

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: **KinderCorner 2nd Edition Plus**

Grade: **Kindergarten**

Publisher: **Success for All Foundation**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality** ▾

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

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

This review **has changed to a Tier 3 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 *Indicator for grades K-5 only	The Scope and Sequence in the KinderCorner Teacher's Manual on pages 16-27 shows that all Louisiana State	<input checked="" type="checkbox"/> Does not use three-cueing ▾	Materials align with the expectations of Act 517.



<p>3a) Materials follow a 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.</p>	<p>Standards for Kindergarten are not only a focus, but are also reviewed and practiced throughout several of the 16 units. Print Concepts, Phonological Awareness, Phonics, and Word Recognition are all addressed during the Stepping Stones and KinderRoots components of each day.</p>	<p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	
<p>Required *Indicator for grades K-5 only</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>There are ample opportunities for students to frequently practice foundational skills. In Units 1 through 6, students use text to target beginning reading skills during the Stepping Stones component. In Units 7 through 16, the KinderRoots component provides shared stories for students to combine the concepts of print, phonics, and sight word skills learned during Stepping Stones. These stories target a student’s ability to read easily decodable words and demonstrate story comprehension. In Unit 7, the texts Making Music and The Wet Dog are used for concepts of print and shared stories. With the use of these texts, the students focus on sounds, /m/, /a/, /s/, and /d/. The students use rhymes, "We Make Music Together" and "Run in a Circle" to blend sounds to make words, blend syllables to make words, segment words into</p>	<p>✗ Uses three-cueing ▾</p> <p>✗ Uses visual memory ▾</p> <p>✗ Uses MSV ▾</p>	<p>Materials do not align with the expectations of Act 517. KinderCorner 2nd Edition Plus Teacher’s Manual, Developing Literacy Skills, Chapter 4, states, “During instruction, you will use techniques such as Think Alouds to model the use of context and picture clues to unlock word and text meaning and to enhance students’ knowledge of the purposes for reading, previewing, and making predictions.” In the KinderCorner 2nd Edition Plus Teacher’s Manual, Developing Literacy Skills, Chapter 2, the materials state that in Guided Group Reading, “Remind students that they will remember what the page says by looking at the picture.” In the KinderCorner 2nd Edition Plus Teacher’s Manual, Developing Literacy Skills, Chapter 4, Concepts-of-Print Books and Skills, the books in Units 1-6 all include the focus skill, “The picture on each page can help us know what the words say.” In the KinderCorner 2nd Edition Plus Teacher’s Manual, Developing</p>



	sounds, substitute phonemes in words, and segment syllables in words. (See pages 6-10 for the Unit 7 introduction.)		Literacy Skills, Chapter 4, Concepts-of-Print Book <i>Me Too!</i> from Unit 3, Days 1 and 2, states, “The sight word ‘me’ is introduced. (A sight word is a word that students memorize.)”
<p>Required *Indicator for grades K-5 only</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	There are progress monitoring trackers and support for teachers as they monitor student understanding. Additionally, during Partner Reading in the KinderRoots component, students are encouraged to help their partner read the shared stories; however, students are not expected to self-monitor or self-correct their work as part of this curriculum. This aligns with the Kindergarten Louisiana Student Standards, as students are learning to read and monitor their reading with prompting and support, not as an independent skill.	<p> Uses three-cueing ▾</p> <p> Uses visual memory ▾</p> <p> Uses MSV ▾</p>	Materials do not align with the expectations of Act 517. For example, in the KinderCorner 2nd Edition Plus Teacher’s Manual, Developing Literacy Skills, Chapter 4, Introducing Formal Reading Instruction Through KinderRoots, guidance includes, “...learn to play Say-Spell-Say, a game that helps students to memorize sight words.” This game encourages students to memorize isolated words out of context. Additional guidance includes, “...learn the color-coding system for words: Green Words are phonetic. We teach students that ‘Green’ means go. Go ahead, and sound it out. Red words are sight words. We say, ‘If you don’t remember a Red Word, ask someone.’”
<p>Required *Indicator for grades K-5 only</p> <p>3e) 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</p>	Once students begin Unit 7, shared stories are read with partners. During the KinderRoots component, students are encouraged to help their partner read as they take turns reading pages and telling what the story is about. The teacher's job during this component is to monitor students as they read together, collecting information about their progress as guided by the weekly record form. This format can be seen in Unit 7,	<p> Does not use three-cueing ▾</p> <p> Does not use visual memory ▾</p> <p> Does not use MSV ▾</p>	Materials align with the expectations of Act 517.



<p>informational texts with accuracy, rate appropriate to the text, and expression. 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.</p>	<p>Day 9, page 243. A Weekly Record Form is used for the teacher to record information throughout the week, focusing on each individual student's objectives. In previous Units 1-6, students listen to model reading fluency from the teacher.</p>		
<p>Required *Indicator for grades K-2 only</p> <p>3g) 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 should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>On page 221, in Chapter 7 of the Teacher's Manual, data tools are presented to provide teachers with materials to assess each student appropriately. These assessment tools promote the idea of observing each student individually, creating specific learning objectives as needed. Weekly Record Forms are used, as well as student portfolios.</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials align with the expectations of Act 517.</p>



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.¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: KinderCorner 2nd Edition Plus

Grade: K

Publisher: Success for All Foundation

Copyright: 2016

Overall Rating: Tier II, Approaching quality

Tier I, Tier II, Tier III Elements of this review:

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

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

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

² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are</i></p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.³ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Texts are chosen for the STaR (Story Telling and Retelling) block of this curriculum. These texts vary in Lexile range. They are generally above grade-level and used for interactive story reading. Students discuss answers to story related questions that focus on comprehension, drawing conclusions, making predictions, and evaluations.</p> <p>Shared stories are introduced in Unit 7, for the KinderRoots block. These texts are used to target students' ability to read decodable words, sight words, and demonstrate comprehension.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of the texts are authentic. The texts are carefully chosen based on topics for each of the 16 units. The texts are well crafted representing various disciplines. Informational, literary, and poetry are all represented. These texts are used to cover literature, informational, language, writing, foundational, and speaking and listening standards. The "Peek at the Week" and "You Will Need" charts at the beginning of each unit presents which skills will be taught with each set of texts provided for the unit and topic. Examples of texts for Unit 4 include: Mabela the Clever, The Very Hungry Caterpillar, Too Much Noise, A Nature Walk, I Wonder Why I Sleep, From Head to Toe, and The 20th Century Children's Poetry Treasury.</p>

³ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: "[Guide for Determining Text Complexity](#)" and "[Creating Text Sets for Whole-Class Instruction](#)"

⁴ Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>applicable for grades 2+.</i>)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>The curriculum refers to each unit as a "theme guide"; However, the units are arranged by developmentally appropriate topics, not thematic ideas. There is a collection of connected texts used for each unit. There is a list of read-aloud texts and concepts of print or shared reading texts given for each unit. The "Peek at the Week" for each unit gives information on how these texts are used in relation to the topic along with vocabulary word lists for the topic, story telling and retelling, and background words.</p> <p>The students use expository texts to initiate understanding and exploration of the topic-related concepts. Students engage in writing activities based on information from topic-related texts. Students also complete a writing prompt related to the topic.</p>
<p>2. RANGE AND VOLUME OF TEXTS:</p> <p>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.)</p>	<p>REQUIRED</p> <p>2a) In grades K-12, ELA 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.)</p> <p>REQUIRED</p> <p>2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Yes</p>	<p>The read-aloud texts vary in complexity because these texts are chosen based on the "theme," not on complexity level. Concepts of Print and Shared Story texts do increase in complexity. These texts are chosen specifically to target concepts of print, phonics, and sight word skills.</p> <p>Some units have more literature, or more informational texts, but overall there is a balance throughout the curriculum. For example, in "Head to Toe" a unit about the human body, there are several informational texts in the unit. In Unit 7 "Sing a Song-Paint a Picture," there are literature texts, as well as information texts about artists and making music.</p> <p>Print materials include print text, books on CD, games, sorting cards, poems, songs, and multi-media formats.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	No	Although informational texts are included within each unit to help teach topics, most follow a narrative structure.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Students partner read shared stories. Thematic concepts of print books are provided for students to read independently and take home.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the scope of the materials is	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a 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.	Yes	The Scope and Sequence in the KinderCorner Teacher's Manual on pages 16 - 27 shows that all Louisiana State Standards for Kindergarten are not only a focus, but are also reviewed and practiced throughout several of the 16 units. Print Concepts, Phonological Awareness, Phonics, and Word Recognition are all addressed during the Stepping Stones and KinderRoots components of each day.
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	There are ample opportunities for students to frequently practice foundational skills. In Units 1 through 6 students use text to target beginning-reading skills during the Stepping Stones component. In Units 7 through 16, the KinderRoots component provides shared stories for students to combine the concepts of print, phonics, and sight word skills learned during Stepping Stones. These stories target a student's ability to read easily decodable words and demonstrate story comprehension. In Unit 7, the texts Making Music and The Wet Dog are used for concepts of print and shared stories. With the use of these texts, the students focus on sounds, /m/, /a/, /s/, and /d/. The students use rhymes, "We Make Music Together" and "Run in a Circle" to blend sounds to make words, blend syllables to make words, segment words into sounds, substitute phonemes in words, and segment

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)			syllables in words. (See pages 6 - 10 for the Unit 7 introduction.
	<p>REQUIRED 3c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>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.</p>	Yes	<p>Each unit provides instructional guidelines and materials for proactive in word study. Pronunciation, spelling/sound patterns, and decoding grade-level text are all evident through the Stepping Stones and KinderRoots components. High-frequency words, sound-symbol knowledge, and knowledge of syllabication are also addressed through various components, including Rhyme Time. Regular practice in encoding is evident during the Writing Lab and Write Away components.</p> <p>Unit 4, Head to Toe, during week 1, the high-frequency words "my" and "the" and taught. Letters p, g, and o are reviewed during Literacy Lab. Letters c, k, and u are introduced. The students use the rhyme, Head to Toes, to practice blending sounds to make words, blend onset and rhymes with single syllable words, and segment words into sounds. Students also participate in writing activities during Writing Lab and Write Away. In Unit 7, the shared story, The Wet Dog, is used for students to practice reading decodable text and high-frequency words.</p>
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	<p>There are progress monitoring trackers and support for teachers as they monitor student understanding. Additionally, during Partner Reading in the KinderRoots component, students are encouraged to help their partner read the shared stories; however students are not expected to self-monitor or self-correct their work as part of this curriculum. This aligns with the Kindergarten Louisiana Student Standards, as students are learning to read and monitor their reading with prompting and support, not as an independent skill.</p>
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and</p>	Yes	<p>Once students begin Unit 7, shared stories are read with partners. During the KinderRoots component, students are encouraged to help their partner read as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. 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.</p>		<p>they take turns reading pages and telling what the story is about. The teacher's job during this component is to monitor students as they read together, collecting information about their progress as guided by the weekly record form.</p> <p>This format can be seen in Unit 7, day 9, page 243. A Weekly Record Form is used for the teacher to record information throughout the week, focusing on each individual student's objectives.</p> <p>Previous Units 1 - 6 have students listen to model reading fluency from the teacher.</p>
	<p>REQUIRED</p> <p>3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>In the student samples for Shared Stories used in the KinderRoots component, The Mud Dog and Trees are two text examples used for students to read grade-level text with purpose and understanding. The students use these during guided reading and partner reading. On each page, there is text for the teacher to read, along with phonetically appropriate, skill-based text for the student to read. The teacher prompts are used to help students make connections while the students practice skills and make meaning from reading. For example, in The Mud Dog, the students practice the /u/ sound while reading the story. The teacher asks, "What do you think Matt and Nan will say when they see how muddy Sad Sam is?" The student then reads the large print (Matt sees Sad Sam. "Oh, no!" says Nan. "That pup got in the mud!") to make connections and read for meaning.</p>
	<p>3g) *Indicator for grades K-2 only</p> <p>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>Yes</p>	<p>On page 221, in Chapter 7 of the Teacher's Manual, data tools are presented to provide teachers with materials to assess each student appropriately. These assessment tools promote the idea of observing each student individually creating specific learning objectives as needed. Weekly Record Forms are used as well as student portfolios.</p>
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time,</p>	<p>Yes</p>	<p>All of the reading materials are provided with the curriculum. Story Telling and Retelling books, Concepts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		of Print books, Shared Story books, software, CDs, posters, letter blending cards, letter cards, picture cards, word/sentence cards, and rhyme cards are all included for each unit. Each Unit is introduced with a list of what the teacher needs for the duration of the unit. There is also a chart following the list giving the teacher direct instruction on materials to prepare for each day.
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable 4. 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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	Each unit consists of a variety of texts around a specific topic. Vocabulary, skills, comprehension, and speaking and listening are centered on the topic for each unit. Each unit begins with a Theme Exploration component where background knowledge is addressed and vocabulary terms are introduced. During the Story Telling and Retelling (STaR) component the teacher poses questions before, during, and after reading. The questions posed are explicit and build on background knowledge. During the KinderRoots component, using shared reading stories, questions and prompts are printed at the top of each student read page, guiding discussion to make connections among the texts.
<p>REQUIRED 4b) 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 grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	Questions and tasks are designed for students to build and apply knowledge in reading, writing, speaking, listening, and language standards. Each unit uses a set of grade-level complex texts. These are used for various tasks throughout each day. For example, in Unit 4 (Head to Toe), the teacher introduces the topic of the body by displaying page 6 of the book, I Wonder Why I Sleep, to show where the brain is located. Students "Think-Pair-Share" to discuss things your brain helps you do. The teacher introduces new vocabulary: brain and control. The students learn a rhyme related to the topic of the body in Head to Toes. The teacher teaches rhyming words using vocabulary words (toes, nose) related to the topic. The students	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>read an emergent reader text, My Brain, again relating to the topic. As a culminating task, the students complete a writing prompt about what their brain does.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4c) 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; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p> <p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>Each unit has a vast vocabulary list for background, theme, and story telling. During the Theme Exploration component, two vocabulary words are introduced (Unit 4, Head to Toe). During the STaR component, text specific vocabulary is introduced. For example, clever and foolish are two vocabulary words from the text, Mabela the Clever. The students see and hear these words again through out different labs each day. Students recap the unit topic each day reviewing the vocabulary as well. Students participate in library, literacy, computer, and writing labs all focusing on the topic.</p> <p>During the STaR (Story Telling and Retelling) component, the teacher poses questions before, during, and after reading. The students answer text-related questions that focus on drawing conclusions, comprehension, making predictions, and making comparisons with students' own experiences. In Unit 4, Mabela the Clever is used for the interactive story reading. Questions include, "What advice did Mabela's father give her that will help her to use her brain to make good decisions? What does Mabela hear when she stops and listens? Is Mabela being clever or foolish when she stops to listen?" These questions also include the vocabulary words introduced for the story, clever and foolish. After reading the teacher models and guides the students in creating a sentence using the vocabulary words clever and foolish.</p>
	<p>REQUIRED 5b) 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:</p>	<p>Yes</p>	<p>The guides for each unit state specific language to be used by the teacher. The tasks and questions presented by the teacher focus on engaging students at a deep complex level required by the standards. The teacher uses language such as:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<i>not every standard must be addressed with every text.)</i>		<p>"These skills will help us solve problems." "We are starting a new theme today." "Rhyming words are words that sound the same at the end." "The title of this book is..." "This story is special because instead of telling us who the author is, it says that it was retold by..." "The illustrator is..." "How do you know what the letter should look like?"</p>
<p>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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 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.</p>	<p>Yes</p>	<p>Write Away lessons give students opportunities to write in journals, construct signs, write letters, invitations, notes, recipes, instructions, stories, poems, create lists, and thoughts related to texts in thematic units. Students write about texts used in Stepping Stones and KinderRoots lessons. Students communicate for writing activities until they learn to spell.</p> <p>Some writing tasks are not text-dependent and can be answered from being involved in activities during the unit even without the texts being read.</p> <p>The following examples are daily Write Away prompts that support understanding of the big topic, but do not demonstrate understanding of a text.</p> <p>What season do you like best - fall, winter, spring, or summer?</p> <p>What opposites do you see in the classroom?</p> <p>What is one way that you are similar or different from someone in your family?</p> <p>However, many are text-dependent and require textual evidence, including:</p> <p>What are ways the sun helps humans, plants, or animals?; Write what life would be like if we did not have nighttime (after reading Why the Sun and the Moon Live in the Sky, Unit 9).</p> <p>How plants change in spring (after reading It's Spring, unit 12)</p> <p>What are the life stages of a butterfly? (after reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Butterflies Grow and The Very Hungry Caterpillar, unit 12)</p> <p>Write about a habitat of an animal you have learned about; Write about a characteristic of a mammal (after reading Annie and the Wild Animals, Unit 14)</p>
	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>6b) A vast majority of oral and written tasks at all grade levels 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.</p>	<p>N/A</p>	
	<p>REQUIRED *Indicator for grades K-2 only</p> <p>6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Reading Readiness skills are taught in Stepping Stone lessons that teach beginning phonics including phonological and phonemic awareness. Rhyme Time lessons also reinforce these skills through rhymes, songs, and games. Learning Labs provide hands-on activities in forming letters and words. Concept of Sentence, sentence segmentation, syllable segmentation and counting, syllable blending, blending onsets and rimes, and recognizing alliteration builds phonological awareness. Auditory sound blending, auditory sound segmentation, phoneme substitution, addition, and deletion build phonemic awareness. Concept of print books, Partner Practice Booklets, and Write Away lessons include practice in sentence building, structures, and spelling.</p>
	<p>REQUIRED</p> <p>6d) 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical</p>	<p>Yes</p>	<p>Multiple writing tasks include the three modes of writing. For example:</p> <p>What are ways the sun helps humans, plants, or animals?; Write what life would be like if we did not have nighttime? (after reading Why the Sun and the Moon Live in the Sky, Unit 9).</p> <p>How the world would look to you if you were an ant (after reading Ant Cities, Unit 12).</p> <p>How plants change in spring (after reading It's Spring, unit 12)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.		<p>What are the life stages of a butterfly? (after reading Butterflies Grow and The Very Hungry Caterpillar, unit 12)</p> <p>Write about a habitat of an animal you have learned about; Write about a characteristic of a mammal. (after reading Annie and the Wild Animals, Unit 14)</p> <p>As part of STaR instruction (after reading), students practice writing responses to the text with teacher support. For example:</p> <p>How are the two friends alike? Do you think what happens in our story today could be a true story? (after reading My Best Friend, Unit 3)</p> <p>What are some of the things that people and animals do in November? (after reading November, Unit 5)</p> <p>In the beginning of the story, Gregory's parents think he makes really bad choices about the foods he eats. How would your family feel if you chose these foods? (after reading Gregory, the Terrible Eater, Unit 6)</p> <p>Who do you think changes more as they grow, people or caterpillars and butterflies? (after reading Where Butterflies Grow, Unit 12)</p> <p>Why is it a happy day? What do the animals smell that makes them happy? (after reading The Happy Day, Unit 12)</p> <p>Why do you think Linda Glaser named this poem "Our Big Home"? What is she calling "home"? (after reading An Earth Poem, Unit 16)</p>
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Yes	A developmental chart of emergent writing skills is included in the manual for teacher reference.
	6f) Materials explicitly 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. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and	Yes	Materials address standards for grammar and language through word recognition activities, phonological and phonemic awareness activities, sentence formation, and Write Away lessons.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: 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). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Self-regulation techniques are taught through lessons for cooperative partner work as explained on page 218 in teaching manual.
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Online Data Tools include rubrics, checklists, and scope and sequence for interpreting student performance for each skill and standard addressed in the program. It includes forms to use when communicating with parents.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Summative assessments such as portfolios, weekly structured observations, work samples, Write Away projects, Recorded Student Performances marked as demonstrated and not demonstrated. Formal Assessments such as End of Unit assessments on skills.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Various methods are used to assess students such as orally, systematically, written, and work samples. Materials are unbiased to particular genders, demographics, or religions.
Section IV. Scaffolding and Support			
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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Pre- reading activities focus on making predictions, identifying author, illustrator, and picture walk. Background knowledge is built through sight word and vocabulary activities.
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	"Good reader skills" provide students with opportunities to understand how to gain meaning from the text. Stepping Stones provide structures lessons to develop reading skills. STAR read aloud lessons develop oral language and expand vocabulary, and listening comprehension. KinderRoot shared stories develop comprehension and fluency. Read and respond lessons are sent home for parents to guide their child in understanding a text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	No	Repeated reads of the texts are incorporated into the unit. The same text is read two days in a row, with the teacher choosing which text to return to on the fifth day. On the first day, the text is read aloud and the teacher asks guiding questions during the read. On the second day, students are engaged in an interactive retell of the story. During the fifth day, teachers may return to a text that may have been difficult for students to understand. However, teachers are not directed to return to specific pages or scenes of a story for a focused read.
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	The manual gives specific scope and sequence for each domain. Lessons for each domain are scaffold and build the students knowledge for reading comprehension, foundational skills, language, and writing. The lessons are part of thematic units based on a group of related texts.
	8e) 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.).	Yes	Example: p. 379: Root causes for students struggling with oral language. In Maintaining Connections with Families there is a section for school wide solutions. Writing Development Feedback Guides are provided to support writing difficulties.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The daily schedule gives guidance for allotted time per lesson and activity and also includes extra time suggestions.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The texts used for each unit are all centered on a topic and include literary, informational, and poetry. Texts are rich in content, authentic, and grade-level appropriate.
	2. Range and Volume of Texts	Yes	There is a balance of literature and informational texts, including print text, phonics cards, and audio books.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	Materials provide a strong instructional focus for foundational skills.
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Materials provided through the curriculum or from the teacher are used for various connected tasks that build on student knowledge.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions used for interactive story telling are text dependent and text specific.
	6. Writing to Sources, Speaking and Listening, and Language	No	The writing portion does not meet the requirements of the Louisiana State Standards.
	7. Assessments	Yes	Several assessment measures are included.
IV: Scaffolding and Support	8. Scaffolding and Support	No	Although opportunities for additional support are evident, teachers are not directed to guide students through focused rereading of complex text.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality			

*As applicable

Appendix I.

Publisher Response

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.¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **KinderCorner 2nd Edition Plus**

Grade: **K**

Publisher: **Success for All Foundation**

Copyright: **2016**

Overall Rating: **Tier II, Approaching quality**

Tier I, Tier II, Tier III Elements of this review:

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

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

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

² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are</i></p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.³ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Texts are chosen for the STaR (Story Telling and Retelling) block of this curriculum. These texts vary in Lexile range. They are generally above grade-level and used for interactive story reading. Students discuss answers to story related questions that focus on comprehension, drawing conclusions, making predictions, and evaluations.</p> <p>Shared stories are introduced in Unit 7, for the KinderRoots block. These texts are used to target students' ability to read decodable words, sight words, and demonstrate comprehension.</p>	
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>At least 90% of the texts are authentic. The texts are carefully chosen based on topics for each of the 16 units. The texts are well crafted representing various disciplines. Informational, literary, and poetry are all represented. These texts are used to cover literature, informational, language, writing, foundational, and speaking and listening standards. The "Peek at the Week" and "You Will Need" charts at the beginning of each unit presents which skills will be taught with each set of texts provided for the unit and topic. Examples of texts for Unit 4 include: Mabela the Clever, The Very Hungry Caterpillar, Too Much Noise, A Nature Walk, I Wonder Why I Sleep, From Head to Toe, and The 20th Century Children's Poetry Treasury.</p>	

³ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

⁴ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p><i>applicable for grades 2+.</i>)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>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 topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p> <p>Yes</p>	<p>The curriculum refers to each unit as a "theme guide"; However, the units are arranged by developmentally appropriate topics, not thematic ideas. There is a collection of connected texts used for each unit. There is a list of read-aloud texts and concepts of print or shared reading texts given for each unit. The "Peek at the Week" for each unit gives information on how these texts are used in relation to the topic along with vocabulary word lists for the topic, story telling and retelling, and background words.</p> <p>The students use expository texts to initiate understanding and exploration of the topic-related concepts. Students engage in writing activities based on information from topic-related texts. Students also complete a writing prompt related to the topic.</p> <p>The read-aloud texts vary in complexity because these texts are chosen based on the "theme," not on complexity level. Concepts of Print and Shared Story texts do increase in complexity. These texts are chosen specifically to target concepts of print, phonics, and sight word skills.</p>	
<p>2. RANGE AND VOLUME OF TEXTS:</p> <p>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.)</p>	<p>REQUIRED</p> <p>2a) In grades K-12, ELA 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.)</p> <p>REQUIRED</p> <p>2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Yes</p> <p>Yes</p>	<p>Some units have more literature, or more informational texts, but overall there is a balance throughout the curriculum. For example, in "Head to Toe" a unit about the human body, there are several informational texts in the unit. In Unit 7 "Sing a Song-Paint a Picture," there are literature texts, as well as information texts about artists and making music.</p> <p>Print materials include print text, books on CD, games, sorting cards, poems, songs, and multi-media formats.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	No	Although informational texts are included within each unit to help teach topics, most follow a narrative structure.	
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Students partner read shared stories. Thematic concepts of print books are provided for students to read independently and take home.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 3. 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the scope of the materials is	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a 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.	Yes	The Scope and Sequence in the KinderCorner Teacher's Manual on pages 16 - 27 shows that all Louisiana State Standards for Kindergarten are not only a focus, but are also reviewed and practiced throughout several of the 16 units. Print Concepts, Phonological Awareness, Phonics, and Word Recognition are all addressed during the Stepping Stones and KinderRoots components of each day.	
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	Yes	There are ample opportunities for students to frequently practice foundational skills. In Units 1 through 6 students use text to target beginning-reading skills during the Stepping Stones component. In Units 7 through 16, the KinderRoots component provides shared stories for students to combine the concepts of print, phonics, and sight word skills learned during Stepping Stones. These stories target a student's ability to read easily decodable words and demonstrate story comprehension. In Unit 7, the texts Making Music and The Wet Dog are used for concepts of print and shared stories. With the use of these texts, the students focus on sounds, /m/, /a/, /s/, and /d/. The students use rhymes, "We Make Music Together" and "Run in a Circle" to blend sounds to make words, blend syllables to make words, segment words into sounds, substitute phonemes in words, and segment	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
comprehensive and considered a full program)			syllables in words. (See pages 6 - 10 for the Unit 7 introduction.	
	<p>REQUIRED 3c) 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, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>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.</p>	Yes	<p>Each unit provides instructional guidelines and materials for proactive in word study. Pronunciation, spelling/sound patterns, and decoding grade-level text are all evident through the Stepping Stones and KinderRoots components. High-frequency words, sound-symbol knowledge, and knowledge of syllabication are also addressed through various components, including Rhyme Time. Regular practice in encoding is evident during the Writing Lab and Write Away components.</p> <p>Unit 4, Head to Toe, during week 1, the high-frequency words "my" and "the" and taught. Letters p, g, and o are reviewed during Literacy Lab. Letters c, k, and u are introduced. The students use the rhyme, Head to Toes, to practice blending sounds to make words, blend onset and rhymes with single syllable words, and segment words into sounds. Students also participate in writing activities during Writing Lab and Write Away. In Unit 7, the shared story, The Wet Dog, is used for students to practice reading decodable text and high-frequency words.</p>	
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Yes	<p>There are progress monitoring trackers and support for teachers as they monitor student understanding. Additionally, during Partner Reading in the KinderRoots component, students are encouraged to help their partner read the shared stories; however students are not expected to self-monitor or self-correct their work as part of this curriculum. This aligns with the Kindergarten Louisiana Student Standards, as students are learning to read and monitor their reading with prompting and support, not as an independent skill.</p>	
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and</p>	Yes	<p>Once students begin Unit 7, shared stories are read with partners. During the KinderRoots component, students are encouraged to help their partner read as</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. 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.</p>		<p>they take turns reading pages and telling what the story is about. The teacher's job during this component is to monitor students as they read together, collecting information about their progress as guided by the weekly record form.</p> <p>This format can be seen in Unit 7, day 9, page 243. A Weekly Record Form is used for the teacher to record information throughout the week, focusing on each individual student's objectives.</p> <p>Previous Units 1 - 6 have students listen to model reading fluency from the teacher.</p>	
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>Yes</p>	<p>In the student samples for Shared Stories used in the KinderRoots component, The Mud Dog and Trees are two text examples used for students to read grade-level text with purpose and understanding. The students use these during guided reading and partner reading. On each page, there is text for the teacher to read, along with phonetically appropriate, skill-based text for the student to read. The teacher prompts are used to help students make connections while the students practice skills and make meaning from reading. For example, in The Mud Dog, the students practice the /u/ sound while reading the story. The teacher asks, "What do you think Matt and Nan will say when they see how muddy Sad Sam is?" The student then reads the large print (Matt sees Sad Sam. "Oh, no!" says Nan. "That pup got in the mud!") to make connections and read for meaning.</p>	
	<p>3g) *Indicator for grades K-2 only 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 should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>Yes</p>	<p>On page 221, in Chapter 7 of the Teacher's Manual, data tools are presented to provide teachers with materials to assess each student appropriately. These assessment tools promote the idea of observing each student individually creating specific learning objectives as needed. Weekly Record Forms are used as well as student portfolios.</p>	
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time,</p>	<p>Yes</p>	<p>All of the reading materials are provided with the curriculum. Story Telling and Retelling books, Concepts</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	attention and practice for those students who need it.		of Print books, Shared Story books, software, CDs, posters, letter blending cards, letter cards, picture cards, word/sentence cards, and rhyme cards are all included for each unit. Each Unit is introduced with a list of what the teacher needs for the duration of the unit. There is also a chart following the list giving the teacher direct instruction on materials to prepare for each day.	
Section III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. 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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>Each unit consists of a variety of texts around a specific topic. Vocabulary, skills, comprehension, and speaking and listening are centered on the topic for each unit. Each unit begins with a Theme Exploration component where background knowledge is addressed and vocabulary terms are introduced. During the Story Telling and Retelling (STaR) component the teacher poses questions before, during, and after reading. The questions posed are explicit and build on background knowledge. During the KinderRoots component, using shared reading stories, questions and prompts are printed at the top of each student read page, guiding discussion to make connections among the texts.</p>	
<p>REQUIRED</p> <p>4b) 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 grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	<p>Questions and tasks are designed for students to build and apply knowledge in reading, writing, speaking, listening, and language standards. Each unit uses a set of grade-level complex texts. These are used for various tasks throughout each day. For example, in Unit 4 (Head to Toe), the teacher introduces the topic of the body by displaying page 6 of the book, I Wonder Why I Sleep, to show where the brain is located. Students "Think-Pair-Share" to discuss things your brain helps you do. The teacher introduces new vocabulary: brain and control. The students learn a rhyme related to the topic of the body in Head to Toes. The teacher teaches rhyming words using vocabulary words (toes, nose) related to the topic. The students</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			read an emergent reader text, My Brain, again relating to the topic. As a culminating task, the students complete a writing prompt about what their brain does.	
	<p>REQUIRED 4c) 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; 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.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	Each unit has a vast vocabulary list for background, theme, and story telling. During the Theme Exploration component, two vocabulary words are introduced (Unit 4, Head to Toe). During the STaR component, text specific vocabulary is introduced. For example, clever and foolish are two vocabulary words from the text, Mabela the Clever. The students see and hear these words again through out different labs each day. Students recap the unit topic each day reviewing the vocabulary as well. Students participate in library, literacy, computer, and writing labs all focusing on the topic.	
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	During the STaR (Story Telling and Retelling) component, the teacher poses questions before, during, and after reading. The students answer text-related questions that focus on drawing conclusions, comprehension, making predictions, and making comparisons with students' own experiences. In Unit 4, Mabela the Clever is used for the interactive story reading. Questions include, "What advice did Mabela's father give her that will help her to use her brain to make good decisions? What does Mabela hear when she stops and listens? Is Mabela being clever or foolish when she stops to listen?" These questions also include the vocabulary words introduced for the story, clever and foolish. After reading the teacher models and guides the students in creating a sentence using the vocabulary words clever and foolish.	
	<p>REQUIRED 5b) 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. <i>(Note:</i></p>	Yes	The guides for each unit state specific language to be used by the teacher. The tasks and questions presented by the teacher focus on engaging students at a deep complex level required by the standards. The teacher uses language such as:	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<i>not every standard must be addressed with every text.)</i>		<p>"These skills will help us solve problems." "We are starting a new theme today." "Rhyming words are words that sound the same at the end." "The title of this book is..." "This story is special because instead of telling us who the author is, it says that it was retold by..." "The illustrator is..." "How do you know what the letter should look like?"</p>	
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 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.</p>	No	<p>Write Away lessons give students opportunities to write in journals, construct signs, write letters, invitations, notes, recipes, instructions, stories, poems, create lists, and thoughts related to texts in thematic units. Students write about texts used in Stepping Stones and KinderRoots lessons. Students communicate for writing activities until they learn to spell.</p> <p>However, many writing tasks are not text-dependent and can be answered from being involved in activities during the unit even without the texts being read.</p> <p>The following examples are daily Write Away prompts that support understanding of the big topic, but do not demonstrate understanding of a text.</p> <p>What season do you like best - fall, winter, spring, or summer?</p> <p>What opposites do you see in the classroom?</p> <p>What is one way that you are similar or different from someone in your family?</p>	<p>Since students enter Kindergarten at various abilities and levels, KinderCorner 2nd Edition Plus provides a content-rich environment, teaching skills and concepts using multiple modalities so that students, including non-readers, can understand and respond. Write Away prompts are based on the overall theme and address what students see, hear, read, and discuss. For this reason, prompts vary from text-dependent to theme-dependent. All opportunities to write provide opportunities for students to try out their developing writing skills within meaningful contexts. Examples of text-dependent questions include:</p> <p>What are ways the sun helps humans, plants, or animals?; Write what life would be like if we did not have nighttime (after reading Why the Sun and the Moon Live in the Sky, Unit 9).</p> <p>How the world would look to you if you were an ant (after reading Ant Cities, Unit 12).</p> <p>How plants change in spring (after reading It's Spring, unit 12)</p> <p>What are the life stages of a butterfly? (after reading Butterflies Grow and The Very Hungry Caterpillar, unit 12)</p> <p>Write about a habitat of an animal you have learned about; Write about a characteristic of a mammal (after reading Annie and the Wild Animals, Unit 14)</p> <p>As part of STaR instruction (after reading), students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>practice writing responses to the text with teacher support. For example: How are the two friends alike? Do you think what happens in our story today could be a true story? (after reading My Best Friend, Unit 3) What are some of the things that people and animals do in November? (after reading November, Unit 5) In the beginning of the story, Gregory's parents think he makes really bad choices about the foods he eats. How would your family feel if you chose these foods? (after reading Gregory, the Terrible Eater, Unit 6) Who do you think changes more as they grow, people or caterpillars and butterflies? (after reading Where Butterflies Grow, Unit 12) Why is it a happy day? What do the animals smell that makes them happy? (after reading The Happy Day, Unit 12) Why do you think Linda Glaser named this poem "Our Big Home"? What is she calling "home"? (after reading An Earth Poem, Unit 16)</p> <p>*See the KC2 Plus Dropbox Publisher Response-Appeal 3-17-17 for the Writing Scope and Sequence.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels 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.</p>	<p>N/A</p>		
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>Yes</p>	<p>Reading Readiness skills are taught in Stepping Stone lessons that teach beginning phonics including phonological and phonemic awareness. Rhyme Time lessons also reinforce these skills through rhymes, songs, and games. Learning Labs provide hands-on activities in forming letters and words. Concept of Sentence, sentence segmentation, syllable</p>	

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			segmentation and counting, syllable blending, blending onsets and rimes, and recognizing alliteration builds phonological awareness. Auditory sound blending, auditory sound segmentation, phoneme substitution, addition, and deletion build phonemic awareness. Concept of print books, Partner Practice Booklets, and Write Away lessons include practice in sentence building, structures, and spelling.	
	<p>REQUIRED 6d) 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	No	The majority of writing prompts are opinion tasks. The Louisiana Students Standards call for students to name the text that they are reading, and then write an opinion about the book, information about the topic, or narrate an event. Text-specific prompts are not included in the write along component of this curriculum.	<p>Since students enter Kindergarten at various abilities and levels, KinderCorner 2nd Edition Plus provides a content-rich environment, teaching skills and concepts using multiple modalities so that students, including non-readers, can understand and respond. Write Away prompts are based on the overall theme and address what students see, hear, read, and discuss. For this reason, prompts vary from text-dependent to theme-dependent. All opportunities to write provide opportunities for students to try out their developing writing skills within meaningful contexts. Examples of text-dependent questions include:</p> <p>What are ways the sun helps humans, plants, or animals?; Write what life would be like if we did not have nighttime (after reading Why the Sun and the Moon Live in the Sky, Unit 9).</p> <p>How the world would look to you if you were an ant (after reading Ant Cities, Unit 12).</p> <p>How plants change in spring (after reading It's Spring, unit 12)</p> <p>What are the life stages of a butterfly? (after reading Butterflies Grow and The Very Hungry Caterpillar, unit 12)</p> <p>Write about a habitat of an animal you have learned about; Write about a characteristic of a mammal (after reading Annie and the Wild Animals, Unit 14)</p> <p>As part of STaR instruction (after reading), students practice writing responses to the text with teacher</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>support. For example: How are the two friends alike? Do you think what happens in our story today could be a true story? (after reading My Best Friend, Unit 3) What are some of the things that people and animals do in November? (after reading November, Unit 5) In the beginning of the story, Gregory's parents think he makes really bad choices about the foods he eats. How would your family feel if you chose these foods? (after reading Gregory, the Terrible Eater, Unit 6) Who do you think changes more as they grow, people or caterpillars and butterflies? (after reading Where Butterflies Grow, Unit 12) Why is it a happy day? What do the animals smell that makes them happy? (after reading The Happy Day, Unit 12) Why do you think Linda Glaser named this poem "Our Big Home"? What is she calling "home"? (after reading An Earth Poem, Unit 16)</p> <p>*See KC2 Plus Writing Scope and Sequence in the drop box.</p>
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Yes</p>	<p>A developmental chart of emergent writing skills is included in the manual for teacher reference.</p>	
	<p>6f) Materials explicitly 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. 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 and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>Materials address standards for grammar and language through word recognition activities, phonological and phonemic awareness activities, sentence formation, and Write Away lessons.</p>	
<p>7. ASSESSMENTS:</p>	<p>REQUIRED</p>	<p>Yes</p>	<p>Self-regulation techniques are taught through lessons for cooperative partner work as explained on page 218</p>	

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<p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		<p>in teaching manual.</p>	
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Online Data Tools include rubrics, checklists, and scope and sequence for interpreting student performance for each skill and standard addressed in the program. It includes forms to use when communicating with parents.</p>	
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Summative assessments such as portfolios, weekly structured observations, work samples, Write Away projects, Recorded Student Performances marked as demonstrated and not demonstrated. Formal Assessments such as End of Unit assessments on skills.</p>	
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Various methods are used to assess students such as orally, systematically, written, and work samples. Materials are unbiased to particular genders, demographics, or religions.</p>	
<p>Section IV. Scaffolding and Support</p>				
<p>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.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre- reading activities focus on making predictions, identifying author, illustrator, and picture walk. Background knowledge is built through sight word and vocabulary activities.</p>	
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>"Good reader skills" provide students with opportunities to understand how to gain meaning from the text. Stepping Stones provide structures lessons to develop reading skills. STAR read aloud lessons develop oral language and expand vocabulary, and listening comprehension. KinderRoot shared stories develop comprehension and fluency. Read and respond lessons are sent home for parents to guide their child in understanding a text.</p>	

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	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	No	<p>Repeated reads of the texts are incorporated into the unit. The same text is read two days in a row, with the teacher choosing which text to return to on the fifth day. On the first day, the text is read aloud and the teacher asks guiding questions during the read. On the second day, students are engaged in an interactive retell of the story. During the fifth day, teachers may return to a text that may have been difficult for students to understand. However, teachers are not directed to return to specific pages or scenes of a story for a focused read.</p>	<p>The concepts developed across a theme build upon each day. There are many opportunities for teachers to revisit and, if necessary, reread parts of the text. Theme Exploration begins with the Partnership Question of the Day that prompts partners to discuss their homework from the night before or their responses to a question that will set the stage for the remainder of the lesson. In the interactive whiteboard lesson, vocabulary words accumulate each week in the upper-right hand corner of the screen. Teachers are encouraged to replay digital dictionary videos as needed to support learning of the thematic vocabulary words. Through daily monitoring and tracking, teachers discover misconceptions students have and make notes to clarify information for them. On Days 5 and 10, the teacher has the opportunity to reread favorite stories and extension activities are sometimes suggested for these days. During Let's Think About It at the end of class, students come together for a time of review and reflection about learning. Thematic concepts and other skills are reviewed with a game, story, or other engaging activity. As part of their Home Link, students receive a DVD with shows to watch at home. The shows review thematic vocabulary, literacy activities, math, and a story is read to the children.</p>
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>The manual gives specific scope and sequence for each domain. Lessons for each domain are scaffold and build the students knowledge for reading comprehension, foundational skills, language, and writing. The lessons are part of thematic units based on a group of related texts.</p>	
	<p>8e) 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</p>	Yes	<p>Example: p. 379: Root causes for students struggling with oral language. In Maintaining Connections with Families there is a section for school wide solutions. Writing Development Feedback Guides are provided to support writing difficulties.</p>	

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	advanced texts for extension, etc.).			
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The daily schedule gives guidance for allotted time per lesson and activity and also includes extra time suggestions.	
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The texts used for each unit are all centered on a topic and include literary, informational, and poetry. Texts are rich in content, authentic, and grade-level appropriate.	
	2. Range and Volume of Texts	Yes	There is a balance of literature and informational texts, including print text, phonics cards, and audio books.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	Yes	Materials provide a strong instructional focus for foundational skills.	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Materials provided through the curriculum or from the teacher are used for various connected tasks that build on student knowledge.	
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions used for interactive story telling are text dependent and text specific.	
	6. Writing to Sources, Speaking and Listening, and Language	No	The writing portion does not meet the requirements of the Louisiana State Standards.	Students take part in many types of activities that promote their writing ability and interests. Prompts include a variety of topics, formats, and purposes. Write Away and STaR provide opportunities to respond to the text.
	7. Assessments	Yes	Several assessment measures are included.	
IV: Scaffolding and Support	8. Scaffolding and Support	No	Although opportunities for additional support are evident, teachers are not directed to guide students through focused rereading of complex text.	Monitoring and assessing student progress is an ongoing part of the KC2 program. Teachers use this data to determine when to reread and refocus student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				attention. Reviewing concepts and learning is integrated throughout the entire cycle.
FINAL DECISION FOR THIS MATERIAL: Tier II, Approaching quality				

*As applicable

Appendix II.

Public Comments

There were no public comments submitted.