sentence, running a finger beneath each word. Then, the teacher calls on volunteers to run their fingers beneath the sentences as students read the sentences with them. The materials include a Fluency Assessment, which includes scoring guidance. Assessments in fluency include oral reading, letter naming, phoneme segmentation, sight words, and comprehension. Student outcomes allow the teacher to spend time and attention on practicing with students who need more foundational skills support. Foundational skills are taught from Unit 1, Week 1 to Unit 6, Week 6. Each unit includes an abundance of foundational skills lessons and activities for students who are reading below, at, or beyond grade level. For example, Unit 4, Week 1 includes an easily implemented lesson for Tier 2 students who are reading below grade level benchmarks, which is designed to support students in developing their foundational skills. The activity is titled, “Connect *AI*, *AY* To /*Ā*/.” The |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | lesson requires the teacher to first display the Word-Building Card /*ai*/, then model identifying the letters and the phonics pattern sound. Students say the long /*a*/ sound while tracing the letters *ai* five-to-ten times. The routine is repeated for /*ay*/. Students connect the letters to long /*a*/ sound by tracing and writing the letter patterns throughout the week. |
| **Section III. Additional Criteria of Superior Quality** | | | |
| **5. RANGE AND VOLUME OF TEXTS:**<br>Materials reflect the distribution of text types and genres suggested by the 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.)<br>☐ Yes ☐ No | **Required**<br>**5a)** Materials seek a **balance in instructional time between literature and informational texts.** (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.)<br>• The majority of informational texts have an informational text structure.<br>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. | | See EdReports for more information. |
| | **Required**<br>**5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels). | | |
| | **5c)** Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. | | |
| **6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:** | **Required**<br>**6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| 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.<br><br>☐ Yes ☐ No | 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.[6] | | |
| | **Required *Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | | |
| | **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.<br>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>• In grades 3-12, tasks may include blended modes (e.g., analytical writing). | | |
| | **Required**<br>**6d)** Materials address the **grammar and language** 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.<br>• 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 | | |

[6] 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 |
|---|---|---|---|
| | sentence construction as a way to develop more complex sentence structure and usage. | | |
| **7. ASSESSMENTS:**<br>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).<br><br>☐ Yes ☐ No | **Required**<br>**7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures. | | |
| | **Required**<br>**7b)** Materials **assess student understanding of the topics, themes, and/or ideas** 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. | | |
| | **Required**<br>**7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | | |
| | **Required**<br>**7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities. | | |
| | **7e)** Materials assess student proficiency using methods that are **unbiased and accessible** to all students. | | |
| **8. SCAFFOLDING AND SUPPORT:**<br>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.<br><br>☐ Yes ☐ No | **Required**<br>**8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** 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. | | |
| | **Required**<br>**8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies. | | |
| | **Required**<br>**8c)** Materials include **guidance and support** 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. | | |
| | **Required**<br>**8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars). | | |
| | **Required**<br>**8e)** Materials are **easy to use and well organized** 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. | | |
| | **Required**<br>**8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | | |
| | **8g)** The content can be **reasonably** 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. | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| **FINAL EVALUATION**<br>***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.<br>***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.<br>***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** |
| **I. K-12 Non-negotiable Criteria of Superior Quality**[7] | 1. Quality of Texts | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language and have been selected for multiple, careful readings throughout the unit of study. |
| | 2. Text-Dependent Questions | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to |

[7] 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 |
|---|---|---|---|
| | | | advance and deepen student learning over time. |
| | 3. Coherence of Tasks | **Yes** | Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts. |
| **II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)**[8] | 4. Foundational Skills | **Yes** | Materials provide 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. Systematic and explicit phonological awareness and phonics instruction is provided. Materials include opportunities and practice for students to |

[8] 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 |
|---|---|---|---|
| | | | master grade appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. There are 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 provide time, attention, and practice with students who need foundational skill supports. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| **III. Additional Criteria of Superior Quality**[9] | 5. Range and Volume of Texts | | See EdReports for more information. |
| | 6. Writing to Sources, Speaking and Listening, and Language | | See EdReports for more information. |
| | 7. Assessments | | See EdReports for more information. |
| | 8. Scaffolding and Support | | See EdReports for more information. |
| FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality** | | | |

*As applicable

[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)**

FULL CURRICULUM
Instructional Materials

**Qualified for Abbreviated Review[1]**

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.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.




Title: **Wonders** Grade: **2**

Publisher: **McGraw Hill LLC** Copyright: **2020**

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

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

| STRONG | WEAK |
|---|---|
| 1. Quality of Texts (Non-negotiable) | |
| 2. Text-Dependent Questions (Non-negotiable) | |
| 3. Coherence of Tasks (Non-negotiable) | |
| 4. Foundational Skills (Non-negotiable) | |
| 5. Range and Volume of Texts | |
| 6. Writing to Sources, Speaking and Listening, and Language | |
| 7. Assessments | |
| 8. Scaffolding and Support | |

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/wonders.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] 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**[4] 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[5] 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.

[4] **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.
[5] 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 |
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| **SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY**<br>**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.** | | | |
| **Non-negotiable**<br>**1. QUALITY OF TEXTS:**<br>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.<br><br>*(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)*<br><br>☒ Yes ☐ No | **Required**<br>**1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards.<br>• **A text analysis that includes complexity information is provided.** 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.<br>• In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves. | **Yes** | Materials provide texts that are appropriately complex for Grade 2 according to the requirements outlined in the standards. A detailed Text Complexity Analysis is provided for all read alouds, Shared Reads, and anchor texts, which includes the texts' author, genre, and complexity, as well as qualitative features, such as the texts' meaning, purpose, structure, language, and knowledge demands. For example, in Unit 1, students read the fantasy, "Little Flap Learns to Fly" (390L). The purpose, structure, and language of the text are slightly complex, and the central idea is clearly developed, illustrating that friends depend on each other. The story is told in a third-person point of view through dialogue and chronologically ordered events. The illustrations also aid students in understanding the characters' feelings. The story's vocabulary includes challenging words such as: peered, secret, depend, and rescue. The story contains many sentences with complex t constructions. For example, "When he looked down, the ground seemed very far away." Knowledge demands are moderately complex in that the text is a fantasy; therefore, knowledge of the genre is required. In Unit 2, students participate in |

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| | | | the interactive read aloud, “The Fox and the Crane.” The fable is slightly complex in meaning and structure due the development of its central idea, the problem-and-solution structure, and third-person point of view with dialogue. Furthermore, the knowledge demands of the fable are noted as moderately complex due to this structure. The text’s language is somewhat complex because, while much of the vocabulary is familiar; there is some more challenging vocabulary, such as crafty and wise. Although there are some simple sentences, many sentences have a more complex structure. The quantitative features measuring text complexity of the Shared Reads and anchor texts in the materials range from l 410L in *The Big Red Lollipop* to 780L in *Money Madness*. The read-aloud texts in the materials range from 530L in “The Fox and the Crane” to 820L in “A Hero On and Off Skis.” The collection of read-aloud texts allows sufficient opportunity for students to engage with texts more complex than they could read themselves. For example, in Unit 1, “Dinner at Alejandro’s” (570L) is qualitatively complex overall, while the text's purpose and structure are slightly complex. The central idea and focus, setting, and events are clearly developed throughout the story. Language is moderately complex, since vocabulary is mostly familiar with some more difficult words, including: offended, gigantic, stacked, and guest. The story contains many |

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| | | | sentences with complex constructions. For example, “The boys practiced soccer in the backyard until Mrs. Salas called them in for dinner.” In addition, knowledge demands are moderately complex, including the students’ need to understand that Argentina is a country located in South America. |
| | **Required**<br>**Indicator 1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** 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. | **Yes** | At least 90% of texts are of publishable quality 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. Texts within the materials are authentically crafted for non-instructional purposes, as evident in the rich language, engaging content, and high-quality and colorful illustrations supporting students' understanding of the text. Examples of authentic, published texts from Unit 1 include *Big Red Lollipop* by Rukhsana Khan, which depicts life as an immigrant family new to American traditions, and *Help! A Story of Friendship* by Caldecott winning author Holly Keller. The fantasy text provides a rich opportunity for students to practice skills in the grade-level standards, such as predicting, visualizing, identifying key details, and understanding vocabulary. Students also learn the purpose of dialogue and practice writing with text evidence. In Unit 2, students read *Wolf! Wolf!* by *New York Times* Bestselling Author John Rocco and determine how the wolf changes from the beginning of the text to the end. In Unit |

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| | | | 3, students read *Biblioburro: A True Story from Columbia* by Children's Book Award winning author Jeanette Winter and explain how the illustrations show the difficulty of Luis's journey to bring books to his neighborhood. They also read *Mr. Putter and Tabby See the Stars* by Newbery Medal award winning author Cynthia Rylant, which requires students to explain the connections between Mr. Putter and Mrs. Teaberry. In Units 5-6, students continue to meet grade-level standards by engaging with texts such as: *Brave Bessie* by Eric Velasquez, *Grace for President* by Kelly DiPucchio, *Money Madness* by David A. Adler, and *The Contest of Athena and Poseidon* by Pamela Walker. |
| | **Required**<br>**1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.<br>• In grades **K-2**, 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 text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. | **Yes** | Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. The materials include six units of study with each unit consisting of texts and tasks which focus on genre and connecting themes that support students in understanding and responding to Essential Questions. Each genre study includes Research and Inquiry activities that build knowledge of content and theme through reading, writing, and collaboration. For example, in Unit 1, Week 1, students engage in a Shared Read of "Maria Celebrates Brazil." After reading, students work with partners to discuss and summarize the text. Then, students |

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| | | | independently write a summary for the selection in their Writer's Notebooks. Prior to reading the anchor text for the week, *The Big Red Lollipop,* students predict how the story will help them respond to the Essential Question: How are families around the world the same and different? After reading, students use key details from the text to confirm or correct their predictions. In Week 3, students read the anchor text *Help! A Story of Friendship* and respond to the Essential Question: How do friends depend on each other? As they read, students identify key ideas and details, analyze the text, craft, and structure, and integrate knowledge and ideas as they make text-to-text connections with previous unit texts. In Unit 4, students engage in a genre study of realistic fiction, expository essays, and poetry. Genre Study 1: Realistic Fiction focuses on the Essential Question, "How are kids around the world different?" Unit 4, Week 1 begins as students view the Build Knowledge Video: Our Culture Makes Us Special, which introduces the theme and establishes context for the unit. Students read multiple realistic fiction texts in this genre study, all of which connect to the theme. First, students read *Happy New Year!* while completing reading, writing, listening, speaking, and language tasks. Students then read and write about the realistic fiction genre, the text's point of view, and compare and contrast ideas within the text. Research and inquiry follows, as |

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| | | | students work collaboratively to research a celebration from another culture while learning about primary and secondary resources. Next in this genre study, students read the realistic fiction texts, *Dear Primo: A Letter to My Cousin* and "Games Around the World." During and after reading each text, students write in their Reading and Writing Companions by completing tasks that connect back to the Essential Question, "How are kids around the world different?" Genre Study 3: Poetry focuses on the Essential Question "What excites us about nature?" Students read, write, listen, speak, and engage in language-building activities that center on the theme of nature and weather. The materials provide the Shared Read texts, "Snow Shape," "Nature Walk," and "In the Sky." Students talk about the connections they make with the poems and work with a partner to discuss how nature excites each of the poets. Students also identify key ideas and details about poems about nature. In Unit 6, students read and engage with texts as they prepare to respond to the Essential Question: How do we use money? The anchor text for Week 1 is *Money Madness*. As students read, they complete their Problem and Solution charts by identifying the problem and the steps made toward the solution in the text. In Week 2, students read the paired selection, "King Midas and the Golden Touch" to identify the forms and purposes of money. After reading, students compare and |

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| | | | contrast both texts. In Week 3, students read "The Starry Asters" and prepare to respond to the Essential Question, "What do myths help us understand?" Students use prior knowledge about mythology as preparation for reading the anchor text, *The Contest of Athena and Poseidon*. Students summarize important details of the text and express their understanding by explaining how the author uses dialogue to show the reader why the citizens choose Athena as their patron. Finally, students make connections to the Essential Question by explaining how the myth helps them better understand olive trees and ancient Greece. |
| | **Required**<br>**1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building. | **Yes** | Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. The materials offer a rich variety of authentic texts to engage students through the use of the Close Reading Routine. Teachers engage students in close reads for specific purposes. Rereading allows students to focus on understanding and making meaningful connections with the text, as well as provides an opportunity for skill instruction. Within the materials, each week incorporates multiple reads of an anchor text that relates to the unit's theme. Additionally, students reread each text selection to find vocabulary, to gather information that supports the text's meaning, or to study the focus skill.<br>For example, in Unit 3, students engage with the Shared Read, "Lighting Lives." Students' |

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| | | | objectives for the first read is to identify key ideas and details about the ways in which people can help out in their communities and to learn skills such as note-taking and summarization. During the first read of this selection, students listen as the teacher reads and take notes in their Reading and Writing Companion, then complete a variety of tasks. For example, students focus on the author's purpose by circling the description of what it is like when the character, Debby, drives from place to place and underlining what she thinks about. On Day 2, students reread the selection with a partner. The objective for the second read is to analyze the text for craft and structure. After reading, students use the Reading and Writing Companion to complete tasks, such as rereading parts of the selection with a partner and finding text evidence to support their answers to questions. In Unit 4, students read the anchor text, *Volcanoes*, to determine why the author uses a quotation to help readers understand volcanic eruption. Students return to the text and identify the author's use of descriptive language to help the reader better understand a volcanic eruption. After reading and discussing the power of volcanic eruptions, students reread to identify specific words, illustrations, and text features as they prepare to respond to a writing prompt. Students return to the text once again as they express their understanding of the text by responding to |

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| | | | the prompt, "How does the author help you understand the power of a volcano's eruption?" In Unit 6, students read *Money Madness* as the weekly anchor text. Students read and return to the text on Days 3-5 of the week. On Day 5, students read and respond to the question, "How did the author share information in a way that gets your attention?" while analyzing the text for the author's tone. Students return to the text to analyze the illustrations and respond to the questions, "How do the illustrations on page 497 help you understand the text?" and "Why does the author use a chart to help you understand the text?" |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**2. TEXT-DEPENDENT QUESTIONS:**<br>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.<br><br>☒ Yes ☐ No | **Required**<br>**2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses. | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Throughout the materials, students have many opportunities to engage with lesson questions and tasks that are text dependent or specific. The Reading and Writing Companion allows for opportunities before, during, and after reading for students to engage in written and spoken responses to the text that are both text dependent and specific. In Unit 1, students focus on the key concept of families around the world. Students answer questions while expressing their ideas during oral discussions and through written activities within the Reading and Writing Companion. The Week 1, Essential Question asks, "How are families around the world the same and different?" |

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| | | | Students use texts read throughout the week to respond to the question. For example, after reading "Maria Celebrates Brazil," students respond to questions, such as "What is Maria talking about in the first paragraph?" "Why does Maria think going to practice is unfair?" "What does Maria want to do?" "Why does Pai say Maria can see Ana any time?" and "Why is getting the costume important?" Additional questions and tasks within the Reading and Writing Companion are text specific, requiring students to use only the text, and text dependent, where they must cite evidence to support an idea. For example, in Unit 3, Genre Study 2, following the Shared Read "Starry Night," students respond to the text-specific question, "How does the author use third-person point of view to help you understand the characters in the story?" using their Reading and Writing Companions. In Unit 6, Genre Study 1, "King Midas and the Golden Touch" students engage with text-dependent questions. While reading, students orally discuss the author's reasons for beginning the story by describing where the King lives, using text evidence to support their ideas. Students reread the text and respond to the questions, "Who does King Midas love?" and "What does he want?" citing the page numbers and text evidence that supports their answers in their Reading and Writing Companions. |

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| | **Required**<br>**2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.) | **Yes** | Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Unit 1, Week 1, students read "Maria Celebrates Brazil" and respond to the questions, "How does the author use dialogue to show the way each character feels?" and "How does Maria feel about going to practice now?" while also focusing on the literary elements, beginning, middle, and end (RL.2.5). The reading strategy focuses on visualizing and using text and illustrations to learn about characters (RL.2.7). Students respond to the questions: "What details in the illustration show you how Maria is feeling?" and "What details in the illustration show you how her parents are feeling?" By Unit 6, Genre Study 2, students read a moderately complex drama, *The Contest of Athena and Poseidon*. During a close read of the text, students discuss how stage directions and dialogue develop the character. Students also compare and contrast the characters using text evidence to support their ideas. Students make inferences using the characters and events in the text, identify the three parts of the plot, and describe how the author uses dialogue to tell the story. Students respond to questions such as, "How does the author use stage directions and dialogue to develop the characters?" and "Why is Athena amused when she speaks to Poseidon? |

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| | | | Make an inference." As students move through the six units and engage with the materials, the questions and tasks advance in depth and complexity, as required by the grade-level standards. The materials foster progressively deeper thinking and increased complexity, as students actively participate in asking and answering questions through collaborative discussions. Materials include a conversation routine in the Instructional Routine Handbook, which teachers can use when systematically teaching expectations for collaborative conversations. During discussions, students analyze texts and support their thinking using text evidence. For example, in Unit 6, Week 5, students engage in multiple readings of the close read titled, "The Ticket." Before, during, and after reading, students collaborate and discuss how the poet groups lines into stanzas, which lines rhyme in each stanza, and how the poet expresses ideas (RL.2.4). In Unit 2, Week 4, students take turns saying simple sentences to partners, while the other partner writes down the sentence as a quotation with the speaker's dialogue tag. This activity also requires students to pay close attention to their peers' responses as they critique, provide specific feedback, and accurately assess the knowledge demonstrated (SL.2.1a, SL.2.1b, and W.2.7). |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**3. COHERENCE OF TASKS:** | **Required**<br>**3a)** Coherent **sequences of questions and tasks** focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the | **Yes** | Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and |

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| Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.<br><br>☒ Yes ☐ No | collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. | | expressing their understanding of the topics, themes, and ideas presented in the texts. Each unit consists of genre studies. The text selections for each unit include an anchor text, Shared Read texts, and paired reading texts, to help build knowledge about the genre and overall concepts in the Essential Question. Students engage with the texts, strengthen close reading skills, and practice writing skills by researching the topic and presenting their information. For example, Unit 1 begins with a Realistic Fiction Genre Study, which asks the Essential Question: How are families around the world the same and different? Students begin by analyzing an illustration showing a family celebrating a spring holiday called *Holi* and using powder to show the colors of blooming flowers. Students then talk with a partner and record their thinking as they compare and contrast their family celebrations to this family in the text. Next, students read about another family from Brazil in a Shared Read titled, "Maria Celebrates Brazil." Students focus on the author's craft while learning about other families when answering the question, "Why does the author use Portuguese words in the story?" Students engage in a Research and Inquiry task in the genre study in which they learn about internet searches with keywords and apply the knowledge to research the similarities and differences of foods from around the world, linking to the theme of the genre study. Then, students read *The Big Red Lollipop* about a Pakistani |

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| | | | family's life and discuss their ideas throughout the read. Following this task, students read the expository text, “A Look at Families,'' which presents other families around the world. The colorful illustrations included with each of these texts help students develop a better understanding of what they read, such as information about the different kinds of families around the world. Lastly, students make connections among all texts in this genre study by revisiting the Essential Question, “How are families around the world the same and different?” Students discuss the final question, “How do all the families you’ve read about this week celebrate together?” using the opportunity to make more text-to-text connections. In Unit 2, students focus on the Essential Question: How are offspring like their parents? On Day 1, students listen and take notes on the Shared Read, “Eagles and Eaglets.” As students engage with the text, they discover information about eaglets learning to fly and how long it takes for their wings to become as strong as their parents’. Next, students read the anchor text, *Baby Bears*, to find the ways in which baby bears are like their parents, returning to the Essential Question. In their Reading and Writing Companions, students make inferences about what bears must learn to live on their own. Lastly, students read and complete a graphic organizer to describe how bear cubs grow up to be like their parents. In Unit 6, Weeks 3-4, students |

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| | | | answer questions and complete tasks related to the Essential Question: What do myths help us understand? Students discover the answer to this question as they engage with the connected texts and activities throughout the unit. To begin, students read the play, "The Starry Asters." Students make inferences about the characters and discuss how the dialogue develops the theme of the play. On Day 3, students read and reread the anchor text, *The Contest of Athena and Poseidon*, discussing the characters, conflict, and resolution as they complete a Venn Diagram with text evidence from the mythical text. Students also make connections to the Essential Questions by explaining what the myth helps them understand about olive trees. |
| | **Required**<br>**3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts. | **Yes** | Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. In Unit 2, Week 1, texts and activities focus on the Essential Question: How are offspring like their parents? Students discuss their observations after viewing a photograph of a baby penguin and its mother. The teacher encourages students to speak clearly and at a good speed as they discuss the topic. Students then record the similarities and differences on a T-Chart graphic organizer. Next, students engage in a Shared Read titled, "Eagles and Eaglets." As they read, students note interesting |

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| | | | words, main ideas within specific sections of the text, and key details. Students also reread page 3 to find text evidence that explains what an eaglet is. On page 5 of the text, students read a diagram showing the body parts of a Bald Eagle, which elaborates on details from the text. Next, students learn about homographs and use context clues to answer the question, “Does live mean ‘happening now’ or ‘staying alive’?” After reading and rereading the text to build and apply knowledge, students express their understanding of the text and practice the skill of summarizing to tell how eaglets become adults. Following this task, students review what they learned as they read, by discussing and writing in their Reading and Writing Companions to show understanding of key vocabulary using context clues, the main idea of the whole text, key supporting details, other homophones, and diagrams from the expository article, using textual evidence to support their answers. Students continue to build understanding, apply knowledge, and practice these skills while reading the anchor text, *Baby Bears*, and engaging with the corresponding pages in their Reading and Writing Companions. For example, questions include: “Based on the title and information you have read so far, what is the main topic of this selection?” “What is one key detail you have read about the topic?” “What animal did people used to think giant pandas were?” and “What key detail did you learn about how bears and |

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| | | | baby bears spend the winter?" In Unit 3, Week 3, students focus on the Essential Question: What can we see in the sky? Students begin by discussing what they see in an illustration from their Reading and Writing Companions and make and record predictions about what they think the girl is pointing toward. Then, students discuss what they see when they go outside during the day and at night in preparation for reading "Starry Night." After reading, students work in pairs to summarize the text. Then, at the close of the lesson, students write their summaries in their Writer's Notebooks. On Day 3, students read and write about the anchor text *Mr. Putter and Tabby See the Stars.* As they read, students complete a sequence graphic organizer by recording the events of the story in the order in which they occur. Then, students use their graphic organizers to determine the problems that occur at the beginning, middle, and end of the story and describe how the problems are solved. Students also respond to questions to strengthen their understanding of the text, including: "Why is Mr. Putter's stomach grumbling?" and "Why is Mr. Putter up, too?" Students read the text again on Day 5, as students make inferences while rereading. For example, the materials prompt students to "Reread pages 243-244. Why does Mrs. Teaberry like to feed Mr. Putter 'most of all'?" Students must make inferences to determine that the cat loves |

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| | | | Mrs. Teaberry's food. In Unit 4, students discuss and read complex texts about the differences in children around the world. Student's read and discuss the texts *Happy New Year!* and *Dear Primo: A Letter to My Cousin*, then complete discussions and activities that require them to read, write, speak, and listen. For example, students meet in groups to discuss how the author helped the reader understand the setting, or where and when the story takes place. Students then write to express their ideas. |
| | **Required**<br>**3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.<br>• 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). | **Yes** | Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2, including vocabulary, sentences, and structure. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and by engaging students with multiple repetitions of words in varied contexts. For example, in Unit 3, students acquire new vocabulary through texts and activities focused on the Essential Question, which is a connecting theme throughout the genre study, What can we see in the sky? As students discuss and write about the topic, they learn vocabulary in context with sentences. For example, in Week 3, students learn the meaning of the words adventure, nighttime, dreamed, moonlight, and neighbor, as they read "Starry Night." After reading the words in the context of the fictional story, students |

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| | | | listen to and read new sentences with these words in their Reading and Writing Companions, such as "The moonlight is very bright when the moon is full." Then, students answer a question to apply the meaning of the word moonlight; for example, "What can moonlight help you do at night?" Students also examine compound words in the text, such as moonlight and sleepover, analyzing each of the two smaller words to figure out the meaning of the larger compound word. In Unit 5, Week 5, students learn and engage with words during Language Development that are connected to the Essential Question: Why are rules important? During the Oral Language portion of the lesson, students work with the following words: elected, permission, recycle, services, and transportation. Teachers use the Define/Example/Ask routine to introduce the Oral Vocabulary words, then prompt students to use the words as they discuss rules and why rules are important. For example, the teacher defines the word recycle and gives an example. Then, students discuss items that can be recycled. In addition, students encounter and acquire academic vocabulary words through reading the selections for the unit, such as united, writers, public, and rules. Students read and engage with academic vocabulary through the Shared Read, "The Problem with Plastic Bags," and the anchor text, *A Call to Compost*. On Day 4, students expand their |

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| | | | vocabulary knowledge by connecting new vocabulary to writing. Students write sentences in their Writer's Notebooks using the target vocabulary and are instructed to "write sentences that provide context to show what the words mean." In Unit 6, Week 1, students read "The Life of a Dollar Bill" and complete the Visual Vocabulary Cards routine as an introduction to the words: invented, money, prices, purchase, record, value, and worth. Then, students work in pairs to discuss the words, use the words in sentences, and respond to questions that deepen their understanding of the terms, such as "What are other useful things people invented?" "What is something you like to purchase?" and "What is a coin that has a greater value than a penny?" |
| **Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)** | | | |
| **Non-negotiable*** **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading | **Required *Indicator for grades K-5 only** **4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Foundational skills instruction is sequenced logically from simple to complex to provide appropriate support for students learning Grade 2 standards. The scope and sequence for each unit outlines each of the foundational areas of instruction within daily lessons. For example, In Unit 1, Week 1, students begin with a phoneme segmentation interactive |

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| program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.<br><br>☒ Yes ☐ No<br><br>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) | | | lesson, focusing on segmenting words with short /*a*/ and short /*i*/. Then, students work independently to practice with an on-level phonics interactive lesson targeting short /*a*/and short /*i*/ vowel sounds, followed by vocabulary practice with the text, "Maria Celebrates Brazil." Word Work activities continue as students engage with the decodable reader "Pat and Tim," followed by comprehension questions which strengthen students' reading comprehension skills. In Week 3, students learn phonics and word recognition skills when reading and spelling with two-letter blends, such as *cl*, *br*, and *tr*. Students also analyze word structure while reading closed-syllable words. Students engage with the Shared Read and anchor text, "Little Flap Learns to Fly" and *Help! A Story of Friendship* in the fantasy genre study, along with the weekly fluency focus on expression. Students recognize and read grade-appropriate irregularly spelled words by learning new high-frequency words each week, such as: for, these, field, and ready. In Unit 2, Week 4, students read and spell digraphs and trigraphs (*ch*, *tch*, *sh*, *ph*, *th*, *ng*, *wh*). In this lesson, students demonstrate phonological awareness by producing a series of rhyming words. The teacher explains that she will say a pair of words, and if the pair rhymes, students are to repeat the pair of words. If they do not rhyme, students are to stay silent. After the guided practice, students work |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | independently to complete a page in their Practice Books that requires them to identify and generate rhyming words. Students also analyze word structure while working with words that contain suffixes. The materials address fluency by engaging students with fables in Shared Reads and anchor texts, such as *The Spider and the Honey Tree!* and *Wolf! Wolf!* with a focus on reading with correct phrasing. Students continue working on foundational skills in Unit 4, Weeks 1-2. During this portion of the unit, Word Work focuses on the identification, categorization, blending, substitution, and addition of phonemes. The teacher uses the I do, We do, You do strategy during instruction. The lesson starts with the teacher modeling the words light, fine, bike. Then, the teacher asks students to find the similar sound in those words which is the long /ī/ sound in the middle and repeats the process with other words. Next, the students work with the teacher to complete the guided practice, using more words having the /ī/ sound in the middle. The teacher offers corrective feedback as necessary until students are able to work independently, and students continue identifying phonemes using Practice Book, page 258. In addition, students engage with the decodable reader, "The Thumb's-Up Rain Forest," to apply what they learned. |

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| | **Required *Indicator for grades K-1 only**<br>**Indicator 4b)**<br>Materials provide grade-appropriate instruction and practice for the **concepts of print** (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 for this grade level. |
| | **Required *Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | **N/A** | Not applicable for this grade level. |
| | **Required *Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** 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). | **Yes** | Materials provide systematic and explicit phonics 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. Each unit includes a scope and sequence of phonics study which outlines the systematic continuum of phonics skills lessons. Phonics lessons cover the appropriate range of phonics instruction for Grade 2. For example, students begin in Unit 1, Week 1, with learning to read and spell words with short /*a*/ and short /*i*/. Next, the Unit 2, Week 2 reading and spelling phonics focus is words with short /*u*/ and long /*u*/. Then, in Unit 3, Week 3, phonics skills include working with long /*o*/ patterns, such as /*o*/, /*oa*/, and /*ow*/. By the end of the year, in Unit 6, Week 3, students learn to spell and recognize words with final stable syllables with a consonant + *le, el*, *al*, *tion*, and *sion*. In Unit 6, Week 4, Word Work consists of |

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| | | | the teacher modeling to provide a deliberate and explicit teaching of the concepts. The teacher writes the word railroad and brings students' attention to the word, directing them to focus on how each syllable in the word has one vowel sound. The teacher repeats this process with the words raccoon, oatmeal, and hockey, then prompts students to look for vowel teams to help them read longer words with more than one syllable. The teacher models how to transition from reading one-syllable to two-syllable words with vowel teams using the following word sets: oat, oatmeal; free, freedom; way, away. Students practice reading words with vowel-team syllables. In Unit 6, Week 5, students work with r-controlled vowel syllables. The teacher begins the lesson by displaying the Sound-Spelling Cards for the words star, shirt, corn, and chair. The teacher reminds students that when the letter *r* follows a vowel, it changes the vowel sound, and points to the Star Sound-Spelling Card. Next, the teacher writes the word market on the board and draws a line between the syllables. The teacher claps the syllables, /*mar*/-/*ket*/, and reminds students of the rule before repeating the process for the rest of the words. Students work with the teacher during guided practice until they are able to work independently to complete the r-controlled vowel syllables practice page in their Practice Books. Teachers and students also have access to other materials to meet |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | the students' needs. Additionally, the Tier 2 Phonics and Word Study, provides 118 lessons to help students who need to strengthen their phonics knowledge for success with the Tier 1, whole-group curriculum. |
| | **Required *Indicator for grades K-5 only**<br>**Indicator 4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques. | **Yes** | Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Students engage with high-frequency words over the course of the Grade 2 unit materials through practice worksheets, interactive games and activities, and additional student texts. Guidance recommends teaching Word Work explicitly and systematically to expand foundational skills and enable students to become proficient readers. Students practice high-frequency words during whole-group and small-group instruction. Lessons include teacher modeling, practicing, and applying foundational skills. During the lessons, the teacher provides corrective feedback as necessary and checks whether students are on track and ready to move forward to either independent practice or differentiated instruction. The routine for each word begins with the teacher displaying, reading, and spelling the word. Next, the students state the word and spell the word with the teacher. This process continues with the teacher modeling usage of the word in a sentence, and the students repeating. The teacher displays words for students to say and spell and provides |

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| | | | opportunities for children to use the words in speaking and writing. For example, teacher guidance states, “provide sentence starters, such as I think ____ is better than ____. Students write each word in their Writer’s Notebook.” Students able to work independently can access digital activities, such as letter tiles, which allows them the opportunity to build the words, hear and see Sound-Spelling cards, and use decodable readers to reinforce their understanding of the words. In Unit 2, Week 4, Word Work introduces the following high-frequency words: baby, early, eight, isn’t, learn, seven, start, these, try, and walk. The teacher says each word, then asks students to picture the words and write them the way they see them. Next, the teacher displays the words for students to self-correct their spelling. Guided practice follows, in which students identify the high-frequency words in a decodable text, “Phil the Chick.” Students continue practice by reading sentences, such as “How early did we get there?” Students engage independently with high-frequency words using their practice books. Finally, students add the high-frequency words to their cumulative word bank and complete an interactive Sentence Builder as a continued practice activity for the words. Unit 4, Week 2, high-frequency words include the following: animal, away, building, found, from, Saturday, thought, today, toward, and watch. The teacher conducts the Read/Spell/Write Routine for |

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| | | | each word. The teacher and students then spell each word, and the teacher points out the "irregularities in sound spellings." For example, the teacher explains that the first /*i*/ sound in the word building is spelled -*ui*. The teacher then reads a list of sentences, as students identify the high-frequency words they hear. Unit 6, Week 3, high-frequency words include the following: above, brother, follow, listen, month, soft, something, song, who's, and wind. Students read the decodable text titled, "Jamal and Rachel's Camping Trip," to continue practicing with high-frequency words. Students needing additional support with learning high-frequency words can find practice within their Practice Books. Lastly, students can access decodable and leveled readers with high-frequency words to assist them in improving in-sight word recognition and increase reading accuracy, speed, and fluency. |
| | **Required *Indicator for grades K-5 only**<br>**4f)** Resources and/or texts provide ample **practice** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | **Yes** | Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Each unit provides decodable readers that align to phonics skills, as well as passages that support foundational skills by providing daily opportunities for students to practice decoding words and reading high-frequency words within texts. For example, in Unit 1, Week 2, students study words with short |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | /*e*/, /*o*/, and /*u*/ vowel sounds. On Day 1, students listen for rhyming sounds in the words, got and not, then generate other words with the same rhyming sounds. Next, students independently practice identifying and generating rhymes in their practice books and read the decodable reader "Len and Gus" to apply their knowledge. In addition, students can find extra practice in the Tier 3 Foundational Skills workbook. For example, Lesson 4 focuses on short /*o*/. Activities include completing sentences using a word bank, where students look at each picture and write the missing letter(s) to finish the picture name, and reading sentences before circling all the words with the short /*o*/ sound. In Unit 1, Week 4, students engage, practice, and read texts with short /*a*/ vowel sound and long /*a*/ vowel sound, spelled *a_e*. Students read the decodable reader, "You Can Bake a Cake!" Students point to each word, sound out the decodable words, and quickly say the high-frequency words. If students need support reading decodable words, the teacher models blending the unknown word. The teacher repeats the process as students engage with the decodable reader, "Gabe Picks a Pet!" In Unit 4, Week 3, students engage in lessons and activities that focus on the r-controlled vowel sound /*or*/, spelled *or*, *ore*, and *oar*, and /*ar*/, spelled *ar*. Students complete Word Work in the lessons, which focuses on reading and spelling words with r-controlled vowel |

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| | | | patterns. Students engage with the decodable readers, "More Fun Than a Hat!" and "Just for Fun!" for additional practice reading words with these phonics patterns. Students also practice identifying syllables and blending words as they move through the lessons and engage with the texts. Week 4 continues to focus phonics skills on r-controlled vowels. Students review previously learned spellings while getting an introduction to the /*ir*/ sound, spelled *eer*, *ere*, and *ear*. Decodable texts include, "Cheer Up, Dot," "Deer, Steers and Ibex," "Watching and Hearing Animals," and "From the Rear of the Shed." |
| | **Required *Indicator for grades K-5 only**<br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | **Yes** | Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for monitoring and for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The materials allow students to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, at the appropriate rate, and with expression. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors and reread purposefully to acquire accurate meaning. For example in Unit 1, Week 5 lessons, students develop fluency through rereading and learning the fluency skills, phrasing and accuracy. Students first engage in a Shared |

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| | | | Read text titled, “Families Work!” As they read, the teacher prompts students to reread parts of each page to find the answers to guiding questions. Students read with a partner, then reread independently and write a response to the question, “How does the author show how families work and make choices about spending money as they earn?” Students read a paired text, “Why We Work” from the Literature Anthology collection, then reread different paragraphs to find details within the text. Students take turns reading page 65 with a partner and reread the page to their partner, focusing on reading with appropriate phrasing so it sounds like they are talking. After this fluency practice, students self-reflect using the sentence stems, “I was able to…” and “Next time I will…” In Unit 4, Week 1, in the Word Work, Focus on Fluency section, students read the decodable text, “The Thumb’s-Up Rain Forest,” with partners to focus on reading accuracy. The teacher guides students to run their fingers under the text as they read and notes whether students are correctly reading the words on the page. While students read, they monitor themselves and provide feedback to their partners. In Unit 4, Weeks 3-4, Days 1-2, students listen to the Shared Read, “Into the Sea,” then reread different sections with a partner to practice fluency and answer comprehension questions. On Days 3-6, students read and reread the anchor text, *Volcanoes*, and |

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| | | | answer text-dependent questions in their Reading and Writing Companions. On Day 7, students read and reread the paired selection "To the Rescue" to practice intonation. The teacher explains, "As you read and understand a text, you can use the tone of your voice to help show the meaning of the words. You can also use your voice to reflect the punctuation in the text." Materials also include the Grades K-2, Tier 2 Intervention, Fluency Teacher's Edition, which focuses on reteaching and practicing all foundational skills and building fluency. The guide provides "explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade that have not been mastered." Each lesson requires 15 minutes of instructional time. The guide also includes progress monitoring tools for determining student's mastery of specific skills. Teachers can find monitoring tools at the end of each section of the guide. |
| | **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)* | **Yes** | Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. During core instruction, the teacher uses Word Work to explicitly and systematically teach to expand foundational skills and enable students to become proficient readers. During |

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| | • 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. | | instruction, students review prior sound spellings to build word knowledge. Daily instruction in both whole and small groups allows teachers to model sound symbol relationships as students practice and apply key foundational skills while the teacher offers corrective feedback. After each day's lessons, teachers observe student performance to determine whether students are on track and ready to move forward with either independent practice or differentiated instruction. For example, in Unit 1, Week 3, small group, students on grade level complete the synonyms lesson. The teacher reads the first paragraph on page 1 of "A Bicycle Built for Two" in the On Level online Differentiated Genre Passages, reading aloud as children follow along and pointing to the word shining. The teacher explains that, in order to understand the meaning of a word they do not know, students should try to separate the root word from the ending, such as *-ed* or *-in*g. The students point to the word cooking in the fourth paragraph on page 1. Students point out the root word cook, and the teacher writes the definition of cooking on the board. Lastly, students discuss definitions for the words washing and sighed, using root words to figure out the meanings. Students close by sharing their definitions. In Unit 4, Week 4, students identify syllables and blending words. They also learn the phonics patterns and spelling for r-controlled vowels /*or*/. In Unit 5, Week |

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| | | | 3, students identify syllables and categorize and blend words. Teachers model, provide guided practice, and engage students with decodable texts, a practice book page, and online interactive activities for skills practice. The colorfully illustrated Workstation Activity Cards also support students' learning of word study. For example, on page 4, students read the word trunk and view the picture of an elephant with the word trunk labeling the specific part of its body. They then think of another word with the blend /*tr*/, draw a picture of what the word names, and label the picture with the word. Another Workstation Activity Card engages students in writing words with blends on index cards and turning the cards over to play a matching game with the same letter blends. Additionally, Unit 6, Week 4 introduces students to the Final Stable Syllables, *-le*, *-el*, and *-al*. The lesson begins with teacher modeling, then students participate in guided practice to read decodable words as the teacher models blending. Students then complete page 464 in the Practice Book to reinforce skills, while the teacher works with students that need extra support. Next, students engage with the decodable reader, "Jamal and Rachel's Camping Trip." During the reading, students continue to decode words with the final syllables *-le*, *-el*, *-al before they* reread the story with a partner. The materials also provide differentiated instruction and address instruction and practice in word |

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| | | | study. For example, the Tier 2 Intervention, Word Study Teacher's edition includes 118 lessons with progress monitoring. Lessons focus on skills such as long vowels, complex vowels, and syllabication. |
| | **Required *Indicator for grades K-2 only**<br>**4i)** 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. | **N/A** | 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. The Wonders Assessment system is comprehensive and includes informal progress monitoring and formal weekly, unit, and benchmark assessments, as well as a digital space to create individualized assessments. Materials include an Assessment Handbook that outlines the purpose and frequency for each of the provided assessments. Assessment tools include a Diagnostic Measure and a Screening/Entry Assessment, Fluency Assessment, Benchmark Assessments, Progress Monitoring Assessments, Unit Assessments, and Test Preparation. The teacher can administer the Placement and Diagnostic Assessment to identify gaps in foundational reading skills areas. The assessment is administered individually and allows the teacher to identify students who are at risk or lack reading proficiency. Phonemic Awareness Assessments target the child's strengths and weaknesses. Phonemic Awareness Subtests assess the child's ability to Count Phonemes, Isolate and Produce Phonemes, Match Phonemes, and Blend Phonemes to Produce Words. |

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| | | | Fluency Assessments consist of Oral Reading Fluency passages, which are used for screening, diagnostic, or progress monitoring assessments. Sight Word fluency assesses a child's ability to read grade-level sight words. Unit Assessments can be administered at the completion of each unit, as they incorporate all the standards addressed throughout the unit. The Unit Assessments focus on key ELA skills, such as comprehension, vocabulary acquisition and usage, command of the conventions of the English language, and genre writing in response to sources. For example, in Unit 1, students read the passage "Do-It-Yourself Dinner" and answer the following multi-part questions: "Part A: How does the reader know that Rico's mama is kind?" and "Part B: Which sentence from the passage best helps you answer part A?" Students also fill in each empty box of a graphic organizer with a root word, inflectional ending, or new words from the unit. Teachers can utilize the results of the assessments to make leveling and grouping decisions and to determine when skills that need to be retaught (iv, Unit Assessment). For example, teachers use student performance on weekly and unit assessments to determine whether students should be placed into a Tier 2 sequence for specific reading lessons, including those that reteach specific phonics skills, high-frequency words, or fluency skills. The materials include differentiated English Language Learner (ELL) Unit Assessments, as |

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| | | | well as additional screening, placement, and diagnostic assessments based on need. The materials recommend administering the Benchmark Assessment three times per year to measure students' acquisition of reading and language arts skills from the units and students' overall progress through the curriculum. Benchmark Assessments 1 and 2 have two sessions which focus on key skills from the past units' instruction. Benchmark Assessment 3 requires students to demonstrate their knowledge in reading and writing tasks with the genres of narrative, informative, and opinion texts. Teacher monitoring includes attention to invented spelling as appropriate for its diagnostic value. The materials also include fluency and progress monitoring assessments, the results of which teachers can utilize to drive subsequent instruction, aid in making leveling and grouping decisions, and identify areas in need of reteaching or remediation. |
| | **Required *Indicator for grades K-5 only**<br>**4j)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports. | **Yes** | Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skill support. Materials include lessons and activities that target print concepts, phonological awareness, phonics and word recognition, and fluency. All teacher guidance and materials for instructional lessons are easily accessed in the Teacher Edition of the online portal. While the portal organizes individual lessons by the foundational skills focus, the teacher may |

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| | | | also use the portal's search feature to locate the teacher and student materials for specific foundational skills. The materials include a scope and sequence for the year, which is divided into units, weeks, Genre Studies, Word Work. Each unit includes Teacher and Student Editions, a Reading and Writing Companion, practice workbooks, resources for Tier 3 Foundational Skills, Tier 2 Intervention resources, decodable readers, leveled readers, learning loss recovery resources, digital resources, and assessments. Word Work includes phonemic awareness, phonics, and spelling. For example, in Unit 3, Week 3, students engage in a Phonemic Awareness lesson by listening as the teacher says a word with four phonemes, deleting one, and making a new word. The teacher says, "Listen as I say each sound in the word float: /*f*/ /l/ /*ō*/ /*t*/. There are four sounds in float. I'll take away the last sound in float, /*t*/, and make a new word. When I delete, or take away, /*t*/, I have the sounds /*f*/ /l/ /*ō*/ left. I changed the word float to the word flow." The teacher repeats this process for the words cold, low, goal, and row. The unit lessons also include phonics lessons. In Unit 5, Week 5, the teacher displays the Egg Sound-Spelling Card and writes the words head and weather. The teacher explains that, "This is the Egg Sound-Spelling Card. The sound at the beginning of egg is /*e*/. The /*e*/ sound can also be spelled with the letters *ea,* as in head and weather. Listen while I say it: |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | /*eee*/. I'll say /*eee*/ as I write the letters *ea* several times." The teacher repeats this process with the Umbrella Sound-Spelling Card and the words touch and double to teach /*u*/, spelled *ou*. The teacher uses the Insect Sound-Spelling Card and the words gym and myth to teach /*i*/ spelled *y*. The materials are easily implemented and organized by unit and genre study, with both Teacher and Student Editions. The Teacher's Edition provides explicit and clear explanations and instructions for each lesson, including every skill addressed that day. For example, The Phonics and Word Study Teacher's Edition provides detailed and clear lesson instructions, so teachers can spend time instructing and practicing with students. The Tier 2 Intervention, Fluency Teacher's Edition explains and outlines fluency skills and each of the reading routines, such as choral, repeated, and timed reading routines, as well as the Reader's Theater Routine. Moreover, in each edition, guiding questions assist students with developing concepts of print and fluency with several practice opportunities. The Teacher's Edition is separated by unit, lesson, and day, and provides a detailed plan broken down by each concept (phonemic awareness, phonics, Word Work, etc.), so that the teacher can easily identify foundational skill areas when individual students need further support in order to be successful. For Example, Unit 1 provides the genre focus, |

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| | | | Realistic Fiction, with the Essential Question: How are families around the world the same and different? The materials provide opportunities for the teacher to plan and organize the week, with detailed guidance for each day and focus relating to the grade level standards. The online Student Edition includes a to-do list in which teachers can assign skill activities for students to complete. There is a Words To Know practice section, in addition to phonics, spelling, and word analysis games that correspond to weekly lessons. All unit texts, including decodable and leveled texts, are readily available to students and teachers, as well as a Writer's Notebook with an abundance of student resources for planning, drafting, revising, editing, and publishing. The Writer's Notebook also includes Teacher Resources, such as graphic organizers, student models, and rubric templates to use with student writing. |
| **Section III. Additional Criteria of Superior Quality** | | | |
| **5. RANGE AND VOLUME OF TEXTS:**<br>Materials reflect the distribution of text types and genres suggested by the 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.) | **Required**<br>**5a)** Materials seek a **balance in instructional time between literature and informational texts.** (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.)<br>• The majority of informational texts have an informational text structure.<br>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. | | See EdReports for more information. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| ☐ Yes ☐ No | **Required**<br>**5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels). | | |
| | **5c)** Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. | | |
| **6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:**<br>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.<br>☐ Yes ☐ No | **Required**<br>**6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6] | | |
| | **Required *Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | | |
| | **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. | | |

[6] 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 |
|---|---|---|---|
| | • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>• In grades 3-12, tasks may include blended modes (e.g., analytical writing). | | |
| | **Required**<br>**6d)** Materials address the **grammar and language** 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.<br>• 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. | | |
| **7. ASSESSMENTS:**<br>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).<br><br>☐ Yes ☐ No | **Required**<br>**7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures. | | |
| | **Required**<br>**7b)** Materials **assess student understanding of the topics, themes, and/or ideas** 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. | | |
| | **Required**<br>**7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | | |
| | **Required**<br>**7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities. | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | **7e)** Materials assess student proficiency using methods that are **unbiased and accessible** to all students. | | |
| **8. SCAFFOLDING AND SUPPORT:** 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.<br><br>☐ Yes ☐ No | **Required**<br>**8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** 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. | | |
| | **Required**<br>**8b)** Materials **do not confuse or substitute** 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. | | |
| | **Required**<br>**8c)** Materials include **guidance and support** 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. | | |
| | **Required**<br>**8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars). | | |
| | **Required**<br>**8e)** Materials are **easy to use and well organized** 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. | | |
| | **Required**<br>**8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | | |
| | **8g)** The content can be **reasonably** 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. | | |

**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 |
|---|---|---|---|
| **I. K-12 Non-negotiable Criteria of Superior Quality**[7] | 1. Quality of Texts | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language and have been |

[7] 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 |
|---|---|---|---|
| | | | selected for multiple, careful readings throughout the unit of study. |
| | 2. Text-Dependent Questions | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. |
| | 3. Coherence of Tasks | **Yes** | Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| **II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)**[8] | 4. Foundational Skills | **Yes** | Materials provide 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. Systematic and explicit phonics instruction is provided. Materials include opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. There are opportunities for teachers to assess students' mastery of foundational skills and |

[8] 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 |
|---|---|---|---|
| | | | 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 provide time, attention, and practice with students who need foundational skill supports. |
| **III. Additional Criteria of Superior Quality**[9] | 5. Range and Volume of Texts | | See EdReports for more information. |
| | 6. Writing to Sources, Speaking and Listening, and Language | | See EdReports for more information. |
| | 7. Assessments | | See EdReports for more information. |
| | 8. Scaffolding and Support | | See EdReports for more information. |
| FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality** | | | |

*As applicable

[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)**

FULL CURRICULUM
Instructional Materials

**Qualified for Abbreviated Review[1]**

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.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.




Title: **Wonders** Grade: **3**

Publisher: **McGraw Hill LLC** Copyright: **2020**

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

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

| STRONG | WEAK |
|---|---|
| 1. Quality of Texts (Non-negotiable) | |
| 2. Text-Dependent Questions (Non-negotiable) | |
| 3. Coherence of Tasks (Non-negotiable) | |
| 4. Foundational Skills (Non-negotiable) | |
| 5. Range and Volume of Texts | |
| 6. Writing to Sources, Speaking and Listening, and Language | |
| 7. Assessments | |
| 8. Scaffolding and Support | |

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/wonders.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] 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**[4] 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[5] 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.

[4] **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.
[5] 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 |
|---|---|---|---|
| **SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY**<br>**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.** | | | |
| **Non-negotiable**<br>**1. QUALITY OF TEXTS:**<br>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.<br><br>*(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)*<br><br>☒ Yes ☐ No | **Required**<br>**1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards.<br>• **A text analysis that includes complexity information is provided.** 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.<br>• In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves. | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials utilize high-quality texts including a variety of text types and genres. Texts are placed at the appropriate level of complexity for the grade-level and are accompanied by detailed text complexity analysis. The majority of texts within the units fall between a Lexile level of 420 and 820, as identified by quantitative analysis. In addition to Lexile, texts have also been deemed appropriately complex through qualitative analysis. Texts support students' evolving literacy skills with texts that grow in complexity and engage students in a range of reading opportunities as well as a variety of text types including poetry, narrative nonfiction, myths, and realistic fiction. For example, in Unit 1, Week 3, students read the anchor text, "Yoon and the Jade Bracelet" (480L). Qualitative measures consider this text to be moderately complex as it explores experiences that may be unfamiliar to most readers with simple and explicit language demands. The vocabulary features unfamiliar usages, reflecting the point of view of a child who is new to the United States and a non-native speaker of |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | English. The text structure is considered moderately complex due to the fact that the narration is told from the first-person point of view and does not shift in the story. The story also includes dialogue and interior monologue, which adds to its complexity. Similarly, in Week 5 of the same unit, students read the argumentative text, "Protecting Our Parks," (690L) as the anchor text. The supporting texts throughout the week include: "Preserve and Protect," (660L) and "Preserving a Special Place," a leveled reader which is available in a range of Lexile levels for differentiated reading (630L, 750L, and 830L). In Unit 2, Weeks 3 and 4, students read the text, "The Castle on Hester Street," which has a Lexile measure of 730. This text is moderately complex due to language demands, sentence structure, connection of ideas, and prior knowledge about immigration in the late 1800's. Text structure also adds to the complexity of the text because it is a third-person realistic fiction story in which two characters tell two different versions of the same story. Students must follow illustrations and dialogue to make inferences about which version is correct. |
| | **Required**<br>**Indicator 1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** 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. | **Yes** | At least 90% of texts are of publishable quality 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. The units focus |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | on genres including expository, historical fiction, and poetry. For example, Unit 2 texts include: "Vote," by Eileen Christelow; "The Castle on Hester Street," by Linda Heller; and poems "Ornithopter" and "Montgolfier Brothers' Hot Air Balloon" which are both part of the published book, "Skywriting: Poems to Fly," by J. Patrick Lewis; and Laurence Pringle's expository text, "Amazing Wildlife of the Mojave." Unit 4, Weeks 1-2, focus on realistic fiction. The text set used in this study includes excerpts from published texts such as: "The Talented Clementine" and "Clementine and the Family Meeting," by Sara Pennypacker; "The Year of Billy Miller," by Kevin Henkes, winner of a Newbery Honor in 2014; "The Real Story of Stone Soup," by Ying Chang; and "Clementine: Friend of the Week," by Sara Pennypacker. In Unit 5, students read "Clever Jack Takes a Cake," by Candace Fleming, a published text that was named Best Book of the Year by Booklist, School Library Journal, Kirkus Reviews, and Bank Street College of Education. Students also read other publications such as "It's All in the Wind," from Time For Kids and the biography, "Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote," by Tanya Lee Stone. |
| | **Required**<br>**1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas | **Yes** | Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | through tasks in reading, writing, listening, speaking, and language.<br>• In grades **K-2**, 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 text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. | | speaking, and language. Texts within units are connected by genre studies, and genre studies are connected by common topics. The unit begins with students building background knowledge by listening to a read-aloud about the topic. Students then participate in a shared or whole class reading on the same topic. Students then progress to a close read of the anchor text and continue on the same topic with a selection of paired texts. Small-group instruction calls for differentiation of texts based on Lexile. These texts are also focused on the same topic and Essential Question. Books within the class library fall within these guidelines as well, providing students with even more opportunity to expand their knowledge and increase their fluency and comprehension skills. For example, in Unit 1, students learn about culture and community by engaging in narrative, realistic fiction, and argumentative text genre studies that help students respond to the unit's Essential Questions: "How do people from different cultures contribute to a community?"; "What can traditions teach you about a culture?"; and "How do landmarks help us understand our country's story?" Students also select a unit text, in which they have a personal connection, to write a personal narrative in preparation for engaging in a research project on an assigned landmark which they present to the class. Weeks 3 and 4 of Unit 2 continue with the Genre Study of realistic fiction with a focus on the |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | topic of traditions. Students are asked the Essential Question: "What can traditions teach you about culture?" Each text within the unit is connected back to this topic and Essential Question beginning with "Sailing to America," which supports the theme and the anchor text, "The Castle on Hester Street." On Day 1 of Week 3, students gain background knowledge on traditions with the use of images and videos. Students then gain knowledge of the genre and text structure through the use of an interactive read aloud, "Ready for Aloha." "The Dream Catcher" is a Shared Read that is used to teach each of the following skills: sequencing, dialogue, context clues, and inferencing. Students are also shown how to visualize elements within the text and make connections to their own lives. Vocabulary words are shared through a visual presentation and context clues are used again by students to determine the meaning of each word within the text. By Day 3, students begin reading the anchor text, "Yoon and the Jade Bracelet," where they must apply the skills previously learned to summarize and respond to text based questions using evidence. The paired selection, "Family Traditions," expands on these same skills, providing students with even more information that can be used later in the narrative writing activity for this portion of the unit. The Essential Question of Unit 5 is "What do good citizens do?" Throughout the unit, students read a variety |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | of texts that build student understanding of the Essential Question. They read the biography, "Elizabeth Leads the Way," and revisit this text over a four day period, paired with another biography titled "Susan B. Anthony Takes Action." During this four day period, students study vocabulary, reading skills, and text structure by repeated close reads of the texts. |
| | **Required**<br>**1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building. | **Yes** | Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes. For example, in Unit 1, Week 5, students read and reread the anchor text, "Protecting Our Parks." Students complete a close reading cycle that is outlined in the teacher's guide. While reading, students complete various tasks, such as completing graphic organizers. After rereading the text, students use their inferencing skills to determine the author's purpose for the text. The last task with this text is to reread again and respond to the Essential Question "How do landmarks help us understand our country's story?" In Unit 2, Week 1, students read "Vote!" and then continue reading the text in Week 2. Students first read the text for comprehension, reread the text to understand the author's craft, and then engage in an additional read to identify text structure. This text connects to other texts in the unit to help students answer the question "How do people make government |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | work?" In Unit 3, Week 1, students read and reread the text "Earth" and follow the same routine by first reading for understanding and then rereading for a deeper analysis by following the Close Reading Routine. During this routine, students identify key details, analyze the text, craft, and structure, and integrate knowledge and ideas by making text-to-text connections. In Unit 5, students read a selection of texts to answer the Essential Question "How do we get what we need?" Students begin the unit by reading "Elizabeth Leads the Way," in which Elizabeth Cady Stanton's fight for women's right to vote is explained in the biography. Students read and learn what actions Elizabeth took to get what she needed accomplished. Then, students compare the text with the next unit text, "Susan B. Anthony Takes Action!" about another good citizen who took action to get what she needed done. In Week 3, Days 3-5, students read the anchor text "Clever Jack Takes the Cake." Students initially read the fairy tale for comprehension and then reread to analyze features of the text the author used to create meaning. Students use the previous biographical texts and compare how Jack, from the fairytale, is similar to the nonfiction characters in the previous texts in that he was able to accomplish a goal to get what he needed. Students return to the anchor text and conduct multiple reads to analyze the author's craft in the use of repetition, sensory language, figurative |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | language (specifically onomatopoeia), use of text features, and word choice. The anchor text is then compared to the next text in the unit, "Moey: Then and Now" which also supports student understanding of the unit Essential Question. |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**2. TEXT-DEPENDENT QUESTIONS:**<br>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.<br><br>☒ Yes ☐ No | **Required**<br>**2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses. | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The majority of the questions, tasks, and writing prompts are text dependent and text specific. Each task includes both explicit and implicit questions that require students to use evidence in support of their responses. Students respond to these questions both in written format and orally throughout the lessons. These questions are found in the Access Complex Text (ACT) sections of the lessons. For example, in Unit 3, Week 2, students read and reread the anchor text, "Earth," and respond to text-dependent questions to build knowledge about the planets in Earth's solar system and their position in relation to the Sun. For example, students answer the following questions: "What key details does the first paragraph on page 196 give about what makes Earth a special planet?"; "Why does the Moon seem to change shape?"; and "Does the moon actually change shape? Why or why not?" Students reread the text and write a summary by listing the main ideas and then respond to the writing prompt, "How does Jeffery Zuehike use text features to help you |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | learn about Earth? Use these sentence frames to organize your text evidence." Students then make connections to the Essential Question "How can we learn more about Earth and its neighbors?" In Unit 4, Week 6, students participate in a Reader's Theater. Before the performance, students answer text specific discussion questions about the narrator. These questions include "What does the narrator say about the story at the beginning of the play?" and "How do you learn about the baker's feelings as he counts the hundred gold pieces?" In Unit 5, Week 3, the teacher guides the students through the text, "Clever Jack Takes the Cake," with questions that assess understanding and close-read analysis. For example, questions include: "How is the invitation connected to the text on page 391?"; "How does the way the author repeats words and phrases help you understand Jack's character?"; and "Why does Jack shout 'No!' when the guard says he cannot deliver the strawberry?" Some questions are used in a class discussion while others are discussed with student partners. On Day 4, students respond to the question, "How does Jack get what he needs to bake the Princess's cake?" in writing and are required to support their answer with evidence from the text. |
| | **Required**<br>**2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards | **Yes** | Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.) | | standards to advance and deepen student learning over time. For example, in Unit 2, Week 3, students read the anchor text, "The Castle on Hester Street," to determine the central message of the text and how it is conveyed through key details (RL.3.2) by responding to the question, "What was life like for Julie's grandfather in America?" Students are also asked to explain how illustrations contribute to the text (RL.3.7) by discussing the questions "What kind of building do you see?" and "Who do you think is standing in the castle?" with a partner. In Unit 4, students identify the narrator's point of view by gathering details from the text, "The Impossible Pet Show" (RL.3.6). Students also identify the clues in the illustrations that help them understand how Clementine feels in the text, "Clementine and the Family Meeting" (RL.3.7). In Unit 5, Week 1, Day 3, students read, "Elizabeth Leads the Way" to identify character point of view (RI.3.6). Prior to reading, students are instructed to predict how the text selection will help them answer the Essential Question "What do good citizens do?" The language of the standards can also be found in the student materials. On page 63 of the student book, students are asked to "Circle three details that tell about the Giant Forest" (RI.3.2). On page 65, students are asked to underline context clues which help them determine the meaning of the word "parks" (RI.3.4). |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.<br>☒ Yes ☐ No | **Required**<br>**3a)** Coherent **sequences of questions and tasks** 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. | **Yes** | Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. For example, in Unit 1, students read the argumentative text, "Protecting Our Parks.'' While reading, students analyze the map on page 52 of the student book. Students are tasked with explaining how the map helps the reader understand more about Yellowstone National Park. The teacher is also asked to help students make the connection between the map feature and the genre style of argumentative text. Then, in the Unit 1, Genre Study 3, students respond to the question "How is the message of the illustration below like the message of 'Protecting Our Parks' and '3 Questions for George McDonald?'" after reading both texts and analyzing the illustrations. Students must use the knowledge gained through text and text features to respond to the question. In Unit 5, students respond to the Essential Question "What do good citizens do?" In Week 2, Lesson 7, students reread the text "Susan B. Anthony Takes Action." While reading, students record information from the text that helps to answer the Essential Question. While recording their answers, students compare this text to "Elizabeth Leads the Way" from the previous lesson. In Unit 6, Week 1, students read texts that help |

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| | | | them answer the Essential Question "Why are goals important?" On Day 3, students read the text "Looking Up to Ellen Ochoa." As they read, students predict how the text will help them answer the Essential Question. For example, students answer the following questions: "How do the text features in Ellen Ochaoa's biography help you understand how she reached her goals?," "Tell how goals helped Ellen Ochoa to become an astronaut.," and "Tell why it is important for people to set goals." Then in Unit 6, Week 2, Day 7, students read the text "A Flight to Lunar City." Students identify how the text contributes to their ability to answer the Essential Question by responding to the following questions: "What was Maria's goal? What did she do to reach it?" and "What other people with goals have you read about? How are they like Maria? How are they different?" |
| | **Required**<br>**3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts. | **Yes** | Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in Unit 1, Week 6, students complete a Spiral Review by reading an expository text, "Remembering San Jacinto," and a realistic fiction text, "Sofia's Mexican Birthday," and respond to a series of questions. These questions provide students the opportunity to review skills that were learned earlier in the unit. For example, the materials state, "You have learned new skills and strategies in Unit 1 |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | that will help you read more critically." Students use text features, identify the main idea of the passages, provide a sequence of events surrounding the topic of Mexican birthdays, and locate and use context clues to determine the meaning of unknown words. Students also write a persuasive piece by writing an advertisement. Students must, "Write an ad persuading people to visit your favorite landmark." Students choose a landmark, research facts about the landmark, write an ad, and then draw a map of the landmark. In Unit 3, students read texts to address the Essential Question "What makes different animals unique?" In Week 3, students participate in a Shared Read of "Anansi Learns a Lesson" to answer comprehension questions about the author's craft, such as "How does the author use repetition to help you understand what sank means?" and "How does the author help you understand how Turtle and Fish feel about tricking Anansi?" Students also discuss why the lake is a problem for Anansi while citing evidence to support their discussion. Finally, students respond to the story by writing a response to the prompt "Why is 'Anansi Learns a Lesson' a good title for this folktale?" In Unit 6, Week 1, students read, "Looking Up to Ellen Ochoa" to better understand how authors use text features to help readers understand texts. Then, students read, discuss, and write in response to the text by responding to the prompt, "The author uses text features to |

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| | | | help me understand…" Students are also asked to explain "How does the author use photographs and captions to help you understand that goals are important?" Students then create a timeline based on the information that they learned in the text about Ellen Ochoa and present their timeline to the class. Students then reflect on their presentation. Units also contain a Research and Inquiry section where students apply their learning of the texts to their own lives. The Research and Inquiry section requires students to write and then speak about what they have learned. For example, Unit 5 focuses on the Essential Question "What do good citizens do?" Throughout the unit, students read texts that help answer the Essential Question. In Week 2, Lesson 9, students read "Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote'' and "Susan B. Anthony Takes Action!" After reading, students make a poster about a local issue and present their posters to the class. Students also make text connections by responding to the question "How do you know how the songwriter of 'America' and the authors of 'Elizabeth Leads the Way' and 'Susan B. Anthony Takes Action!' feel about America?" Students first discuss the question with a partner and then write their response to the prompt, "I know how the songwriter and authors feel about America because..." |

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| | **Required**<br>**3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.<br>• 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). | **Yes** | Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Each unit of study provides students with multiple opportunities to examine language to build word knowledge. Each unit begins with a Words to Know section that introduces unit vocabulary which includes vocabulary digital practice activities and written practice. Students also review and apply phonetic knowledge to new vocabulary by decoding words with specific phonics rules. For example, in Unit 1, Week 1, students review compound words by joining two or more smaller words together to form new words like [hair] and [cut]. Students are reminded that knowing the meaning of the two smaller words helps in understanding the meaning of the compound word. Additionally, each lesson has an, Expand Vocabulary, section where students study words related to the texts they are reading. For example, in Unit 3, Week 5, students read the text “Moving America Forward” and review new vocabulary from the text. The words, such as boomed, population, resources, descendants, and transportation, build the students’ understanding of |

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| | | | historical events. In Unit 4, Week 1, students review vocabulary learned in the selection including achievement, confidence, and talents. These words connect to the theme of the unit and help the students gather knowledge to help them answer the question "How can you use what you know to help others?" In the ACT section of Unit 2, Lesson 7, students first define the words opportunity and immigrate using context clues. Then students use the understanding of that word to answer questions about the text connecting the vocabulary to the understanding of the texts.<br>Students study the words immigrate and history in this lesson. This builds on understanding developed while defining the words in context during the reading of the text. Here, students specifically define the words and share their understanding with partners. In Unit 4, Day 4, Genre Study 2, students are asked to write using the target vocabulary words that have been studied in Days 1-3. They must develop sentences that use each target word and include information about the word's meaning. On Day 5, they create word squares for each word. Each square includes four components: the word, student definition, illustration of the word, and a non-example. |
| **Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)** | | | |
| **Non-negotiable*<br>4. FOUNDATIONAL SKILLS:** | **Required *Indicator for grades K-5 only**<br>**4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the |

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| 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.<br><br>☒ Yes ☐ No<br><br>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) | standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | | standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each Unit contains a foundational skills component. These skills include Phonics and Word Study, Spelling, and Fluency. For example, Unit 2, Week 5, Lesson 2, phonics lessons focus on irregularly spelled words, words with open syllables, and fluency. The digraph lesson begins with the teacher reading words with digraphs and then progresses to guided practice of digraphs th, ch, sh, and wh. Students then identify and underline digraphs in words. On Day 3, students express their understanding of digraphs by spelling words with digraphs as the teacher dictates sentences. On Day 4, students proofread and write sentences that contain words with digraphs. On Day 5, students are assessed on their ability to apply spelling knowledge by spelling multisyllabic words with digraphs. In Unit 3, Week 1, Day 1, students review words with r-controlled syllables and use Dictation Sentences as a pretest. As the week progresses, students strengthen their understanding of the phonics rule for r-controlled vowels, ir, ur, and er. Students complete word sort activities, complete sentences, proofread word spellings, and |

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| | | | read texts to apply their knowledge of the phonics rule. Additionally, each daily lesson includes differentiated instruction for the teacher to use in a small group with students. The differentiated lessons are divided into: Approaching Level, On Level, and Beyond Level. On Day 1, students work with words. On Days 2-3, students read a text and answer comprehension questions. Students who are below level have a greater emphasis on fluency than students who are on level or beyond level. On Days 4-5, students continue their work with words. Unit 5, Weeks 1 and 2 include ten days of lessons with compound words and inflectional endings -ed, -ing, -s. Lessons include activities on word meaning, proofreading, and dictation. At the end of each topic, students are assessed on their knowledge of the skill and usage of the patterns. |
| | **Required *Indicator for grades K-1 only**<br>**Indicator 4b)**<br>Materials provide grade-appropriate instruction and practice for the **concepts of print** (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 for this grade level. |
| | **Required *Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | **N/A** | Not applicable for this grade level. |

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| | **Required *Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** 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). | **Yes** | Materials provide systematic and explicit phonics instruction which is provided in each unit. Each module contains phonics instruction that progresses in complexity as the module progresses. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. For example, in Unit 2, students strengthen their phonetic knowledge by decoding multisyllabic words with the VCe syllable, as well as, vowel teams. In Week 1, Lesson 2, students study the long *i* (*i, ie, igh, i_y*) and long *u* (*u, u_e, ew*) vowel sounds in words. The structure of the lesson is set up with teacher explanation of the Five and Cube Sound-Spelling Card activity, modeling the identification of the long vowels, and guided practice in which students begin to identify and pronounce words with long *i* and long *u* vowel sounds. The skills are reinforced with visuals, a word wall, and student/partner practice. In Unit 3, Week 5, students develop an understanding for diphthongs /*oi*/ and /*ou*/. On Day 2, phonics lessons begin with the teacher explaining that the sound /oi/ is usually spelled *oy*, like boy, or *oi,* like boil, and the /ou/ sound is spelled *ow*, like cow, or *ou*, like house. Students sort word cards |

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| | | | based on the diphthong in the word while also reading and pronouncing each word. Students then complete the diphthong practice activity in their Practice Book. On Day 3, the teacher models identifying diphthongs and engages students in guided practice. For the remainder of the week, students practice sorting, spelling, and proofreading words with diphthongs. In Unit 6, Genre Study 1, students practice decoding words with prefixes and consonant +*le* syllables. After explaining what a prefix is and exposing students to a series of optional prefixes such as *un-, dis-, pre-, re-,* and *mis-,* the teacher models how to separate a prefix from the base of the word by drawing a line between the two. The guided practice section helps students identify the prefixes and base words and then decode and pronounce the word as a whole. Students are also shown how to use the prefix and base to figure out the meaning of the word. Students continue to gain phonetic knowledge during small group times and by completing practice book activities. |
| | **Required *Indicator for grades K-5 only**<br>**Indicator 4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques. | **Yes** | Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. |

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| | | | Each unit includes lessons or activities centered around words with irregular spellings. Students are provided with guided practice and independent work to strengthen understanding of the irregular words. Words are presented in various formats to allow access for all students. For example, Unit 1, Weeks 3 and 4, the materials provide students with a fluency lesson on Long *a* using the spelling patterns: *ay, ai, a_e, ea, eigh, ei,* and *ey*. Sound-Spelling Cards are used as a visual for the spelling words and patterns. Students practice pronouncing and spelling a list of words with each spelling pattern, paying particular attention to those with the irregular pattern *ey, ei,* and *eigh*. The teacher instructs students to write each word and underline the spelling pattern within each word that makes the long *a* vowel sound. Practice continues in the student Practice Book pages. In Unit 3, students learn that when a vowel is followed by *r*, the *r* changes the sound of the vowel. For example, words like: her, firm, burn and earn, are r-controlled vowel words. Throughout the week, students work with r-controlled vowel words. Students participate in whole-group activities as well as individualized practice. For example, on Days 3 and 4, students view |

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| | | | and participate in an r-controlled vowel sort on the board, sorting words by: *er*, *ir*, *ur*, *ear*, and words that do not have r-controlled vowels. Students also determine words by reading a definition. For example, students should be able to determine that "comes after second," would mean the word *third*, which is a r-controlled vowel word. Phonics skills are strengthened as students read the anchor text, "Earth," which includes r-controlled words like: Earth, creatures, water, temperature, learned, understand, Jupiter, Saturn, and third. In Unit 6, students learn that, "Greek and Latin roots can help readers figure out the meanings of unfamiliar words." For example, in Week 2, Day 1, students learn that astro means star, graph means something that is written, photo means light, and tele means far. The teacher models writing and saying the words astronomy, autograph, and telephoto and underlines the root in each one while using the definition for each root to figure out its meaning. Students complete a Guided Practice for the words astronomer, telescope and telegraph by identifying the roots to determine the meaning of each word. Students then apply this knowledge by reading the passage "Dreaming of the |

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| | | | Stars" where they determine the meaning of words like: astronaut, aerospace, and aquanaut. |
| | **Required *Indicator for grades K-5 only**<br>**4f)** Resources and/or texts provide ample **practice** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | **Yes** | Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The materials include leveled readers to be used as a supplement to the anchor texts read in each unit. The Lexile measures for the Leveled Readers range from 10 to 1200, meeting the needs of students approaching, on, or beyond grade level. Each Leveled Reader focuses on specific phonics skills or sight words. For example, in Unit 2, students practice reading and writing words with long *i* , spelled *i_e*, and long *u*, spelled *u_e,* vowel sounds. Students sort word cards, use interactive word sorts on a smart board, practice reading words with the focus sound, practice identifying the letters that make the sound in words, and then apply their understanding to longer words using the same sound. During Small Group Differentiated Instruction, students read the Leveled Reader, "The Race for the Presidency," to practice and strengthen their |

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| | | | understanding of long vowels. Unit 5, Week 3, Lesson 2, utilizes leveled readers in small group instruction based on student need and identified level. In this lesson, for Approaching Level, students decode words with closed syllables using the text "The Chickpea Boy." In addition to the texts within each Unit, a nine volume set of decodable readers is provided. Each volume contains six readers that cover a specific phonics skill. In addition to these decodable readers, practice passages are provided in a worksheet format that can be shared with students in the digital platform or printed and distributed. Each volume increases in complexity with the phonics patterns practiced. Volume 1 of the Decodable Readers includes short stories with the following phonics patterns: short *a,* short *i*, short *o*, short *e*, short *u*, and one reader with all five short vowel sounds are included. By Volume 8, students practice variant vowels, short vowel digraphs, and consonant digraphs. |
| | **Required *Indicator for grades K-5 only**<br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** 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. | **Yes** | Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, |

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| | Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | | expressiveness, and accuracy. Fluency lessons are built into each week's instructional plan. Fluency lessons vary based on the fluency skill being emphasized in the unit or instructional week. For example, in Unit 3, Week 3, students practice fluency by reading the differentiated text, "A Clever Crow." In Week 2, they reread the same text but focus on phrasing. In Week 4, students use the same text, but practice reading at an appropriate rate. In Unit 5, Week 5, Day 2, students practice fluency by reading the leveled passage "Pedal Power." The teacher begins the lesson by modeling how to read "Here Comes Solar Power" with accuracy and rate. The teacher helps students improve their accuracy by helping them as they read any unfamiliar or irregularly spelled words. The materials also include thirty-one fluency assessments to monitor student oral reading fluency throughout the year. The materials also contain a set of fluency intervention materials for each component of beginning reading; phonics, decoding, oral reading fluency, vocabulary, and reading comprehension. The lessons are designed to be used during small group instruction, as they focus on students who need reteaching and additional practice with technical |

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| | | | skills, such as oral reading fluency, decoding, and phonics, which all play a role in increasing rate, expressiveness, and accuracy while reading. The Tier II Intervention Fluency Set targets Grades 3-6 and contains ninety-four lessons on topics such as Fluency Routines, High-Frequency Words, Speed and Accuracy, and Prosody. During a 15 minute lesson, targeted instruction is given on a specific topic, followed by targeted practice on the same skill. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Materials include monitoring which allows students to receive regular feedback on their oral reading fluency in the specific areas of rate, expressiveness, and accuracy. The materials provide daily differentiated texts that allow students to practice reading fluency. During Fluency lessons, students are provided with multiple opportunities to read aloud in groups. These opportunities allow for teacher, self, and peer correction while reading. For example, Unit 1, Genre Study 3 includes opportunities for monitoring and improving accuracy in fluency. During a fluency mini-lesson, after reading, students listen to a read |

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| | | | aloud of the text "To Protect or Not to Protect?" The teacher points out how to improve accuracy using context and punctuation clues. Students then practice reading accurately by reading the passage in groups, one sentence at a time, followed by echo reading. Practice with this skill continues with the online Differentiated Genre Passage, "A Landmark for All." In Unit 3, Week 3, students participate in a Shared Read of "Anansi Learns a Lesson" during the fluency lesson. Students take turns reading while their partner offers immediate feedback. During small group instructional time the teacher uses leveled readers, "The Clever Rabbit," "King of the Birds," and "Sheep and Pig Set Up Housekeeping," as fluency builders during small group instruction. Students then engage in several rereadings of "A Clever Crow" to improve their overall reading abilities by noting unfamiliar words, while the teacher monitors and gives assistance when needed. In Unit 5, Week 5, Lesson 2, the teacher explains and models the importance of reading with accuracy and appropriate rate. Students then choral read "Here Comes Solar Power" for accuracy. Students are then given a fluency passage as an assessment of |

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| | | | individual student needs. The passage "Pedal Power" is differentiated in length and offers text features to meet specific student needs. Then students complete a Shared Reading of "Here Comes Solar Power" as they self-monitor and monitor their partner for accuracy and rate. |
| | **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*<br>• 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. | **Yes** | 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. Each unit contains lessons in spelling and vocabulary expansion. Within these lessons, students go through a series of lessons and activities that provide practice with various components of word study, including morphology, spelling patterns, and decoding. For example, in Unit 3, Week 2, students work with morphology by practicing how adding *-y* changes the meaning of a word. In Week 4, students work with prefixes *pre-*, *dis-* and *mis-* to identify words that begin with the prefix and their meaning. Unit 4, Week 5 contains five days of spelling lessons. During the spelling lesson, students review the soft *c* and *g* sounds, homophones, and word meaning. Dictation sentences are used to |

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| | | | practice each skill and assess student knowledge of the skills. Words within the spelling set include multi-syllabic words such as office, message, giant, and changes for On Level Readers, village, and pages for Approaching Level Readers, and peaceful, officer, garage, and Egypt for Beyond Level Readers. Unit 5, Week 5, Lesson 2, contains a lesson on prefixes and suffixes. The lesson is structured with teacher instruction and then scaffolds for students practice. The lesson focuses on specific prefixes and suffixes and how they change the meaning of words and then connects to words in the texts students are reading. There is also a differentiated section for this lesson to specifically target student needs. |
| | **Required *Indicator for grades K-2 only**<br>**4i)** 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. | **N/A** | Not applicable for this grade level. |
| | **Required *Indicator for grades K-5 only**<br>**4j)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports. | **Yes** | Foundational skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. Foundational skills materials come in various forms for each unit. All foundational skills also come |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | with differentiated lessons, books, or other resources to support the needs of students at all skill levels. The materials include activities that can be completed independently to allow the teacher the opportunity to work directly with small groups of students. Each daily lesson plan includes a whole group lesson and differentiated work for a small group. The materials include an assessment library which allows the teacher to screen students and materials for progress monitoring student growth at specific points in the materials. For example, Unit 3, Genre Study 3 provides support for decoding words with diphthongs */oi/* and */ou/*, spelling words with the same patterns, and fluency practice with accuracy and phrasing. The same information can be found for decoding closed syllables, and inflectional endings *y* to *i*, and fluency practice with rate, which are all addressed in Unit 5, Genre Study 2, on Fairy Tales. Unit 5, Week 4, Lesson 2 contains a lesson on short *a* and *i* vowel sounds. There is a differentiated tab in the teacher resources that allow the teacher to adapt the level of instruction to meet individual student needs. Materials also include a “Weekly Standards” list for each week of |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | instruction. This tab allows teachers the opportunity to view and plan for all standards for the week of instruction. For example, foundational skills materials are easily identified in Unit 2, Week 2, which lists 12 lessons in which foundational skills are the focus. Likewise, Unit 4, Week 5, offers 18 lessons that focus on foundational skills. |
| **Section III. Additional Criteria of Superior Quality** | | | |
| **5. RANGE AND VOLUME OF TEXTS:**<br>Materials reflect the distribution of text types and genres suggested by the 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.)<br>☐ Yes ☐ No | **Required**<br>**5a)** Materials seek a **balance in instructional time between literature and informational texts.** (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.)<br>• The majority of informational texts have an informational text structure.<br>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. | | See EdReports for more information. |
| | **Required**<br>**5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels). | | |
| | **5c)** Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. | | |
| **6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:** | **Required**<br>**6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| 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.<br><br>☐ Yes ☐ No | 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.[6] | | |
| | **Required *Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | | |
| | **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.<br>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>• In grades 3-12, tasks may include blended modes (e.g., analytical writing). | | |
| | **Required**<br>**6d)** Materials address the **grammar and language** 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.<br>• 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 | | |

[6] 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 |
|---|---|---|---|
| | sentence construction as a way to develop more complex sentence structure and usage. | | |
| **7. ASSESSMENTS:**<br>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).<br><br>☐ Yes ☐ No | **Required**<br>**7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures. | | |
| | **Required**<br>**7b)** Materials **assess student understanding of the topics, themes, and/or ideas** 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. | | |
| | **Required**<br>**7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | | |
| | **Required**<br>**7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities. | | |
| | **7e)** Materials assess student proficiency using methods that are **unbiased and accessible** to all students. | | |
| **8. SCAFFOLDING AND SUPPORT:**<br>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.<br><br>☐ Yes ☐ No | **Required**<br>**8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** 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. | | |
| | **Required**<br>**8b)** Materials **do not confuse or substitute** mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies. | | |
| | **Required**<br>**8c)** Materials include **guidance and support** 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. | | |
| | **Required**<br>**8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars). | | |
| | **Required**<br>**8e)** Materials are **easy to use and well organized** 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. | | |
| | **Required**<br>**8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | | |
| | **8g)** The content can be **reasonably** 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. | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| **FINAL EVALUATION**<br>***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.<br>***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.<br>***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** |
| **I. K-12 Non-negotiable Criteria of Superior Quality**[7] | 1. Quality of Texts | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes. |
| | 2. Text-Dependent Questions | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions |

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. |
| | 3. Coherence of Tasks | **Yes** | Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. |
| **II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)**[8] | 4. Foundational Skills | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. |

[8] 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 |
|---|---|---|---|
| | | | 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. 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 for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. 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. Foundational skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. |
| | 5. Range and Volume of Texts | | See EdReports for more information. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| **III. Additional Criteria of Superior Quality**[9] | 6. Writing to Sources, Speaking and Listening, and Language | | See EdReports for more information. |
| | 7. Assessments | | See EdReports for more information. |
| | 8. Scaffolding and Support | | See EdReports for more information. |
| FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality** | | | |

*As applicable

[9] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)**

FULL CURRICULUM
Instructional Materials

## Qualified for Abbreviated Review[1]

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.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.




Title: **Wonders** Grade: **4**

Publisher: **McGraw Hill LLC** Copyright: **2020**

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

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

| STRONG | WEAK |
|---|---|
| 1. Quality of Texts (Non-negotiable) | |
| 2. Text-Dependent Questions (Non-negotiable) | |
| 3. Coherence of Tasks (Non-negotiable) | |
| 4. Foundational Skills (Non-negotiable) | |
| 5. Range and Volume of Texts | |
| 6. Writing to Sources, Speaking and Listening, and Language | |
| 7. Assessments | |
| 8. Scaffolding and Support | |

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/wonders.
[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.
[3] 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**[4] 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[5] 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.

[4] **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.
[5] 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 |
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| **SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY**<br>**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.** | | | |
| **Non-negotiable**<br>**1. QUALITY OF TEXTS:**<br>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.<br><br>*(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)*<br><br>☒ Yes ☐ No | **Required**<br>**1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards.<br>• **A text analysis that includes complexity information is provided.** 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.<br>• In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves. | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials utilize high-quality texts including a variety of text types and genres. Texts are placed at the appropriate level of complexity for the grad-level and are accompanied by detailed text complexity analysis. The majority of texts within the units fall between a Lexile level of 740 and 1010, as identified by quantitative analysis. In addition to Lexile, texts have also been deemed appropriately complex through qualitative analysis. Texts support students' evolving literacy skills with texts that grow in complexity and engage students in a range of reading opportunities as well as a variety of text types including poetry, narrative nonfiction, myths, and realistic fiction. For example, in Unit 4, students read the narrative nonfiction text, "Speaking Out Against Child Labor" (890L). Qualitative analysis deems the text moderately complex due to shifts in perspective, domain specific vocabulary related to child-labor laws and immigration, and the unfamiliar theme and setting. In Unit 5, students read the anchor text, "Mama, I'll Give You the World" (970L). Qualitative features make this text |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | moderately complex due to shifts in meaning and structure. Language demands add to the text's complexity because of the author's use of figurative language and use of hyphens which are used to place emphasis on particular words. In Unit 6, students read the historical fiction text, "The Game of Silence," (900L) as the anchor text. Qualitative analysis considers the text as being slightly complex in meaning with a clearly stated central message and also slightly complex in structure due to being a lengthy text. "The Game of Silence" is exceedingly complex according to language demands and includes a glossary to define Native American terminology. The knowledge level required for student comprehension makes this a moderately complex text. Students need background knowledge of Native American hardships during the westward expansion and the Ojibwe tribe of the Northern Minnesota area. |
| | **Required**<br>**Indicator 1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** 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. | **Yes** | At least 90% of texts are of publishable quality 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. The units include texts that are of various genres, topics, themes, in the form of expository, historical fiction, and poetry text types. For example, in Unit 1, students read the expository text "Earthquakes," by |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | Washington Post/Children's Book Guild Award winning author Sneed B. Collard, III, as the anchor text in which students gain content knowledge about Earth and develop an understanding that natural disasters, in some cases, cannot be prevented. Students also read the realistic fiction text "Experts, Incorporated," by Rebecca Caudill, Young Reader's Book Award, and William Allen White Children's Book Award winning author, Sarah Weeks. In Unit 2, students read the drama "Ranita the Frog Princess," by children's book author, Carmen Agra Deedy, which allows students the opportunity to analyze the play structure as well as perform the drama. In Unit 3, students read the argumentative text "A New Kind of Corn," from Time for Kids to strengthen their understanding for writing opinion essays. In Unit 4, students read the historical fiction text "The Moon Over Star," by Diana Hutts Aston, as the anchor text. Aston is known for writing books which focus on science and nature for children and has been the recipient of the AAAS/Subaru SB&F Prize for Excellence in Science Books several times. The text is used for close readings to analyze the author's craft, development of theme, and to identify the genre. |
| | **Required**<br>**1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas | **Yes** | Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | through tasks in reading, writing, listening, speaking, and language.<br>• In grades **K-2**, 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 text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. | | speaking, and language. Texts within units are connected by genre studies, and genre studies are connected by common topics. For example, in Unit 1, Think It Through, Genre Study 1, students focus on the Essential Question "How do people respond to natural disasters?" Students begin the unit by listening to an interactive read aloud, "Avalanche," to build background knowledge. After listening to the read aloud, students have the opportunity to collaborate with other students to answer questions. After collaborating with their peers, students participate in a shared reading of "A World of Change." During this time, students continue to build topic-related vocabulary. The shared reading also increases student understanding of the following: comparing and contrasting, summarizing, multiple-meaning words, and finding text evidence. At the end of the shared reading, students have the opportunity to express their understanding of the text by completing an analytical summary writing. Students are instructed to "only include the important events." After the shared reading, students complete a close read of the anchor text, "Earthquakes." This text continues to build background knowledge and makes connections related to the unit topic of how people respond to natural disasters. Again, students are given the opportunity for multiple reads of the anchor text. Students practice making inferences and cite text |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | evidence to support those inferences. Students engage in a paired reading, "Weathering the Storm," and then answer text dependent questions. The paired reading text is used to reinforce students' understanding of the author's purpose for writing. Students then have the opportunity to make connections between the texts they have read by comparing and contrasting the text on the unit topic. In Week 2, Day 8, students reread a personal narrative from the unit. This reread further prepares students for writing their own personal narratives. On Day 9, students draft their own personal narrative. On Day 10, the unit of study concludes with students presenting their erosion science experiments. Unit 5, Genre Study 1, Weeks 1 and 2, focus on the Essential Question: "What can you learn by examining something closely?" The unit focuses on expository texts, starting with "Your World Up Close" in Week 1, in which students learn about a tool that allows you to see everyday objects up close. Students build vocabulary knowledge of scientific terms such as: magnify, electron microscope, photomicrograph. Students then prepare to summarize the text by circling details that explain why electron microscopes "...helped scientists see, that they never saw before." On Day 3, students read the anchor text "A Drop of Water" to discover what happens when we look closely at water. Students read about water molecules and how they change. Students |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | continue to build knowledge of unit related vocabulary and answer comprehension questions related to the Essential Question like, "What are some of the various ways that water molecules can change?" and "How can viewing things up close change the way people think about the world?" In Week 2, Day 8, students read "The Incredible Shrinking Potion" to compare the fantasy to the texts read previously in the unit. On Day 9, students draft an explanatory essay about what students discovered about an object when it was closely observed. On Day 10, students make text connections by responding to the question: "How do the photographer and the authors of 'How Old is Your Water,' 'Blast,' 'A Drop of water,' and 'The Incredible Shrinking Potion' help you understand what you can discover when you look at things closely?" Students discuss the question, cite text evidence, and write their explanations. Then students prepare for presenting their water cycle diagrams by completing a Presenting Checklist in their Reading/Writing Companions which is followed by class presentations. |
| | **Required**<br>**1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building. | **Yes** | Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes. For example, in Unit 1, Genre Study 1, students read the shared reading, "A World of Change." During the reread, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | students compare and contrast, summarize, find text evidence, and define vocabulary. Students also reread the shared reading to help them respond to a writing prompt. Students then conduct multiple reads of the anchor text, "Earthquakes." During the rereads, students have the opportunity to make inferences, cite textual evidence, and respond to text dependent questions and prompts. The paired text, "Weathering the Storm," is also read multiple times. Students answer text dependent questions, cite textual evidence, and determine the author's purpose during the multiple readings. In Unit 2, Weeks 1-2, students read and re-read the expository anchor text, "Spiders." Students study text features, analyze word choice (vocabulary and figurative language), discuss point of view, and compare and contrast information presented during re-reads of the text. In Unit 5, Week 3, students read "Sadie's Game" through a shared read-aloud. Throughout the week, students re-read selected sections, focusing on vocabulary, visualization, plot development, and character analysis. Students also conduct multiple reads of "Mama, I'll Give You the World" and follow the Close Reading Routine to analyze the text for multiple purposes. During this routine, students identify key details, analyze the text, craft, and structure, and integrate knowledge and ideas by making text-to-text connections. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**2. TEXT-DEPENDENT QUESTIONS:**<br>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.<br><br>☒ Yes ☐ No | **Required**<br>**2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses. | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The majority of the questions, tasks, and writing prompts are text dependent and text specific. For example, in Unit 3, Weeks 1 and 2, students read the anchor text, "Aguinaldo," by Lulu Delacre and answer questions such as, "Marilia does not want to go on the trip to the nursing home. Which words on page 182 help you visualize Marilia's desperation?" Teachers are also instructed to "Stop and Check" for comprehension by conducting a Teacher Think Aloud followed and then ask text-dependent comprehension questions such as "Is Manilla enjoying the visit?" and "Does she want to stay?" Students are also directed to find the answer to specific questions by referring to the text. For example, "What kind of person is Elenita? To find the answer, you can reread the dialogue on page 187." In Unit 4, Week 3, students read and reread "The Moon Over Star" and respond to text-dependent questions to build knowledge about text features, point of view, and author's craft. For example, on Day 3, students are asked to focus on the illustration on pages 288-289 to better understand how the image helps introduce the narrator. Students then answer "What is Mae looking at?" and "What do you think she is thinking about?" Students are also asked, "Who is the first-person narrator of the story?" and "How does she feel about |

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| | | | the astronauts?" On Day 4, students generate their own questions about the text and share their thoughts and ideas with a partner. On Day 5, students think about the story and respond to, "What can you tell about Mae from her actions, words, and thoughts? Use details from the story." Students are also asked to "Reread page 294. How does the author describe Gramps's reaction to Gran's hollering? How does it compare to the children's reaction?" Students also use the text to determine how the author uses "...figurative language to help (the reader) visualize the summer night?" In Unit 6, Week 1, students read "The Great Energy Debate." Students respond to questions about author's craft such as "What details does the author present about the future of fossil fuels as an energy source?" and "How does the author show you that the narrator is ready for the debate?" Additionally, during a reread, students identify specific details and determine the main idea of the section. |
| | **Required**<br>**2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.) | **Yes** | Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Unit 1, Week 2, Day 8, students must explain how an author uses reasons and evidence to support particular points in a text (RI.4.8) by reading "Weathering the Storm" and determining the author's purpose for writing |

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| | | | the personal narrative. In Unit 1, students read the Shared Read, “A World of Change.” During the first read of the text, students underline words that tell how some natural changes are different from other natural changes in order to compare and contrast (RI.4.5). In Unit 2, Week 3, Day 2, students read “The Ant and the Grasshopper'' and refer to details and examples in the text to explain information given explicitly in the text or information that must be inferred (RL.4.1). For example, students answer “What information is conveyed in the stage directions?” and “How does the setting affect the events of the plot?” In Unit 6, Week 1, Day 2, students read the narrative nonfiction text, “The Great Energy Debate.” After reading, students “Underline at least two key details about wind energy.” (RI.4.2). Students are also asked the questions, “What details does the author present about the future of fossil fuels as an energy source?” and “How does the author show you that the narrator will be ready for the debate?” which focuses on the author’s craft (RI.4.5). Also, in Unit 6, Weeks 3-4, students read and respond to the anchor text, “The Game of Silence.” Students determine the purpose of the glossary and refer to the glossary for pronunciation and meaning of words from the Ojibwe language which addresses (L.4.4c). |

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| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**3. COHERENCE OF TASKS:**<br>Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.<br>☒ Yes ☐ No | **Required**<br>**3a)** Coherent **sequences of questions and tasks** 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. | **Yes** | Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. For example, the Essential Question for Unit 1 asks, "How do people respond to natural disasters?" Students begin the unit by reading "A World of Change" to discover how people prepare for natural disasters. While reading, students "Underline the three different ways people try to stop beach erosion." Students also analyze text features to strengthen understanding. For example, students are asked to, "Look at the diagram. How does the magma travel through the volcano?" Students then read the anchor text, "Earthquakes." During the initial read, students are asked "How does the author use text features to help you understand how earthquakes affect people?" Students then compare and contrast volcanoes and landslides, two of the natural disasters being addressed in the text. Students then read "Weathering the Storm," a personal account of experiencing a natural disaster. Students compare the information being presented by a photograph to what they have read in the three previous texts by responding to questions "What steps did the narrator take to protect herself during the flood?" and "In what ways are floods similar to and different from earthquakes?" Text connections are |

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| | | | also made as students respond to the question, "How does the photographer show how rescue workers respond after a natural disaster? How does it compare to what you read in the 'Masters of Disasters' Blast, 'Earthquakes' and 'Weathering the Storm'?" Similarly, in Unit 6, students read texts to answer the Essential Question "How have our energy resources changed over the years?" Students demonstrate their understanding of natural resources across multiple texts by answering the questions "How does the artist focus your attention on the resources in the painting? How is this similar to the way the authors of *Energy Island*, 'Of Fire and Water', and 'Feuling and Future' help you understand the importance of natural resources?" When reading "Energy Island," students are tasked with answering questions that build knowledge of the text and its illustrations. For example, students answer the following questions: "What are some examples of renewable energy?," "Why are the people of Samso against Soren Hermansen's ideas for energy independence?," "What might happen if Soren Hermansen is able to convince them to become energy independent?," "Look at the illustrations on pages 458-459, why are the people holding pinwheels?," and "How does the sidebar on page 463 help you understand why the people of Samso might want to stop using nonrenewable energy?" |

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| | **Required**<br>**3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts. | **Yes** | Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in Unit 1, students build knowledge through reading unit texts that allows them the ability to answer the Essential Question "How can starting a business help others?" Students begin by reading "Dollars and Sense" to build vocabulary knowledge for unit vocabulary such as: compassionate, routine, undertaking, innovative, funds, enterprise, process, and exceptional. Students discuss and read example vocabulary sentences and answer comprehension questions with a partner. In Week 3, students read the anchor text, "Kids in Business." Students discuss how the author feels about young entrepreneurs and then cite evidence to support their responses. Unit 2 addresses the Essential Question "What helps an animal survive?" Students begin with a brief video to engage them in the unit and to provide background knowledge. This activity is followed by the oral reading of "Adaptations at Work." Through listening, students begin to build the knowledge they will need to comprehend the complex grade-level texts of the unit. Students then read "Animal Adaptations" and participate in partner discussions throughout the read. Students discuss concepts such as details selected and ways the author describes the animals. Following the reading, students |

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| | | | work with domain-specific vocabulary, such as camouflaged, predator, and prey, that students will need to discuss the content being learned through the texts. Students end the week by responding to the prompt, "The selections I have read and the photograph show that animals are unique by…" In Unit 4, students read and gain knowledge to support their responses to the Essential Question "Why do we need government?" The unit begins with a Shared Read of "A World Without Rules" which explains how government and laws protect citizens. Students then read the unit anchor text, "See How They Run," to determine what the Founding Fathers did. Students discuss George Washington and how he and the Founding Fathers created our American government. Students are tasked with explaining "What examples show how the Founding Fathers used ideas from Greek and Roman governments?" Then students discuss why the author uses real-life examples of kids as leaders in the text. Students then write, explain, and cite evidence of how Shadia Wood helped her community. In Week 9, students draft a narrative nonfiction essay by responding to the prompt, "Write a narrative nonfiction essay about one of the historical figures on your list. Explain how that person contributed to your state government." |

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| | **Required**<br>**3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.<br>• 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). | **Yes** | Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Each unit of study provides students with multiple opportunities to examine language to build word knowledge. Each text read by students requires them to use context clues to identify word meanings, practice phonics and fluency, and complete a series of vocabulary activities. For example in Unit 1, Genre Study 1, Day 1, students use context clues to develop a better understanding of unit vocabulary words. Students then complete word webs in which they must provide synonyms, antonyms, and related words for unit vocabulary. On Day 2, students review short vowel sounds during the whole group phonics lesson. Students then complete the Phonics/Spelling Word Sort of their Practice Book. On Day 3, students complete another practice worksheet on sentences, short vowels, and high frequency words. Phonics and vocabulary practice prepares students for reading the unit texts “A World of Change,” “Earthquakes,” and “Weathering the Storm.” In Unit 4, Weeks 3 and 4, students read “The Moon Over Star” to answer |

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| | | | questions such as, “On page 298, what picture is the author creating with her words? How does her use of figurative language help you visualize the summer night?” They discuss the root word astro, the word astronomy, and determine the meaning of astronomer. Students also practice writing sentences with newly learned vocabulary terms using information from the texts. Each unit of study also includes Tier 2 Vocabulary lessons to strengthen skills related to: synonyms and antonyms, prefixes and suffixes, Greek, Latin, and other roots, connotation and denotation, figurative language, as well as, academic vocabulary terms. For example, Lesson 165, focuses on vocabulary strategies for addressing similes and metaphors. Teachers are instructed to teach and model how to determine the meaning of the phrases used. After the teacher conducts a think aloud, students practice and apply the strategies learned by completing the review page in their practice books. Students continue to strengthen their understanding by reading “The Stray Dog” to identify and determine the meaning of similes and metaphors like “The dog was a big fluffy ball of dirt,” and “He felt like a huge sack of marbles.” This reading prepares students for reading the anchor text, “Mama, I’ll Give You the World,” from Unit 5, Week 3 which has many forms of figurative language discussed in previous units, as well as similes and metaphors. |

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| **Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)** | | | |
| **Non-negotiable***<br>**4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.<br><br>☒ Yes ☐ No<br><br>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) | **Required *Indicator for grades K-5 only**<br>**4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each Unit contains a foundational skills component. Each unit of study includes fluency, spelling, phonics, and word study. Within the units, students read complex texts and practice foundational skills appropriate to the grade-level standards. The scope and sequence reviews previously presented skills, such as short and long vowels and inflectional endings, and builds upon that foundation with grade-level skills. These skills include: prefixes, suffixes, multisyllabic word patterns, irregularly spelled words, syllabication patterns, and word recognition. For example, in Unit 2, Week 1, Day 1, students are introduced to prefixes during the spelling lesson. The teacher accesses prior knowledge by displaying the unit spelling words, reading words aloud, drawing out each syllable, and emphasizing the prefixes. Students have multiple opportunities for phonics practice using interactive materials, such as sorting Spelling Word Cards. On Day 2, the teacher explains what a prefix is and models how to pronounce various prefixes, such as over-, pre-, im-, and re-. Students then participate in guided practice where they pronounce the prefix in each word and |

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| | | | define the words based on the prefix. During the fluency lesson, the teacher explains what it means to read fluently. Students then practice fluency using the online Differentiated Genre Passage, “Birds,” in which they are instructed to focus on reading with expression. In Unit 5, Week 1, students choral read complex texts, engage in read-alouds, practice reading fluently with expression, identify closed syllables, spell words with closed syllables, review adjectives, and practice with content vocabulary using a variety of strategies. For example, in Unit 5, students read the anchor text, “A Drop of Water,” an expository text about how water molecules change. Students prepare for reading by completing the Unit 5, Genre Study 1, targeting unit vocabulary which strengthens reading fluency. Students participate in a shared/coral read of “Your World Up Close” which introduces the Essential Question and the following unit vocabulary terms: magnify, microscope, dissolves, and typical. Students take turns reading the text to practice reading fluently. Students are introduced to the Unit 5 spelling list and practice identifying words with closed syllables. During the grammar lesson, students strengthen their understanding of adjectives by identifying and writing adjectives. Each day, students complete additional foundational skills practice through continued practice and application activities. |

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| | **Required *Indicator for grades K-1 only**<br>**Indicator 4b)**<br>Materials provide grade-appropriate instruction and practice for the **concepts of print** (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 for this grade level. |
| | **Required *Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | **N/A** | Not applicable for this grade level. |
| | **Required *Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** 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). | **Yes** | Materials provide systematic and explicit phonics instruction which is provided in each unit. Each module contains phonics instruction that progresses in complexity as the module progresses. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. For example in Unit 3, Week 3, Day 1, students are introduced to hard and soft *g* and hard and soft *c*. The lesson begins with the teacher displaying Sound Spelling cards for each sound and modeling the sounds for each card. The teacher then explains the phonics rule for determining if the *c* or *g* is soft or hard. "...when *c* comes before *i* or *e*, it usually has a /s/ sound, as in circle and cell. When *g* comes before *i* or *e*, it often has a /j/ sound, as in giraffe and gel." The teacher then models sounding out words that follow the rules and then leads the class in guided practice. Practice continues in Days 2-5 as students participate in decoding, encoding, proofreading words |

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| | | | with soft *c* or *g*, and various student practice book activities that strengthen the skill. In Unit 4, Week 1, Day 2, students study inflectional endings *-ed* and *-ing*. The lesson begins with the teacher explaining inflectional endings and modeling adding inflectional endings to words. Students then participate in guided practice by decoding and encoding words and completing an activity in their Practice Book. Students receive more practice with unit spelling words which include inflectional endings. Inflectional ending practice continues in Week 2, Days 6-10, as students are introduced to inflectional endings that change *-y* to *-i.* Lessons begin with teacher explanation and modeling and then students participate in guided practice. Students practice with the decoding, spelling, and sorting words which include inflectional endings that change *-y* to *-i.* Phonics instruction continues in Unit 6 where students learn the phonics rule for vowel + n, where the final syllable is not accented as in the words: dragon, rotten, and muffin. Students participate in guided practice and then transition to longer words by reading multisyllabic words that follow the vowel + n rule. The words include watermelon, handwoven, and salesperson. By Day 5, students are able to identify words, complete sentences, and encode words, with the vowel + n spellings. |
| | **Required *Indicator for grades K-5 only** | **Yes** | Materials provide multiple opportunities and practice for students to master grade |

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| | **Indicator 4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques. | | appropriate high-frequency irregular words using multisensory techniques. The materials include high-frequency word cards that are used throughout the units. In each unit, high-frequency words are provided for students in both whole and small group instruction. During small group differentiated instructional times, students who are Approaching Level practice high frequency words. The lessons are in an "I Do, We Do, You Do" format. Each lesson begins with the teacher displaying, reading, and spelling the words. Then students join in and state the word and spell the word with the teacher. The teacher then models using the word in a sentence and has students repeat. Students then move to independent practice where they chorally read the words and spell them. Students also have the opportunity to use the words for speaking and writing. Students also practice domain specific vocabulary words. Vocabulary words include visual flashcards with sentences. Whole group phonics instruction is observed throughout the materials. For example, Unit 1, Week 3, Day 2, students begin practice in words with the long *e* vowel sound. The teacher begins the lesson by explaining that the long e sound has different spellings, such as: *e*, *ea*, *ee*, *e_e*, *ie*, *ei*, *ey*, and *y*. Students view the Sound Spelling card and view word examples for each spelling. In Days 3 and 4, students continue to strengthen their understanding for the different spellings for the long e vowel |

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| | | | sound by completing whole group activities as well as individualized practice. For example, students complete a Word Meaning activity on Day 3 by reading analogies and writing the word that completes the analogy like, “Happy is to glad as tired is to _____.” Students use a word box to determine that the missing word that completes the analogy is weary. Phonics activities strengthen students' ability to read the unit anchor text, “Experts, Incorporated,” which uses words like: three, creative, party, somebody, easy, whammy, relief, as well as character names, Gabby, Melody, and Rodney. In Unit 5, students strengthen their understanding of vowel teams: *ai*, *oa*, *ea*, *oo*, and *ee*. The lesson begins with the teacher displaying words on the board. Students identify the vowel-team syllable for each word. The words include: sleepless, bamboo, delight, loyal, explain, and maiden. Students then complete a word sort by identifying the vowel team the word contains. On Day 3, students complete sentences with words with vowel teams. On Day 4, students continue phonics practice by decoding and encoding words with vowel teams. Then students complete a proofreading activity by identifying words that have been misspelled and writing them correctly. |
| | **Required *Indicator for grades K-5 only**<br>**4f)** Resources and/or texts provide ample **practice** of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent | **Yes** | Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational |

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| | practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | | skills, including phonics patterns and word analysis skills in decoding words. The materials include leveled readers to be used as a supplement to the anchor texts read in each unit. The Lexile measures for the Leveled Readers range from 10 to 1200, meeting the needs of students approaching, on, or beyond grade level. Each Leveled Reader focuses on specific phonics skills or sight words. Materials include teacher instructions for implementing readers with students that are below, at, or above their grade level reading ability and provide differentiated lessons within each unit of study. For example, in Unit 1, Week 3, students in the Approaching Level read "The Dream Team." Students also conduct a close reading of the genre passage "Stormy Weather," while focusing on the word study/decoding skill of words with the 'double-e'. The On Level reader is "Rosa's Garden", and the genre passage is "Stormy Weather." The vocabulary focuses on domain-specific words and practice in identifying and determining the meaning of idioms. The Beyond Level reader is "Saving Grasshopper," and students also read "Stormy Weather." Students practice domain-specific vocabulary and idioms. In Unit 3, students receiving small group, differentiated instruction, at the Approaching Level prepare to read the level reader, "Playground Buddy," by reviewing Tier II vocabulary words with the /ur/ sound with different spellings. Following the |

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| | | | Gradual Release model, the lesson begins with the teacher reading words aloud and explaining that, "...when *i* and *r* are next to each other in a word, they also can make the /ur/ sound." Together, the teacher and students decode words: fur, curb, bird, shirt, and hurt. Then students read additional words: skirt, surf, first, purse, and stir, individually. Students then read the leveled reader focusing and identifying words with r-controlled vowels. |
| | **Required *Indicator for grades K-5 only**<br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | **Yes** | Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Instructional materials include anchor texts, decodable readers, and a fluency practice book that provide students with opportunities to practice reading fluently with grade-level text to improve fluency and comprehension skills. Whole group fluency lessons, which include choral reading practice as well as independent fluency practice, help students to achieve reading fluency. For example, in Unit 1, Week 4, the teacher models reading fluently, focusing on punctuation and phrasing, using the text "Experts, Incorporated" from the reading lesson. Students then practice with a partner, reading "Stormy Weather." The teacher monitors and provides feedback during the |

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| | | | reading fluency practice. In addition, differentiated learning is provided during small group instructional time, using "Stormy Weather" with modeled and choral reading of the text. Another example is evidenced in Unit 3, Week 1, Day 2. Instruction begins with a whole group fluency lesson. The teacher starts by explaining that reading a text with expression includes stressing important words and phrases. The teacher models reading the first two paragraphs of "Remembering Katrina." Then the teacher reads important words and phrases such as hurricane, New Orleans, Louisiana, Hurricane Katrina, and Astrodome with expression. Students apply what they have observed by reading the passage and deciding which important words and phrases to stress before they begin. Students also have the opportunity to practice fluency using the online Differentiated Genre Passage "How Vera Helped." In Unit 5, Week 5, the fluency lesson begins as the teacher reads "The Founding of Jamestown," while modeling reading at the appropriate rate and emotion emphasizing interesting ideas and exciting details in the text. Students then apply the skills as they partner read the same passage focusing on rate, and emotion. Then students independently practice reading fluently using the differentiated genre passage "Eastern Influence." Materials provide opportunities for students to self- |

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| | | | monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Each unit provides multiple opportunities for students to practice reading fluency. Materials provide daily fluency lessons for students to complete independently, as well as fluency lessons for small and whole group settings that allow for students to both self-monitor and self-correct. For example, in Unit 1, Week 3, the whole group fluency lesson focuses on reading with accuracy. The teacher models reading from "The Talent Show," focusing on accuracy and using context to verify words. Students then work with a partner to choral read the passage. Students receive additional independent practice, using the differentiated passage "Stormy Weather." In Unit 3, Week 1, the teacher models reading with expression and stressing important words and phrases from the passage "Remembering Katrina." Students then practice reading important words and phrases while reading the passage with a group. Then students practice reading fluently the passage "How Vera Helped." Students have the opportunity to listen to a read aloud of the text to self-correct and strengthen their reading fluency. The Unit 6, Week 5, fluency lesson begins with the teacher model reading "Climbing Blue Hill" for accuracy and phrasing. Then the teacher divides the class into two groups. Each group takes turns practicing and self-correcting any difficult |

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| | | | word pronunciations before reading the poem aloud to the opposite group of students. Students are then given the opportunity to practice fluency with the online Differentiated Genre Passage "Me, As a Mountain." Students have the option of listening to the read aloud of the text to self-correct any errors they have during independent reading. During small group instructional time, students read leveled readers. While conducting a close read of the texts, students are directed to, "...note key ideas and details, unfamiliar words, and questions…" they had during reading. This allows students the opportunity to self-monitor and then self-correct. |
| | **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• 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. *(**Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*<br>• 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. | **Yes** | 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. Each unit includes lessons on word study, spelling, and phonics. For example in Unit 3, Week 1, students work with the long *e* vowel sound. On Day 1, students are introduced to words and do a word sort, looking at the different spelling patterns that can be used in words to create the long *e* sound. On Day 2, they continue working with the sound, including an online practice and challenge word introduction. On Day 3, the words are used in application to complete and create analogies. Similarly, in Unit 3, Week 1, Day 2, phonics lesson |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | focuses on r-controlled vowels *er*, *ir*, and *ur*. The lesson starts with teacher instruction and modeling then guided practice for students. Students then move to multisyllabic words. There are multiple opportunities for students to practice these skills through interactive activities and worksheets. In the small group instruction, students decode words with /*ur*/. The lesson is completed in an "I Do, You Do, We Do" format. In "I Do," the teacher explains and models decoding words with /*ur*/. In the "We Do" section of the lesson, the teacher displays words and models how to decode the first word. Students identify the *r*-controlled vowel sound, and echo-read the rest of the words. In the "You Do" section, the teacher displays another set of words and students read each word aloud and identify the letters that make the *r*-controlled vowel sound. The teacher then points to the words in random order for students to read chorally. On Day 3, in small group instruction, students practice decoding r-controlled words using the same format as Day 2, "I Do, You Do, We Do." Students have other opportunities to practice with words during spelling instruction. |
| | **Required *Indicator for grades K-2 only**<br>**4i)** 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. | **N/A** | Not applicable for this grade level. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | **Required *Indicator for grades K-5 only**<br>**4j)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports. | **Yes** | Foundational skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. The weekly lesson plan includes instruction in Phonics, Word Study, Grammar, and Fluency. Materials are presented through whole and small-group instruction, online games and practice, digital resources, and workbook formats. In addition, each unit includes differentiated instruction plans and practice for students that are below, on, and above level. In addition, there are supports available for English Learners students. This includes lessons on vocabulary, word study/decoding, fluency and comprehension. Foundational skills lessons focus on phonological awareness through rhyming words, counting, pronouncing, and segmenting syllables into phonemes, blending individual phonemes, consonant blends, onsets and rimes into words, as well as, distinguishing long from short vowel sounds. Foundational skills lessons focus on phonics by lessons in high-frequency, irregularly spelled, and sight words and lessons in distinguishing between similarly spelled words and spelling-sound correspondences. Foundational skills lessons also focus on fluency by providing leveled texts, passages, and lessons that strengthen reading accuracy and rate, as well as, offering students the opportunity to self-monitor and self-correct. Foundational skills |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | are also reinforced and strengthened during small-group instruction which provides differentiated lessons that meet the individual needs of students based on progress monitoring and assessment opportunities also provided. |
| **Section III. Additional Criteria of Superior Quality** | | | |
| **5. RANGE AND VOLUME OF TEXTS:**<br>Materials reflect the distribution of text types and genres suggested by the 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.)<br>☐ Yes ☐ No | **Required**<br>**5a)** Materials seek a **balance in instructional time between literature and informational texts.** (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.)<br>• The majority of informational texts have an informational text structure.<br>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. | | See EdReports for more information. |
| | **Required**<br>**5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels). | | |
| | **5c)** Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. | | |
| **6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:**<br>The majority of tasks are text-dependent or text-specific, reflect the writing genres | **Required**<br>**6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.<br><br>☐ Yes ☐ No | 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.[6] | | |
| | **Required *Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | | |
| | **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.<br>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>• In grades 3-12, tasks may include blended modes (e.g., analytical writing). | | |
| | **Required**<br>**6d)** Materials address the **grammar and language** 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.<br>• 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. | | |

[6] 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 |
|---|---|---|---|
| **7. ASSESSMENTS:**<br>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).<br><br>☐ Yes ☐ No | **Required**<br>**7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures. | | |
| | **Required**<br>**7b)** Materials **assess student understanding of the topics, themes, and/or ideas** 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. | | |
| | **Required**<br>**7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | | |
| | **Required**<br>**7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities. | | |
| | **7e)** Materials assess student proficiency using methods that are **unbiased and accessible** to all students. | | |
| **8. SCAFFOLDING AND SUPPORT:**<br>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.<br><br>☐ Yes ☐ No | **Required**<br>**8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** 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. | | |
| | **Required**<br>**8b)** Materials **do not confuse or substitute** 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. | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | **Required**<br>**8c)** Materials include **guidance and support** 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. | | |
| | **Required**<br>**8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars). | | |
| | **Required**<br>**8e)** Materials are **easy to use and well organized** 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. | | |
| | **Required**<br>**8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | | |
| | **8g)** The content can be **reasonably** 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. | | |
| **FINAL EVALUATION**<br>***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.<br>***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.<br>***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.** | | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| **Section** | **Criteria** | **Yes/No** | **Final Justification/Comments** |
| **I. K-12 Non-negotiable Criteria of Superior Quality**[7] | 1. Quality of Texts | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes. |
| | 2. Text-Dependent Questions | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to |

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | advance and deepen student learning over time. |
| | 3. Coherence of Tasks | **Yes** | Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. |
| **II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)**[8] | 4. Foundational Skills | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to |

[8] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | hear, say, write, and read sound and spelling patterns. 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 for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. 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. Foundational skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. |
| **III. Additional Criteria of Superior Quality**[9] | 5. Range and Volume of Texts | | See EdReports for more information. |
| | 6. Writing to Sources, Speaking and Listening, and Language | | See EdReports for more information. |

[9] 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 | | See EdReports for more information. |
| | 8. Scaffolding and Support | | See EdReports for more information. |
| FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality** | | | |

*As applicable

DEPARTMENT of EDUCATION
Louisiana Believes

**Instructional Materials Evaluation Tool for Alignment in ELA Grades K – 12 (IMET)**

FULL CURRICULUM
Instructional Materials

## Qualified for Abbreviated Review[1]

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.[2] In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts[3] independently. Thus, a strong ELA classroom is structured with the below components.




Title: **Wonders** Grade: **5**

Publisher: **McGraw Hill LLC** Copyright: **2020**

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

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

| STRONG | WEAK |
|---|---|
| 1. Quality of Texts (Non-negotiable) | |
| 2. Text-Dependent Questions (Non-negotiable) | |
| 3. Coherence of Tasks (Non-negotiable) | |
| 4. Foundational Skills (Non-negotiable) | |
| 5. Range and Volume of Texts | |
| 6. Writing to Sources, Speaking and Listening, and Language | |
| 7. Assessments | |
| 8. Scaffolding and Support | |

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/wonders.

[2] A volume of texts is a collection of texts written about similar topics, themes, or ideas.

[3] 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**[4] 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[5] 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.

[4] **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.
[5] 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 |
|---|---|---|---|
| **SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY**<br>**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.** | | | |
| **Non-negotiable**<br>**1. QUALITY OF TEXTS:**<br>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.<br><br>*(**Note:** In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)*<br><br>☒ Yes ☐ No | **Required**<br>**1a)** Materials provide texts that are **appropriately complex** for the identified grade level according to the requirements outlined in the standards.<br>• **A text analysis that includes complexity information is provided.** 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.<br>• In grades **K-2, extensive read-aloud** texts allow sufficient opportunity for engagement with text more complex than students could read themselves. | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials utilize high-quality texts including a variety of text types and genres. Texts are placed at the appropriate level of complexity for the grade-level and are accompanied by detailed text complexity analysis. The majority of texts, including interactive read alouds, Shared Reads, and anchor texts, fall between a Lexile level of 740 and 1010, as identified by quantitative analysis. In addition to Lexile, texts have also been deemed appropriately complex through qualitative analysis. Texts support students' evolving literacy skills with texts that grow in complexity and engage students in a range of reading opportunities as well as a variety of text types including poetry, narrative nonfiction, myths, and realistic fiction. For example, in Unit 3, students read the argumentative text, "Machu Picchu: Ancient City," (990L) which presents two different arguments for the reason Machu Picchu was built. Students read and determine which argument is more convincing. The text is considered moderately complex by qualitative measures due to the format in which the text is written, two arguments or |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | points of view, and the use of complex sentence structures. Language demands add to the text's complexity due to domain-specific vocabulary, such as archeologist, astronomical, architectural, and historians, as well as academic language, such as examined, suggest, indicate, and evidence, which make the text challenging.<br>In Unit 4, students engage in an interactive read aloud titled, "Fighting for Change" (820L). Qualitative features include moderately complex language and somewhat complex demands for knowledge and meaning and purpose. Language includes words that are mostly contemporary and familiar, such as excluded, barred, and disenfranchised. Most sentences include complex dependent clauses. Complex knowledge demands rely on information that students may not be familiar with such as women's suffrage.<br>Few texts fall below quantitative complexity levels for the grade; however, the qualitative analysis makes them appropriately complex for Grade 5. For example, in Unit 2, students read "Creating a Nation" (690L) which is below grade level; however, the qualitative measures consider the text complex due to its complex knowledge demands and background of the relationship between colonists and England prior to the American Revolution, which makes it appropriately complex for Grade 5. |
| | **Required** | **Yes** | At least 90% of texts are of publishable quality and offer rich opportunities for |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | **Indicator 1b)** At least 90% of provided texts, **including read-alouds in K-2,** are of **publishable quality** 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. | | 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. All units include texts that are of various genres, topics, and themes, and complexity levels. For example, in Unit 1, Weeks 1 and 2, students focus on narrative nonfiction, including the anchor text, "Camping with the President," by award winning American author Ginger Wadsworth who won the National Outdoor Book Award and California Reading Association Eureka Award for the text. In Unit 4, students read "Rosa," by Nikki Giovanni, a biographical writing about civil rights activist Rosa Parks which was later adapted into a film. In Unit 5, students read "When is a Planet Not a Planet?" by award-winning nonfiction children's book author, Elaine Scott, which explains, "...why and how new information can lead to increasing or proving new ideas of scientific knowledge" and "Bud, Not Buddy," a novel authored by Christopher Paul Curtis, for which he was awarded the Newbery Medal and the Coretta Scott King Award, about a boy's search for his unknown father. In Unit 6, Weeks 3 and 4, students read the nonfiction text "Survival at 40 Below," by Debbie S. Miller, about how the vast array of animals in Alaska's Gates of the Arctic National Park survive and endure the extreme conditions of the climate. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | **Required**<br>**1c)** Materials provide a **coherent sequence or collection of connected texts** that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.<br>• In grades **K-2**, 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 text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. | **Yes** | Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Texts within units are connected by genre studies, and genre studies are connected by common topics. For example, in Unit 3, Week 1, students read realistic fiction texts to answer the unit question, "What can learning about different cultures teach us?" Students read "A Reluctant Traveler" on Days 1 and 2 and "They Don't Mean It" beginning on Day 3. Each text focuses on a character having to adjust to new customs and learn about new cultures. In Week 2, students craft a realistic fiction story based on a character that is learning about a different culture. In Unit 5, students answer the Essential Question "How can scientific knowledge change over time?" Students read the texts "The Sun: Our Star," "Changing Views of Earth," and "When is a Planet Not a Planet?" Students summarize the texts and learn new vocabulary such as astronomical, criteria, and diameter. Students work with partners to talk about the text and respond to the text in writing. At the end of the Genre Study, students work with their partner to brainstorm a scientific advancement that they would like to learn about, research the topic, engage in discussion to receive feedback about their writing, and then present their writing to the class. In Unit 6, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | Week 1, students read a collection of historical fiction texts that help them respond to the Essential Question "How do different groups contribute to a cause?" Students begin the unit by observing a picture depicting women working to build planes during World War II as the teacher introduces the key concept of the unit. Then students view a video clip which explains that, during wartime, people had to "join forces" and work together in order to contribute to the cause. On Day 2, students read "Shipped Out" about a young girl who learns how to "contribute to the war effort during World War II." Students gain vocabulary knowledge related to the topic such as: survival, contributions, operations, intercept, diversity, recruits, and enlisted. On Day 3, students read the anchor text "The Unbreakable Code" about a group of Native Americans that were considered "instrumental in helping the Allies during World War II." As they read, students complete a Theme Chart. After reading, students summarize the text by explaining how "Grandfather helped the military" in the text and are encouraged to use information from their Theme Charts to help them write. Students then make connections by discussing the ways in which the text relates to the Essential Question. On Days 4 and 5, students conduct close reads of the text to identify figurative language, analyze sentence structure to identify how the author creates suspense, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | and determine the importance of the author's use of dialogue in the text. On Day 7, students read “Allies in Action” and compare and contrast the text with “The Unbreakable Code.” Students then reread the text and discuss how the text relates to the Essential Question. On Days 9 and 10, students express their understanding of historical fiction by writing a historical fiction story about characters from a specific time period and events that took place during that period. Students are directed to, “Plan and organize ideas by using notes and a graphic organizer. Draft, revise, and edit your historical fiction story. Publish and present your historical fiction story.” |
| | **Required**<br>**1d)** Within a sequence or collection, quality texts of grade level complexity are selected for **multiple, careful readings** throughout the unit of study. These texts are revisited as needed to support knowledge building. | **Yes** | Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes. For example, in Unit 2, Weeks 1 and 2, students read the anchor text, “Who Wrote the U.S. Constitution?” Students are prompted to reread portions of the text to answer questions and analyze the text. For example, during Week 1, Day 3, teachers prompt students to reread page 104 to answer the question, “How did delegates feel about equal representation?” Later, teachers prompt students to reread the fourth paragraph on page 102 and to identify the effect the idiom “chewed over” has on their understanding of the text. Another example is evidenced in Unit 4, |

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| | | | Genre Study 1, Week 1, Days 3 and 4, in which students read the anchor text "Rosa." On Day 5, selected passages are used for a close read and focus on figurative language analysis, descriptive language, and mood creation. In Unit 5, Week 3, Days 3 and 4, students read "Bud, Not Buddy" for an initial comprehension read. On Day 5, students reread selected portions of the text closely, focusing on the author's purpose and character development. In Unit 4, Genre Study 2, students read the anchor text "A Window into History: The Mystery of the Cellar Window." They are prompted to reread the text to answer comprehension questions and to analyze the text. For example, students are prompted to reread the text to answer the question "How has Patricia Coles' view of the house changed?" The following week, students reread the text to analyze the author's craft. For example, on the first day of Week 2 they are prompted to reread Act 2, Scene 2 to analyze how the author builds suspense. |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**2. TEXT-DEPENDENT QUESTIONS:**<br>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. | **Required**<br>**2a)** A **majority of questions in the materials are text dependent and text specific**; student ideas are expressed through both written and spoken responses. | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The majority of the questions, tasks, and writing prompts are text dependent and text specific. For example, in Unit 1, Week 4, students read "One Hen" and respond to questions such as "Why does the author use the verbs tugs and hoists in the first sentence on page 33?" and "What does the use of these words help |

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| ☒ Yes ☐ No | | | you understand about Kojo?" Students respond in writing to "How does the author help you understand how Kojo changes and how he changes the lives of so many others?" Then students engage in a class discussion about how Koto and his community got what they needed. In Unit 3, Week 5, students read "Machu Picchu: Ancient City." Students respond to the question "According to the author, what was Machu Picchu's purpose?" by completing a graphic organizer with text evidence. In Unit 5, Week 1, students identify the information that is gleaned from the text features on page 350 in the unit's text, "When is a Planet Not a Planet?"<br>Questions such as "What happened when the Sun grew bigger?" and "Why was Pluto hard to see?" require students to locate information read in the text to answer the questions correctly. Students participate in partner conversations to discuss the answers. In Unit 6, Week 5, Day 1, students participate in a Shared Read of two poems, "To Travel" and "Wild Blossoms," about connecting with other cultures and with nature. As they read, students make connections and build background knowledge about the Essential Question, "What can our connections to the world teach us?" Students respond to the questions "How does the poet use a simile to show the speaker's feelings?" and "What can you infer about the speaker from the last two sentences on this page? What |

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| | | | words and phrases helped you make your inference?" On Day 4, students analyze the anchor text, "You Are My Music," by responding to the questions: "How does Aida describe what Ana does with her hands?"; "How does this add meaning to the metaphor 'You are my music'?"; and "How does the poet use figurative language to help you understand her message?" Students reread the second stanza and discuss with a partner what "splits us each in two" means. Students also respond to "What phrases help you understand the poet's message? Write text evidence and tell the message." |
| | **Required**<br>**2b)** Questions and tasks include the **language of the standards and require students to engage in thinking at the depth and complexity** required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.) | **Yes** | Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Unit 1, Week 4, students compare and contrast two texts, "One Hen" and "Reading Between the Dots" (RL5.9). In Unit 2, Week 2, students read "Who Wrote the US Constitution?" to answer the question "Why does the author discuss Daniel Shays's past? Cite evidence from the text in your answer." Students also determine the author's purpose and message development, as well as provide specific text evidence to support their claims (RI.6.8 and RI.6.1). In Unit 2, Week 3, after reading "The Magical Lost Brocade," students identify what the character says and does and the conflict that he faces in |

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| | | | order to infer the theme of the story (RL.5.2). In Unit 4, Week 3, students read the anchor text, "A Window into History; The Mystery of the Cellar Window." After reading, students determine the author's purpose by responding to the question "How does David Adler create a feeling of suspense in the play?" (RL.5.6). Then, students summarize the events of the text using the most important details. Students are prompted to "...include the events that led the characters to make a discovery" (RL.5.2). |
| **Non-negotiable (only reviewed if Criterion 1 is met)**<br>**3. COHERENCE OF TASKS:** Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.<br>☒ Yes ☐ No | **Required**<br>**3a)** Coherent **sequences of questions and tasks** 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. | **Yes** | Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. In Unit 1, Week 1, students read "Camping with the President." Students are first asked to read and use a graphic organizer to support their understanding of the story. Then, students are asked to review the illustrations on pages 16-17. Students continue this process of asking clarifying questions and reviewing the illustrations. Students also analyze the author's use of text structure and word choice throughout the text. In Week 2, students continue analyzing the imagery and word choices of the author to deepen their understanding. Students are then asked to write in response to the text by analyzing the dialogue and details in the illustrations to determine |

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| | | | changes in the character after his experiences in nature. In Unit 3, Week 5, students read and reread "What Was the Purpose of the Inca's Knotted Strings?" and "Machu Picchu: Ancient City" to answer the question "How do we explain what happened in the past?" Additionally, students take an assessment at the end of the unit that combines the themes that were developed throughout the unit along with comprehension and writing skills that were developed throughout the unit. The assessment includes the texts "Teamwork and Destiny" and "The Promise of a Paper Lantern" which extends students' understanding of culture and learning about the past. Another example is evidenced in Unit 6, Week 1, as students focus on the Essential Question "How do different groups contribute to a cause?" Students read various texts to understand how different groups kept the United States safe and productive during World War II. Students are introduced to the concept through a study of a photograph of female factory workers during the war. Students then read "Shipped Out" and answer questions related to the work done by the narrator and her mother while her father was deployed. On Day 3, students read "The Unbreakable Code," and identify elements of historical fiction, based on the anchor chart created during the reading of "Shipped Out." Through the reading of these texts, students build an understanding of a common topic. |

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| | **Required**<br>**3b**) Questions and tasks are designed so that students **build, apply, and integrate knowledge and skills** in reading, writing, speaking, listening, and language through quality, grade-level complex texts. | **Yes** | Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, Unit 1, Week 1, focuses on the Essential Question "How can experiencing nature change the way you think about it?" On Day 1, students engage in collaborative discussion about the topic based on a photograph of a hiker. Students then engage in listening comprehension and discussion of the shared text "A Life in the Woods" where they are prompted to identify the "...effect of Thoreau walking out of town" and identify "...the signal word that helps [you] identify why Thoreau thinks the loon is laughing at him." Students refer back to the text to conduct a close read to determine how the author of the text reveals how "...Thoreau has changed by the end." On Day 2, students respond to the writing prompt "How does the author help you to understand the effect nature had on Thoreau?" In Unit 2, Week 1, students are introduced to the topic and the Essential Question, "What do good problem solvers do?" Texts in this unit focus and build knowledge on how "people in challenging situations must often compromise to be successful or get what they want or need." Students begin the unit by listening to the teacher read the text "The Haudenosaunee Confederacy" about how Native American tribes worked together to develop their own system of government. The text builds |

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| | | | background knowledge of developing governments which prepares students for reading the anchor text. Students then read the text "Creating a Nation" to build background knowledge about the creation of the United States, which helps in answering the question "What do good problem solvers do?" Students then reread the text and discuss what they have read with a partner, focusing on how the patriots responded to the British troops marching to Lexington and building capacity about the relationship between the British and the colonists. Then, students write in response to what they have read by answering the prompt, "How does the author help you see how the relationship between the British and the colonists changed?" which they later present to the class. Finally, students read the anchor text, "Who Wrote the U.S. Constitution?" Students summarize the text by identifying the most important details. Then, students express their understanding of the text by explaining how the author helped them "...understand the decisions the delegates made affected not only them but all Americans," while supporting their claims with text-based evidence. As a final activity for the week, students make connections between the texts read and the Essential Question by discussing "...how delegates solved problems to create the U.S. Constitution." Students also make text to world connections by describing the "...steps delegates took to reach a final plan for the |

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| | | | new government" and how taking votes helps a group reach the best solution. |
| | **Required**<br>**3c)** Questions and tasks support students in **examining the language** (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.<br>• 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). | **Yes** | Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Each unit of study provides students with multiple opportunities to examine language to build word knowledge. For example, in Unit 1, Week 2, students focus on the relationship between word parts. Students work with the words published, indicate, and journals, related to the unit text, "Camping with the President." Following an introduction to the meaning of the words, students identify words that are related, such as publishing and publication, focusing on shared word parts. In Unit 2, Week 1, students examine the words committees, convention, proposal, representative, resolve, situation, and union as they are used in context as they read "Creating a Nation." These words are critical to the understanding of the text and to texts read throughout the unit. After completing a Shared Read, students use unit vocabulary to answer comprehension questions as they strengthen their understanding of the terms. In Unit 3, Week 3, students read "Gulf Spill Heros" to answer |

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| | | | the Essential Question, "What benefits come from people working together as a group?" Following the initial reading, students work with the words: artificial, collaborate, dedicated, flexible, function, mimic, obstacle, and technique. The words are chosen to assist students with understanding how the text relates to the Essential Question. In Unit 4, Week 3, students learn about the words: astounded, concealed, inquisitive, interpret, perplexed, precise, reconsider and suspicious. These words are important to reading and understanding the text "Where's Brownie?" In the student workbook, students answer questions that use these words to help students make connections on how these words are used in real life context. Materials also include lessons in daily vocabulary instruction which allows for further examination of the language critical to the meaning of texts. For example, in Unit 6, Week 1, Day 1, students read the text "Shipped Out." After reading, the teacher explains that "Sometimes when you read, you come across homophones, or words that sound the same but are spelled differently and have different meanings." The teacher then has students refer back to a section of the text to identify the words war and wore. The teacher then explains that, "From the surrounding words, I can tell that war means 'a large conflict' and that wore is the past tense of the irregular verb wear, which means 'to have clothing on.'" |

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| | | | Students are then instructed to find additional homophones in the text. |
| **Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)** | | | |
| **Non-negotiable*** **4. FOUNDATIONAL SKILLS:** Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.<br><br>☒ Yes ☐ No<br><br>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program) | **Required *Indicator for grades K-5 only**<br>**4a)** Materials provide and follow a logical **sequence** of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills. | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each unit includes multiple read alouds that provides students the opportunity to be exposed to fluent reading models. For example, in Unit 3, Week 1, Day 2, students practice reading fluently while focusing on intonation. The lesson begins with the teacher modeling how to read fluently and with intonation while reading "A Reluctant Traveler." After listening to the teacher model, students then practice with a partner, while focusing on reading with intonation. Differentiated fluency practice is included during the small-group instructional lesson in which students read "Potluck or Potlatch." In Unit 3, Week 4, students work with foundational grammar skills as well as phonics skills, such as working with linking verbs, consonant plus -le spelling, and syllables. In Unit 5, Week 2, students strengthen their understanding of |

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| | | | homophones as words that have the same pronunciation but different spellings and meanings. The teacher is instructed to model sorting a word list by identifying the words' part of speech. Words include: sweet, suite, prey, pray, waste, waist, manner, manor, presents, presence, stationary and stationery. Students then read sentences and identify the mistake(s) and then correct the sentence with a homophone that accurately completes the sentence. Students then write the edited sentences. For example, students first read "Last night the city counsel met to discuss topics of currant interest." Students must identify that "currant" and "counsel" are not correct and then identify the homophones that should have been used, council and current. In Unit 6, Week 5, students work with prepositional phrases to strengthen their understanding of a prepositional phrase as an adjective. Students participate in a whole-group grammar lesson by identifying the nouns being modified in various sentences. For example, "Pedro wrote a report on the Civil War." Students must determine that "on the Civil War" modifies the word report in the sentence. Students then complete an independent activity following the same |

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| | | | procedures. In the spelling lesson, students develop an understanding for suffixes (-ible and -able) to mean "can be" when added to words like" enjoyable, unbelievable, convertible, and sensible. |
| | **Required *Indicator for grades K-1 only**<br>**Indicator 4b)**<br>Materials provide grade-appropriate instruction and practice for the **concepts of print** (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 for this grade level. |
| | **Required *Indicator for grades K-1 only**<br>**4c)** Materials provide systematic and explicit **phonological awareness** instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes). | **N/A** | Not applicable for this grade level. |
| | **Required *Indicator for grades K-5 only**<br>**4d)** Materials provide systematic and explicit **phonics** 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). | **Yes** | Materials provide systematic and explicit phonics instruction which is provided in each unit. Each module contains phonics instruction that progresses in complexity as the module progresses. The phonics component includes spelling patterns and word analysis skills that provide multiple opportunities for students to work with the covered skill. To gain phonics knowledge, students listen to the teacher read individual words aloud, as well as embedded in dictation sentences. Students use Spelling Word Cards to practice reading the words with a partner and sorting the words based on the phonics skills represented. Students |

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| | | | complete activities with the words to reinforce the phonics sounds each day. This process is repeated in each unit, progressing in complexity over the course of the materials. For example, in Unit 1, Week 1, students work with short vowels. Students review short-vowel sounds by participating in whole-group, partner, and small-group activities. On Day 2, Guided Practice, students come to the board and underline the short-vowel spelling in words, and then read the words aloud. Students then work independently to sort the words by vowel sound. Later in the lesson, students progress to multisyllabic words with short-vowel sounds. On Day 3, students review the skill and then complete a Word Meaning activity by reading a definition and selecting the word it defines. Then students complete sentences that complete given analogies. For example, “Cry is to weep as ___ is to chuckle.” Students determine that laugh is the word that completes the analogy. Phonics skills for the week are applied and strengthened as students read the anchor text, “Camping with the President.” In Unit 3, Week 3, students demonstrate and apply phonetic knowledge by decoding multisyllabic words with vowel teams, including |

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| | | | digraphs. Students complete various activities in which they divide words between syllables to identify the vowel teams. The words include: heaven, delight, painful, beastly, and neighbor. Students also complete sorting activities by identifying the vowel team in words and placing the words into groups based on their vowel sound. On Day 4, students complete a proofreading activity by identifying misspelled words using their knowledge of vowel teams and digraphs and rewriting the words correctly. Then students write a personal narrative about “an interesting event” they have attended. Students are directed to use at least four words from a word list in their writing. Phonics lessons also support students in preparing for reading the anchor text “Winter’s Tail.” By Unit 6, students work with more complex morphemes such as suffixes. For example, Unit 6, Week 1, Day 1, students focus on the use of Greek roots to determine spelling of words such as astronaut, telegraph, and automatic. Students hear the words through dictation sentences and practice the words, focusing on the roots, through a word card sort. |

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| | **Required *Indicator for grades K-5 only**<br>**Indicator 4e)** Materials provide multiple opportunities and practice for students to master grade appropriate **high-frequency words using** multisensory techniques. | **Yes** | Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. In Unit 1, Week 3, students demonstrate and apply spelling knowledge by spelling words with vowel-consonant-e (VCe) syllables and vowel teams, including words with digraphs and diphthongs. For example, on Day 2, students view Sound-Spelling Cards for /ü/ and /ū/, and discuss the words: music, cue, few, soon, grew, rude, and blue. The teacher then models blending words with various spellings for the vowel sounds. During Guided Practice, students underline the letter or letters that spell the vowel sound. On Day 4, students use their knowledge for the irregular spellings of the sounds, /ü/ and /ū/, to proofread and correct sentences. The teacher is instructed to remind students that "a long vowel sound is often signaled by the VCe pattern". On Day 5, student mastery is assessed by accurately writing dedicated sentences. The Unit 5, Week 5, spelling focus is on the suffix, -ion. Teachers activate prior knowledge by reading the words aloud and segmenting the words by syllable. The teacher then underlines the -ion spelling pattern and explains when a word ends with e, that |

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| | | | the e is dropped before adding the -ion suffix and uses the word decorate as an example. On Day 3, students work with word meanings by identifying words for the definitions: to focus or think intensely [concentration], to fix errors [correction], to talk [discussion], tiredness or fatigue [exhaustion]. On Day 4, students identify misspelled words and make corrections. Students also work in small groups which focus on word skills that are appropriate for their differentiated level. Students in the Approaching Level work with high-frequency words daily. For example, in Unit 1, Week 3, as a part of Tier 2 Intervention, students review high frequency words 21-40 following an established routine where the teacher shows the word, students read the word and then spell the word. Then the teacher displays the words again, and the class reads the words orally. Materials also include intervention Vocabulary Book Teacher Edition. Similarly, in Unit 3, students work with high frequency words by reading, spelling, and using the word in a sentence. Students focus on word cards 81-100, using the I do, We do, You do, model of instruction. |

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| | **Required *Indicator for grades K-5 only**<br>**4f)** Resources and/or texts provide ample **practice** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback. | **Yes** | Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. The materials include leveled readers to be used as a supplement to the anchor texts read in each unit. The Lexile measures for the Leveled Readers range from 10 to 1200, meeting the needs of students approaching, on, or beyond grade level. Each Leveled Reader focuses on specific phonics skills or sight words. Materials include teacher instructions for implementing readers with students that are below, at, or above their grade level reading ability and provide differentiated lessons within each unit of study. For example, in Unit 2, Week 3, Day 1, students in the Approaching Level view a list of Tier II High-Frequency Word Cards that are introduced in the Gradual Release Model of instruction in which the teacher reads aloud first, then the teacher and students read together, and,finally, students read the cards individually. On Day 2, students review the word list then read the leveled reader “The Lion’s Whiskers” which supports students' understanding of the |

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| | | | unit's Essential Question, "When has a plan helped you accomplish a task?" Students then read the Differentiated Genre Passage, "The Fox and the Snail," which is used to increase fluency, reading with expression, and phrasing. The teacher checks for understanding by asking comprehension questions. Students are then asked to reread the passage and summarize what they learned about snail's words and actions. The teacher monitors and offers help when needed. In Unit 4, Week 1, Day 2, students read the leveled reader "Jane Addams: A Woman of Action." Students at the Approaching Level focus on Tier II vocabulary that focuses on words with two or more syllables that end with an unaccented syllable that has the /əl/ sound. Students decode and read words with the sound that are spelled as: el, al, or le. Students on grade level preview the text and make predictions about the selection. Together with the teacher, students conduct a close read of the text and record the most important details. Students who are considered Beyond Level review domain specific words, defy, outspoken, compassionate, contribution, suffrage, and discrimination. Then in pairs, students use the words in sentences prior to |

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| | | | reading the text. All groups read the leveled passage "A Warrior of Action" for fluency and comprehension practice. |
| | **Required *Indicator for grades K-5 only**<br>**4g)** Opportunities are frequently built into the materials that allow for students to achieve reading **fluency** 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.<br><br>Materials provide opportunities for students to **self-monitor** to confirm or **self-correct** word errors directing students to reread purposefully to acquire accurate meaning.<br><br>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate **rate, expressiveness, and accuracy**. | **Yes** | Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The materials include resources for fluency assessment and explain how teachers can monitor students' oral reading fluency to determine student growth. For example, in Unit 2, Week 5, Day 2, the fluency lesson begins with the teacher explaining that, "...reading with expression helps create interest and clarify ideas in poems." Then the teacher model reads "A Simple Plan" emphasizing proper expression and phrasing. Then students participate in a partner reading in which they take turns reading the poem with expression and phrasing like the teacher as their partner gives immediate feedback. Students then practice reading fluently as they independently read differentiated genre passages, "Blue Ribbon Dreams" and "Sammy's Day Out," while the teacher monitors and corrects any miscues in |

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| | | | reading. On Day 5, students are reminded that reading a poem with expression "brings out its message and helps the listener understand the speaker's emotions." The teacher then model reads an excerpt from the Reading/Writing Companion using expression. Students are then placed in groups to choral read the passage. Then students are placed in pairs to read "Rescue" aloud. The teacher is instructed to "Circulate and offer feedback as students evaluate their own reading." Fluency is practiced during small-group instructional time as well. For example, in Unit 3, Week 1, students in the Approaching Level learn to decode Tier II words with open syllables as they prepare to read the leveled reader "All the Way from Europe." First, students listen to the teacher model fluent reading and strengthen comprehension skills by identifying the important statements the characters make in the text. Then students take turns reading aloud. The teacher offers immediate feedback or corrects any miscues as students read. In the On and Beyond Levels, the teacher reviews vocabulary words and listens as each student reads from their levels' readers. In this week, students reading at grade level read |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
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| | | | "Dancing the Flamenco," while students reading well beyond grade level read "A Vacation in Minnesota." Then students of all reading abilities work with their differentiated fluency passage, "Potluck or Potlatch," while focusing on different reading components, such as vocabulary, context clues, and theme. All small-group reading activities strengthen students' reading fluency and prepares them for reading the anchor text "They Don't Mean It!" Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Fluency lessons are provided in each unit. During fluency lessons, students observe the teacher read fluently and then are provided multiple opportunities to practice their oral fluency. For example, in Unit 1, Week 1, Day 2, the fluency lesson involves the text "A Life in the Woods." The teacher models reading with accuracy, focusing on pronunciation of words. Students then practice choral reading the same passage. Finally, students are given a chance for self-practicing and monitoring with the Differentiated Genre Passage "At Home in the Desert." In the Unit 3, Week 5, Day 5, Fluency Lesson, students |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | read argumentative texts while focusing on accuracy. First, the teacher models reading "What Was the Purpose of the Inca's Knotted Strings?" accurately and at an appropriate rate. Then, students are grouped in pairs to read the same text. As students read, teachers are directed to, "circulate as they read aloud paragraph 3" of the text "as needed, model keeping phrases together. Offer feedback and have students evaluate their own reading." Similarly, in Unit 6, Week 3, the teacher reads the first two paragraphs of "Life in the Desert" with the Approaching Level students in a small group. Students listen for the appropriate reading rate for an informational science article, as well as for accuracy and phrasing. Students read the rest of the page, repeating after the teacher, to confirm the proper rate. Students then read with a partner, taking turns, rereading when necessary for understanding. |
| | **Required *Indicator for grades K-5 only**<br>**4h)** Materials provide **instruction and practice in word study**.<br>• 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 | **Yes** | 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. Each unit includes lessons in word study, spelling, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | symbol relationships of English. ***(Note:** Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)*<br>• 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. | | and phonics. For example, in Unit 4, Week 2, the spelling focus is words with prefixes. Students work with high-frequency words, as well as participate in Word Study, using known prefixes to assist with decoding unfamiliar words. Similarly in Unit 5, Week 5, students work with the Latin root, avis, and the suffix *-ion*. Students look at words in pairs, such as impress and impression, working to understand how the addition of the suffix changes the meaning of the word. There is an additional focus on how the suffix changes the word's part of speech. Words are also sorted based on the spelling patterns used to create the */sh/* sound in the suffix. Students then use their knowledge of the suffix to determine the meaning of unfamiliar words, using the knowledge of the root word and the knowledge of the suffix. Finally, students transition this knowledge to the reading of multisyllabic words. In Unit 2, Week 2, students work with reading and spelling words with different plural endings. Students initially identify the different endings used to make the words plural. Students sort the words based on *s, es,* or *ies*, plural forming. Students then work to proofread teacher-provided sentences, focusing on the correct spelling of |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | plurals. Finally, students apply this knowledge to edit their own piece of writing. |
| | **Required *Indicator for grades K-2 only**<br>**4i)** 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. | **N/A** | Not applicable for this grade level. |
| | **Required *Indicator for grades K-5 only**<br>**4j)** Foundational Skill materials are **abundant and easily implemented** so that teachers can spend time, attention and practice with students who need foundational skill supports. | **Yes** | Foundational skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. Materials include daily lessons in Phonics, Fluency, Grammar, Spelling, and/or Word Study which are reinforced during small-group instructional times. The lessons follow a scope and sequence of skills which continuously builds from unit to unit. Foundational skills are abundant and are evidenced in the "Weekly Standards" list that is available for each week of instruction and is located within the Plan tab. The "Weekly Standards" tab allows teachers the opportunity to view and plan for all standards for the week of instruction. For example, foundational skills materials are easily identified in Unit 3, Week 1, which lists five phonics and word analysis lessons, seven lessons in letter-sound correspondence, |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | syllabication, and morphology, twelve fluency lessons, and a lesson in reading comprehension. Unit 5, Week 2, offers seven phonics and word analysis lessons, three lessons in syllabication and morphology with a focus on roots and affixes, two ready fluency lessons with a focus on reading accuracy, two reading poetry with appropriate rate and expression lessons, and a lesson on how to use context to self-correct. In Unit 6, Week 5, foundational skills practice continues with five decoding and word analysis lessons, seven lessons in morphology, five fluency lessons, and fifteen lessons in reading orally with accuracy, appropriate rate, and expression on successive readings. Small-group instruction also provides clear direction for students who are at the approaching level, on level, and beyond level. The materials also include small-group differentiated resources for students who are English Learners In the additional resources, teachers are provided with leveled reader lesson cards with scripted guidance on how to use the leveled readers to guide fluency and comprehension. For example, a leveled reader lesson card for the reader "All the Way from Europe" provides close reading questions for each chapter. |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| **Section III. Additional Criteria of Superior Quality** | | | |
| **5. RANGE AND VOLUME OF TEXTS:**<br>Materials reflect the distribution of text types and genres suggested by the 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.)<br>☐ Yes ☐ No | **Required**<br>**5a)** Materials seek a **balance in instructional time between literature and informational texts.** (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.)<br>• The majority of informational texts have an informational text structure.<br>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. | | See EdReports for more information. |
| | **Required**<br>**5b)** Materials include print and/or non-print texts in a **variety** of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels). | | |
| | **5c)** Additional materials provide direction and practice for regular, **accountable independent reading** of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. | | |
| **6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:**<br>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 | **Required**<br>**6a)** Materials include a **variety of opportunities** for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.[6] | | |

[6] 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 |
|---|---|---|---|
| meet the language standards for the grade.<br><br>☐ Yes ☐ No | **Required *Indicator for grades 3-12 only**<br>**6b)** The **majority of oral and written tasks** require students to **demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information,** using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. | | |
| | **Required**<br>**6c)** Materials include multiple **writing tasks aligned to the three modes of writing** (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.<br>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).<br>• In grades 3-12, tasks may include blended modes (e.g., analytical writing). | | |
| | **Required**<br>**6d)** Materials address the **grammar and language** 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.<br>• 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. | | |
| **7. ASSESSMENTS:**<br>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the | **Required**<br>**7a)** Materials use **varied modes of assessment**, including a range of pre-, formative, summative and self-assessment measures. | | |
| | **Required**<br>**7b)** Materials **assess student understanding of the topics, themes, and/or ideas** presented in the unit texts. Questions | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| assessed grade-specific standards with appropriately complex text(s).<br><br>☐ Yes ☐ No | and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit. | | |
| | **Required**<br>**7c)** Aligned **rubrics or assessment guidelines** (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance. | | |
| | **Required**<br>**7d)** Measurement of progress via assessments include **gradual release of supporting scaffolds** for students to measure their independent abilities. | | |
| | **7e)** Materials assess student proficiency using methods that are **unbiased and accessible** to all students. | | |
| **8. SCAFFOLDING AND SUPPORT:** 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.<br><br>☐ Yes ☐ No | **Required**<br>**8a)** As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with **understanding the text** 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. | | |
| | **Required**<br>**8b)** Materials **do not confuse or substitute** 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. | | |
| | **Required**<br>**8c)** Materials include **guidance and support** 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. | | |
| | **Required**<br>**8d)** Materials provide additional supports for expressing understanding through **formal discussion and writing** | | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | **development** (i.e. sentence frames, paragraph frames, modeled writing, student exemplars). | | |
| | **Required**<br>**8e)** Materials are **easy to use and well organized** 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. | | |
| | **Required**<br>**8f)** Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.). | | |
| | **8g)** The content can be **reasonably** 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. | | |

**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 |
|---|---|---|---|
| **I. K-12 Non-negotiable Criteria of Superior Quality**[7] | 1. Quality of Texts | **Yes** | Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of |

[7] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | texts are of publishable quality 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. Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Throughout the units, students read and re-read text selections for a variety of purposes. |
| | 2. Text-Dependent Questions | **Yes** | A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. |
| | 3. Coherence of Tasks | **Yes** | Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS (YES/NO) | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|---|---|
| | | | students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. |
| **II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)**[8] | 4. Foundational Skills | **Yes** | Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics 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. 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 for students to |

[8] 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 |
|---|---|---|---|
| | | | achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. 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. Foundational skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. |
| **III. Additional Criteria of Superior Quality**[9] | 5. Range and Volume of Texts | | See EdReports for more information. |
| | 6. Writing to Sources, Speaking and Listening, and Language | | See EdReports for more information. |
| | 7. Assessments | | See EdReports for more information. |
| | 8. Scaffolding and Support | | See EdReports for more information. |
| FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality** | | | |

*As applicable

[9] 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 2021-2022 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in grades K-8.

# Appendix I.

# Publisher Response

The publisher had no response.

# Appendix II.

# Public Comments

There were no public comments submitted.