

ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

Grade 3

SECTION I

Alignment to Shifts

*Materials must meet **100%** of the indicators in Section I.*

The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.

Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Yes	No	Evidence/Notes
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Yes	No	Evidence/Notes
d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.			
e. Texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.			
f. Text plays a central role in the literacy block.			

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g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Yes	No	Evidence/Notes
h. Text-dependent questions: <ul style="list-style-type: none"> Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.			
Additional comments on the three instructional shifts within the materials:			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes were marked <u>"Yes"</u> and no boxes were marked <u>"No"</u> in Section I. <u>If any "No" boxes are marked, then this program does not pass.</u>	Yes	No	

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SECTION II

Alignment to Tennessee English Language Arts Standards

*Materials must meet at least **90%** of indicators in Section II.*

*The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.*

FOUNDATIONAL LITERACY STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable			
Standard 2 Category Phonemic Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable			

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<p>Standard 3</p> <p>Category Phonics and Word Recognition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as <i>-ly</i>, <i>-less</i>, and <i>-ful</i>. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 			
<p>Standard 4</p> <p>Category Word Composition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>	<p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters. 			
<p>Standard 5</p> <p>Category Fluency</p> <p>Cornerstone Read with sufficient accuracy and fluency to support comprehension.</p>	<p>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 			

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<p>Standard 6</p> <p>Category Sentence Composition</p> <p>Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	<p>3.FL.SC.6.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives n. Write a cohesive paragraph with a main idea and detailed structure. 			
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<p>Standard 7</p> <p>Category Vocabulary Acquisition</p> <p>Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <p>3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>			
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READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.			
	Informational Text: 3.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.			
	Informational Text: 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.			
	Informational Text: 3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			

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Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <i>feeling blue</i> versus <i>the color blue</i>).			
	Informational Text: 3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.			
	Informational Text: 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.			
	Informational Text: 3.RI.CS.6 Distinguish reader point of view from that of an author of a text.			

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Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.			
	Informational Text: 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable			
	Informational Text: 3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.			
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.			
	Informational Text: 3.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.			

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Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.			
	Informational Text: 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.			
SPEAKING AND LISTENING STANDARDS		Yes	No	Evidence/Notes
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.			

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Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	3.SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.			

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Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
WRITING STANDARDS		Yes	No	Evidence/Notes
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion with reasons that support the opinion. Create an organizational structure that lists supporting reasons. Provide a concluding statement or section. Use linking words and phrases to connect opinion and reasons. Apply language standards addressed in the Foundational Literacy Standards. 			
Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey	3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. <ol style="list-style-type: none"> Introduce a topic. Group related information together, including illustrations when needed to provide clarity to the reader. 			

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complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy Standards. 			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy Standards. 			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			

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<p>Standard 5</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)</p>			
<p>Standard 6</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product as defined in W.1-3 in a single setting.</p>			
<p>Standard 7</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p>3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.</p>			

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<p>Standard 8</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p>	<p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p>			
<p>Standard 9</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.</p>			
<p>Standard 10</p> <p>Category Range of Writing</p> <p>Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>			

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<p>Additional comments on Section II: Standards:</p>		
<p>Alignment with Section II: ELA Standards.</p> <p>This means that <u>no more than 4</u> boxes were marked <u>"No"</u> in Section II. <u>If more than 4 "No" boxes are marked, then this program does <u>not</u> pass.</u></p> <p><i>(Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)</i></p>	<p>Yes</p>	<p>No</p>

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SECTION III

High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks

Materials meet **at least 80%** of indicators in Section III.

Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.

Indicator	Yes	No	Evidence/Notes
a. Units are built around a concept or topic and include essential questions and enduring understandings.			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.			
f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.			
g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.			
i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.			
j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.			

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k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.			
l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).			
n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).			
o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.			
p. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.			
q. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.			
Additional comments about high-quality instruction within the materials:			
Materials meet at least 80% alignment with Section III: High-Quality instruction?	Yes	No	

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This means no more than 3 indicators were marked **"No"** in Section III. If more than 3
"No" boxes are marked, then this program does not pass.



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Section IV: Foundational Skills

*Materials meet at least **80%** of indicators in Section IV.*

The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.

Indicator	Meets Expectations?		Evidence/Notes
	Yes	No	
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.			
d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.			
e. Effective reading fluency instruction includes the following: <ul style="list-style-type: none"> Evidence-based teaching strategies and varied practice opportunities; Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and Use of different text types. 			
f. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.			
g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.			
Additional comments about foundational skills within the materials:			

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Materials meet at least 80% alignment with Section IV: Foundational Skills?	Yes	No	
This means that <u>no more than 2</u> boxes were marked “ No ” in Section IV. <u>If more than 2 “No”</u> boxes are marked, then this program does <u>not</u> pass			

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SECTION IV: Additional Components

These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.

Teacher Support	Yes	No	Evidence/Notes
a. Teacher-facing materials (e.g., teacher's edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.			
Monitoring Student Progress			
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.			

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m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.			
Organization			
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.			
p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.			
q. Program components, lesson plans, and the relationships among the parts are clear.			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.			
s. Each lesson contains a list of required materials.			
t. Lessons, chapters, and units contain estimated instructional times.			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.			
Additional Comments about Section V: Additional Components			