

****On initial review pass or fail determinations are made based on the majority of reviewers either passing or failing at the section level. Majority of reviewers must fail the same section in order for the title to fail.**

Title: **Wonders**
Grade: **G01400**

Reviewer	Section I	Section II	Section III	Section IV	Overall
45	Pass	Pass	Pass	Pass	
48	Pass	Pass	Pass	Pass	
32	Fail	Pass	Fail	Pass	
55	Pass	Pass	Pass	Pass	
62	Fail	Fail	Fail	Pass	
Overall	Pass	Pass	Pass	Pass	PASS

Publisher Notes:

A 0 indicates N/A or no comment was provided by the reviewer.

If you decide to reivse content and enter the title into re-reivew, select either "referenced" or revised" from the drop down menu.

Revised= you have made additions or changes to content in the textbook for review

Referenced=you are referencing additional pages in the textbook for review (be sure these are not the same pages as those listed in the correlations guide)

The additional components section is not scored this is feedback that you may or may not choose to revise in an effort to assist districts with their selections.

Do not reformat these sheets for re-review. Complete the orange columns as is and send this workbook back to us for re-review.

Only indicators that were marked "no"by a reviewer are required to have feedback provided to you.

Grade & Subject:G01400

Title Name:Wonders

Original Reviews Submitted:5

ISBN:9780076992744

Publisher:McGraw-Hill Education

Reviewers:45, 48, 32, 55, 62

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.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
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.	45	Yes	This standard exceeds expectations. The texts selected are of varying topics including many important Science topics. The stories seem relatable to students and are well chosen.			
	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the Shared Read, Anchor Texts/ Paired Text and Leveled readers focus on a connected essential question. A suggestion for improvement would be to address the wording of the indicator that asks for systematic knowledge building. Show how texts are strategically introduced within the unit and for what instructional purpose? Specifically, identify how the sequence of each text was determined and set a purpose for reading each text during first and additional reading opportunities.			
	55	Yes	0			
	62	No	The text are organized around genres and not around concepts or topics. There is little opportunity for students to build knowledge of concepts systematically through interacting with texts that do not require different modes of thinking and responding deeply about a concept or topic.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	45	Yes	0			
	48	Yes	0			
	32	No	The example provided by this resource in the screening instrument is not an example of End of unit/culminating tasks. These are examples of Q/A response, recitation. Specifically, these questions are skill specific about the genre studies within the unit. However, more accurate examples that show this resource has connections to the expectation- Analytical writing to text; Research and Inquiry independent and collaborative activities, Comparing Text, Integrate activity where connections tie to Essential Question and text to text prompting. A suggestion for improvement would be to consider intentionally scaffolding these activities, Consider setting daily task expectations that build knowledge incrementally to support end of week/two week outcomes that integrate reading, writing, speaking and listening, foundational skills, and include both comprehension standards and content knowledge. Additionally, how might week 6, identified by your scope and sequence as Review, Extend, Assess, allow an intentional opportunity to provide a strong unit task that culminates the knowledge building and incorporates extended writing instruction opportunities?			
	55	Yes	0			
	62	No	Although there are multiple opportunities to demonstrate literacy skills, there is little opportunity to convey new knowledge acquisition. The end of unit tasks are additional assessments on the same topics that were covered in the unit. Consider developing the units around an essential question with enduring understandings that lead students to acquiring deeper content knowledge so that they can create or demonstrate through another way their understandings of the essential questions and enduring understandings.			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	All text are not identified and some are very low leveled texts. For example, Unit 1 week 3, The Talent Show has a lexile of 620 with a very weak qualitative analysis by saying, "the connection of ideas in this text may be challenging to students."			
	45	Yes	0			

e. Texts for Interactive Read Aloud are 1-3 years above grade level.	48	Yes	0			
	32	No	This resource does not meet the expectation of the indicator as 4 of the 18 identified IRA selections are listed as poetry and drama genres and do not provide a quantitative measure. Examples of these deficits are noted in Unit 2, GS 2 "A Grasshopper's Sad Tale, Unit 2 GS 3, "Cricket" "Lizard"; "Firefly"; "Ants"; "Snail", Unit 6, GS 3, "Papa's Pastry Shop". Could these be used as a support text to add to a specific genre study? Additionally, all IRA's that do provide a quantitative and qualitative measure are all listed as 1 year above grade level requirements. Consider the impact of adding more complex text throughout the year that stretch thinking and listening comprehension to the suggested range of the indicator that states "up to 3 years above grade level."			
	55	Yes	The text complexity reveals all the interactive readers are on the 5th grade reading level. However, due to the brevity of the passages, I'm not sure there's enough depth to have multiple day discussions.			
	62	No	There is no quantitative or qualitative data in the teachers manual regarding interactive read alouds.			
f. Text plays a central role in the literacy block.	45	Yes	0			
	48	Yes	0			
	32	No	This resource meets some expectation of the indicator with the focus on genre studies in 2 week modules. A suggestion for improvement would be to include a variety of text types within each week/two week plan. Instructional texts such as the IRA, Shared Read and anchor texts are all the same genre and many of the questions in responding to text are about skill and application focused on the genre study. Consider ways you might layer a variety of text, develop questions, and set a purpose for reading to build knowledge of the identified concept/essential question. This would give students the opportunity to engage with different text types and make meaning from text to support conceptual learning.			
	55	Yes	0			
	62	Yes	0			
g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
h. Text-dependent questions : •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.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	This does not meet the cognitive demand for this standard because the questions are not all high quality 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.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	There are protocols for discussions and they appear to be grounded in text, but do not have enough questions to lead students into collaborative discussions. For example, Unit 1 Wrap Up, T319 - Divide the class into small groups. Tell students that each group will compare the information that they have learned during the course of the unit in order to answer the big idea question. Model how to compare...There is know information on how to teach them to collaborate.			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	45		0		Total indicators to be re-reviewed:	0
	48		0			
	32		0			
	55		0			

	62	various genres are introduced beginning with the first unit. Although it is good that the students are introduced to many genres, it is difficult to build content knowledge without going deeply on a concept or topic. It is hard as a teacher to understand what is more		
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked “yes” and no boxes were marked “no” . If any boxes are marked “No” , then this program does not pass.	Reviewer	Aligned		
	45	Pass		
	48	Pass		
	32	Fail		
	55	Pass		
	62	Fail		
	Overall	Pass		

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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		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable						
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable						
Standard 3 Category Phonics and Word Recognition Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	45	Yes				
		48	Yes				
		32	Yes				
		55	Yes				
		62	Yes				
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.	45	Yes				
		48	Yes				
		32	Yes				
		55	Yes				
		62	Yes				
Standard 5 Category Fluency	4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	45	Yes				
		48	Yes				

Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	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.	32	Yes	0			
		55	Yes	0			
		62	Yes	0			
Standard 6 Category Sentence Composition 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.	4.FL.SC.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. a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs such as can, may, and must, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.	45	Yes	0			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	Yes	0			
Standard 7 Category Vocabulary Acquisition 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.	4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. 4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,	45	Yes	0			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	Yes	0			
READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
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: 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	45	Yes	0			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	Yes	0			
		45	Yes	0			
	Informational Text: 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	Yes	0			
		45	Yes	0			
		48	Yes	0			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or	Literature: 4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	45	Yes	This standard exceeds expectation. This standard is			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	Yes	0			

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Informational Text: 4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
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: 4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
	Informational Text: 4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
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: 4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
	Informational Text: 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
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: 4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
	Informational Text: 4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
	Informational Text: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	No	This standard is correlated with Unit 1, 1141A, Experts Incorporated. There are details and information under ACT but no compare and contrast of the same.	0			
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: 4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
	Informational Text: 4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
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	Literature: Not applicable							
		45	Yes	This standard meets expectations, however, this type of text is only addressed in one part of the curriculum in unit 2. In order to have a good grasp of this	0			
		48	Yes		0			
	Informational Text: 4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in	32	Yes		0			

	a text.	55	Yes		0			
		62	Yes		0			
		45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	No	This standard was not found.				
		45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	No	The example in Unit 2, 142 does not meet the cognitive demand for this standard. Consider using much more rigorous text and similar themes or topics.				
		45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes	Unit 4, 1237A - "Swimming to the Rock" or "The Moon Dust Footprint", no helpful complexity information to determine score. the only thing listed was:				
		45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
		45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	No	The majority of informational text are just barely in the 4th grade reading band. For example, Unit 4, page 745A, "The Birth of American Democracy" is right on a 4th				
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments		Re-Review?
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.	4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	45	No	This standard does not meet expectation. There is not enough guided instruction on ways to collaboratively discuss. These are skills that most students will lack in, therefore, a suggestion for revision would be to include more opportunities where				
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
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,	4.SL.PK1.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			

and style are appropriate to task, purpose, and audience.		62	Yes	0			
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.	4.SL.PK1.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.	45	Yes	0			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	Yes	0			
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.	4.SL.PK1.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	45	Yes	0			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion with reasons that are supported by facts and details. c. Create an organizational structure in which related ideas are grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words and phrases. f. Apply language standards addressed in the Foundational Literacy standards.	45	No	This standard does not meet expectation. This standard is only covered once during unit 3. This is not enough direct instruction for students to grasp the content. A suggestion for revision would be to add more opportunities for this			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	No	In Unit 5, T244, the students are given a chance to write an expository essay, but no instruction is given on writing or the importance of a concluding statement. Consider revising to include explicit teaching.			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the	45	Yes	This standard meets expectation however, it would be beneficial to add exemplar examples that are written by kids or in a style relatable to students. Using the anchor texts and shared reads as exemplar texts for every writing instruction makes it difficult for students to see writing in "their language". A suggestion for			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	No	see reason above			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	4.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. a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the	45	Yes	This standard meets expectation however, it would be beneficial to add exemplar examples that are written by kids or in a style relatable to students. As stated before, using the anchor texts and shared reads as exemplar texts for every writing instruction makes it difficult for students to see writing in "their language"			
		48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		62	No	see reason above			
Standard 4 Category		45	Yes	0			

Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4.W.PDW.4 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.)	48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	4.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 4.)	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
		45	No	This standard does not meet expectations. Although the writing instruction is broken up very well in order to teach the concepts, there are not enough opportunities for students to complete a product in one sitting. A suggestion for				
		48	Yes		0			
		32	Yes		0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	55	Yes		0			
		62	Yes		0			
		45	Yes		0			
		48	Yes		0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	4.W.RBP.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	32	Yes		0			
		55	Yes		0			
		62	Yes		0			
		45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	4.W.RBP.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	45	Yes		0			
		48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			
		45	Yes		0			
		48	Yes		0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	4.W.RBP.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	32	Yes		0			
		55	Yes		0			
		62	Yes		0			
		45	Yes		0			
Standard 10 Category Range of Writing 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.	4.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	48	Yes		0			
		32	Yes		0			
		55	Yes		0			
		62	Yes		0			

Additional Comments	Reviewer	Evidence/Notes			
Additional Comments on Section II Standards	45			Total indicators to be re-reviewed:	0
	48				
	32				
	55				
	62				
Alignment with Section II: ELA Standards.	Reviewer	Aligned			
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (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.)	45	Pass			
	48	Pass			
	32	Pass			
	55	Pass			
	62	Fail			
Overall		Pass			

Grade & Subject:G01400ISBN:9780076992744

Title Name:WondersPublisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:45, 48, 32, 55, 62

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	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	45	Yes		0		
	48	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with the scope and sequence and the weekly text set overview for each unit. Within these documents you list a key concept supported with an Essential Question. How might the development of a hierarchy support daily mastery to show that students are working towards end of weekly and unit goal mastery? How might this support teachers in determining daily outcomes that align enduring understandings, disciplinary understandings, critical questions, and activities for each day?			
	55	Yes		0		
	62	No	The units are built around genres and do not include enduring understandings or go deep enough with the content.			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	45	Yes		0		
	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	62	Yes		0		
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	45	Yes		0		
	48	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with some of the IRA text choices identified as folktales and stories from different geographical regions. How might the inclusion of more published text pieces provide stronger intentionality with this indicator?			
	55	Yes		0		
	62	Yes		0		
d. Most texts used for Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	45	Yes		0		
	48	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to review Interactive Read Aloud text selections to include text with published authors. The majority of texts used for this instructional purpose do not include an author or they are folktales/ fables. Consider using the additional texts your resource has identified as "extras" in the online bibliography and classroom library as instructional components to layer text that builds knowledge.			
	55	Yes		0		
	62	No		0		
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	45	Yes		0		
	48	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to include varied text for IRA. Consider using the additional texts your resource has identified as "extras" in the online bibliography and classroom library as instructional components to layer text and build knowledge. How might this impact student learning as they apply overarching concepts to a variety of texts?			
	55	Yes		0		
	62	Yes		0		
	45	Yes		0		
	48	Yes		0		

f. Students have varied opportunities to engage with text, such as interactive read-alouds, shared reading, small-group reading, and independent reading.	32	No	This resource meets some expectations of the indicator as evidenced with the scope and sequence and the weekly text set overview for each unit. There is some disconnect with the focus of IRA purpose and questioning aligning more with the genre study and the comprehension strategy of the week/2 week study. This presents itself as skills in isolation instead of building knowledge towards the concept supported with Essential Questions/ Enduring Understandings, etc. How might the development of this hierarchy working cohesively support daily mastery to show that students are working towards end of week and unit goal mastery? How might this support teachers in determining critical questions and activities for each day?			
	55	Yes	Interactive read aloud is in the teacher's manual. Even though it's on a fifth grade reading level, the texts are short.	0		
	62	Yes		0		
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).	45	Yes		0		
	48	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with the student outcomes overview that shows students reading and re-reading text. Additionally, Close Reading Strategies are explained that align to reading standards. However, what is not evident are the reasons and Why for each read. Consider ways you might layer a variety of text, develop questions, and set a purpose for reading to build knowledge of the identified concept/essential question. This would give students the opportunity to engage with different text types and make meaning from text to support conceptual learning.			
	55	Yes		0		
	62	Yes		0		
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	45	Yes		0		
	48	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with the text analyses in tab 4 as well as the independent reading routine on page 111 of Instructional Routines Handbook. A suggestion for improvement would be to consider identifying what the schedule for independent reading looks like and specific protocol that determines accountability structures and a tracking routine for all students to engage in this important literacy practice.			
	55	Yes		0		
	62	No	I'm not sure about the accountability structures to support 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.	45	Yes		0		
	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	62	Yes		0		
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.	45	Yes		0		
	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	62	No	The writing assignments do not progress-based on breadth, depth, and development. The expectations from unit 1 are the same as the last unit.			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	45	Yes		0		
	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	62	No		0		
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).	45	No	This standard does not meet expectation. There are not enough varied opportunities for students to be engaged in shared, interactive, and small group writing. A suggestion for revision would be to add opportunities for varied writing experiences.			
	48	No	Materials do not include interactive writing			
	32	No	This resource meets some expectations of the indicator as evidenced with the "Write about texts" overview. Students are engaged in Shared writing and the shift moves towards independent writing. A suggestion for improvement would be to consider further gradual release moving toward independent writing. How might additional scaffolds in writing support the continuum of read/think/talk/write?			
	55	Yes	Please include an interactive writing heading. It would help the teacher to clearly identify when peers are working together to complete graphic organizers and writing prompts.			
	62	No	The words, modeled, shared interactive, small group and independent writing are not clearly defined as the educators from TN understand these things.			
	45	No	This standard does not meet expectation. Students do not have enough opportunities for opinion writing. A suggestion for revision would be to add more opportunities for students to write opinion papers.			
	48	Yes		0		

m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	32	Yes	Suggestion for improvement: This resource meets the expectation of this indicator as evidenced in the grade level specific screening instrument that shows genres taught over the course of the year. Questioning, activities and writing supports align to specific genre instruction based outcomes. A suggestion for improvement would be to create tasks for students that build and provide opportunities to develop knowledge about the overarching concept, as opposed to the genre, supported with a variety of writing types.			
	55	Yes		0		
	62	Yes		0		
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).	45	Yes		0		
	48	Yes		0		
	32	Yes	Suggestion for improvement: The resource meets the expectation of the indicator as evidenced with the inclusion of lessons to support the			
	55	Yes		0		
	62	Yes		0		
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.	45	Yes		0		
	48	Yes		0		
	32	No	This unit meets some of the expectations of this indicator as evidenced with the Instructional Routines Handbook section on Collaborative Conversations. Included within this segment are grade level specific videos that a teacher may show students of what collaborative conversations look like and sound like. Additionally, it has a			
	55	Yes		0		
	62	No	The text need to be more rigor in order to promote academic discussions around concepts with questions to strengthen students ability to listen to and respond.			
p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	45	Yes		0		
	48	Yes		0		
	32	Yes		0		
	55	Yes	A correction needs to be made on a page number. Unit 2 TE 154 does not address Greek and Latin roots.			
	62	Yes	Yes, but this amount of teacher information is overwhelming. What is good for some, is good for all. This could have been addressed in the scaffolding of questions and tasks.			
q. 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.	45	Yes		0		
	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	62	Yes		0		
r. 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	45	Yes		0		
	48	Yes		0		
	32	Yes		0		
	55	Yes		0		

questions, etc.	62	Yes				
s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	45	Yes				
	48	Yes				
	32	Yes				
	55	Yes				
	62	Yes				
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	45				Total indicators to be re-reviewed:	0
	48					
	32					
	55					
	62					
Alignment with Section III	Reviewer		Aligned			
Materials meet at least 80% alignment with Section III: High-Quality instruction? 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.	45		Pass			
	48		Pass			
	32		Fail			
	55		Pass			
	62		Fail			
		Overall	Pass			

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Original Reviews Submitted:5Reviewers:45, 48, 32, 55, 62

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	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	45	Yes	0			
	48	Yes	0			
	32	No	This unit meets some expectations of the indicator as evidenced with the reference to digital tool resources. A suggestion for improvement would be to provide physical materials such as letter tiles, sorting materials, work stations, connections from decoding/encoding.			
	55	Yes	0			
	62	No	There is not an abundance of practice materials, only worksheets.			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	Unit 2 TE 154 does not address Greek and Latin roots.			
	62	Yes	0			
e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
f. Effective reading fluency instruction includes the following: • 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.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
g. Materials support ongoing and frequent formative assess	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about foundational skills within the	45				Total indicators to be re-reviewed:	0
	48					

Additional comments about foundational skills within the materials:	32				
	55				
	62				
Alignment with Section IV:	Reviewer		Aligned		
Materials meet at least 80% alignment with Section IV: Foundational Skills? This means that no more than 1 box was marked "No." If more than 1 "No" box is marked, then this program does not pass	45		Pass		
	48		Pass		
	32		Pass		
	55		Pass		
	62		Pass		
	Overall		Pass		

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Title Name:WondersPublisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:45, 48, 32, 55, 62

SECTION V: 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	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
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.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	The teacher facing materials provide too much information and would confuse any teacher new to education. There are many "suggestions" and too many focuses			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	The standards are not explicit and are mixed within many focuses.			
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.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	The content is not deep enough to be connected to Science and Social Studies standards. There are no enduring understandings.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	Yes, but sometimes this occurs instead of questioning. For a new teacher, this might be confusing. Questions should be asked with students doing their thinking out loud and if they can not get to the answer, a teacher think aloud would be appropriate.			
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.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
g. The program includes extensions for advanced students already meeting mastery	45	Yes	0			
	48	Yes	0			
	32	Yes	0			

and/or students with high interest.	55	Yes		0			
	62	Yes		0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	45	Yes		0			
	48	Yes		0			
	32	Yes		0			
	55	Yes		0			
	62	No	Not evidenced in teacher facing materials				
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	45	Yes		0			
	48	Yes		0			
	32	Yes		0			
	55	Yes		0			
	62	Yes		0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	45	Yes		0			
	48	Yes		0			
	32	Yes		0			
	55	Yes		0			
	62	Yes	A protocols book is included, but does not tell exactly "how" to teach and practice these protocols.				
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
k. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	45	Yes		0			
	48	Yes		0			
	32	Yes		0			
	55	Yes		0			
	62	Yes		0			
l. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	45	Yes		0			
	48	Yes		0			
	32	Yes		0			
	55	Yes		0			
	62	Yes		0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	45	Yes		0			
	48	Yes		0			
	32	Yes		0			
	55	Yes		0			
	62	Yes		0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	45	Yes		0			
	48	Yes		0			
	32	No	Home-school letter included, but how are they aware of progress?				
	55	Yes		0			
	62	Yes		0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	45	Yes		0			
	48	Yes		0			
	32	Yes		0			
	55	Yes		0			
	62	No		0			
p. Units and instructional sequences are coherent and organized in a logical manner that	45	Yes		0			
	48	Yes		0			
	32	Yes		0			

build upon knowledge and skills learned in prior grade levels or earlier in the grade.	55	Yes	0			
	62	No	This part is particularly confusing because the units are built around genres, not content.			
q. Program components, lesson plans, and the relationships among the parts are clear.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	Too much info and very confusing about what to do each day and how long it would take to do each thing			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
s. Each lesson contains a list of required materials.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	0			
t. Lessons, chapters, and units contain estimated instructional times.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	No	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	A text set as understood by TN teachers include many different types of text centered around an essential question and enduring understandings. These text sets are not that.			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
x. Materials include a list of Tennessee English Language Arts Standards in teacher's guide.	45	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	62	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	45				Total indicators to be re-reviewed:	0
	48					
	32					
	55					
	62					

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100