

****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: EL GRADE 3
Grade: G01300

Reviewer	Section I	Section II	Section III	Section IV	Overall
53	Fail	Pass	Pass	Pass	
78	Pass	Fail	Pass	Fail	
76	Fail	Pass	Pass	Pass	
69	Pass	Pass	Pass	Pass	
66	Pass	Pass	Pass	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:G01300ISBN:9781949732603

Title Name:EL GRADE 3Publisher:LearnZillion, EL

Original Reviews Submitted:5 Reviewers:53, 78, 76, 69, 66

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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
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. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	No	There were shared reading practices that were present within the module. A list of texts that were designated for shared read was not found.			
	78	Yes	0			
	76	No	This indicator does not meet the expectations because shared reading as defined within a balanced literacy program as a means of instructing students using explicit and direct instruction with text at the students' appropriate grade reading levels is not provided. Although a variety of levels of texts are provided, planning should include an opportunity for shared reading of text each day.			
	69	Yes	0			
	66	Yes	0			
f. Text plays a central role in the literacy block.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
g. Text selection should include a balanced	53	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.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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: • At least 80% of 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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
i. Writing to sources: At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	53	Yes	0			
	78	Yes	You can strengthen this indicator by listing specific lessons on the correlation guide where evidence can be found.			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	53		0		Total indicators to be re-reviewed:	0
	78		0			
	76		0			
	69		0			
	66		0			
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				
	53	Fail				
	78	Pass				
	76	Fail				
	69	Pass				
	66	Pass				
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.	3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as -ly, -less, and -ful. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	53	Yes	0			
		78	No	This indicator is not met because the correlation guide doesn't include lessons to address each sub-part of the standard. In order to meet this indicator you should add lessons to address each sub-part.			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. 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.	53	Yes	This was located in two different sections on the correlation guide. Combining all the information for TN is necessary.			
		78	No	none of the lessons listed in the correlation guide meet the expectations of this indicator. In order to meet expectations, the entire standard should be addressed. You can strengthen this indicator by adding			
		76	Yes	0			
		69	Yes	0			

		66	Yes	0			
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	3.FL.F.5 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.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	No	This indicator is not met because there are no expectations for students to use context to confirm or self-correct word recognition. The publishers should include opportunities for successive readings in which students use context to			
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.	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. 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	53	Yes	0			
		78	No	This indicator is not met because each sub-part of the standard is not addressed. In order to meet this indicator you should include lessons for each part, specifically parts i and m.			
		76	Yes	This indicator meets the expectation for the standard as a whole, however more explicit attention could be incorporated for individuals sections of some of the standard to increase understanding and prevent gaps in learning. Areas c, d, f, m, and n are areas that appear to have weaker explicit coverage.			
		69	Yes	0			
		66	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.	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. 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. 3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. 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. 3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific	53	Yes	0			
		78	No	Each sub-part of the standard must be addressed in order to meet this indicator. You should revise to add lessons specific to 3.FL.VA.7b.iii			
		76	Yes	0			
		69	Yes	0			
		66	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: 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.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
	Informational Text: 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
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.	53	Yes	0			
		78	No	The standard calls for students to recount stories,			
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
	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.	53	Yes				
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	No	This indicator is not fully met. Although there are			
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.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
	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.	53	Yes				
		78	No	Module 2 unit 2 lesson 5 did not have the standard listed. Therefore evidence in this indicator is not met in the lessons listed on the correlation guide because the standard is not addressed. In order to meet the expectation of the indicator.			
		76	Yes		0		
		69	Yes		0		
		66	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: 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., feeling blue versus the color blue).	53	Yes	In module 1 unit 1 lesson 3, the standard is not listed.			
		78	No	In module 1 unit 2 lesson 2, the standard is not listed.			
		76	Yes	This standard calls for students to determine the meaning of word and phrases in a text distinguishing literal from non literal language. None of the lessons listed	0		
		69	Yes		0		
		66	Yes		0		
	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.	53	Yes	This standard is coded wrong. It does not need the LA before the standard.			
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	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: 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.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
	Informational Text: 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 6 Category Craft and Structure Cornerstone	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.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		

Standard 6 Category Assess how point of view or purpose shapes the content and style of a text.	Informational Text: 3.RI.CS.6 Distinguish reader point of view from that of an author of a text.	53	Yes	0					
		78	Yes	0					
		76	Yes	0					
		69	Yes	0					
		66	Yes	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: 3.RL.IK1.7 Explain how illustrations in a text contribute to what is conveyed by the words.	53	No	Module 3 lesson 1 and 4 are coded incorrectly. The standard is listed as LA.3.RL.IK1.7, that LA is not needed.					
		78	Yes	0					
		76	Yes	0					
		69	Yes	0					
		66	Yes	0					
	Informational Text: 3.RI.IK1.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	53	Yes	0					
		78	Yes	0					
		76	Yes	0					
		69	Yes	0					
		66	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 relevance and sufficiency of the evidence.	Literature: Not applicable								
		Informational Text: 3.RI.IK1.8 Explain how reasons support specific points an author makes in a text.	53	Yes	All block M1.05 no standard tagged for review				
			78	No	Module 2 unit 2 lesson 8 and 9, standard not listed				
			76	Yes	This indicator is not met because the standard is not addressed in the lessons listed on the correlation guide. In order to meet the expectation of this indicator	0			
			69	Yes		0			
	66		Yes		0				
	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.IK1.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	53	Yes		0			
			78	Yes		0			
			76	Yes		0			
			69	Yes		0			
66			Yes		0				
Informational Text: 3.RI.IK1.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		53	Yes		0				
		78	Yes		0				
		76	Yes		0				
		69	Yes		0				
		66	Yes		0				
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.	53	Yes		0				
		78	Yes		0				
		76	Yes		0				
		69	Yes		0				
		66	Yes		0				
	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.	53	Yes		0				
		78	Yes		0				
		76	Yes		0				
		69	Yes		0				
		66	Yes		0				
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'.	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 one's own ideas clearly.	53	Yes	0					
		78	Yes	0					
		76	Yes	0					
		69	Yes	0					

Standard 1 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		66	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.	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.	53	Yes	0			
		78	No	The lessons listed on the correlation guide do not address this standard. To revise, add lessons requiring students to determine the main idea and supporting details of a text presented in diverse media.			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
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.	53	Yes	0			
		78	No	While the single lesson indicated on the correlation guide touched on part of the standard, it did not address the entire standard. To meet this indicator you should add more lessons that thoroughly address the standard.			
		76	Yes	0			
		69	Yes	0			
		66	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, 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.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	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.	3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.	53	Yes	0			
		78	No	The lessons indicated on the correlation guide did not address this standard. You should pay close attention to the wording of the standard and develop lessons to meet the expectations.			
		76	No	This indicator is not met. There is not enough coverage for mastery. Consider revising to include opportunities within other units across the year for deeper understanding and mastery to occur.			
		69	Yes	0			
		66	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.	3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone	3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion.	53	Yes	0			
		78	Yes	0			

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the	76	Yes	0			
		69	Yes	0			
		66	Yes	0			
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.	3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. 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.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
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.	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. 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.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
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.)	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	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.	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.)	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	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.	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 in a single sitting as defined in W.1-3.	53	Yes	0			
		78	Yes	0			
		76	No		This indicator is not met. There is not specific or explicit coverage for the cognitive demand to be met for students to demonstrate mastery of the technological skills to produce, publish and type a complete product. Consider		
		69	Yes	0			
		66	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.	3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.	53	Yes	0				
		78	Yes	0				
		76	Yes	0				
		69	Yes	0				
		66	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.	3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.	53	Yes	0				
		78	Yes	0				
		76	Yes	0				
		69	Yes	0				
		66	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.	3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.	53	Yes	0				
		78	Yes	0				
		76	Yes	0				
		69	Yes	0				
		66	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.	3.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.	53	Yes	0				
		78	Yes	0				
		76	Yes	0				
		69	Yes	0				
		66	Yes	0				
Additional Comments		Reviewer	Evidence/Notes					
Additional Comments on Section II Standards		53					Total indicators to be re-reviewed:	0
		78						
		76						
		69						
		66						
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.)		53	Pass					
		78	Fail					
		76	Pass					
		69	Pass					
		66	Pass					
Overall		Pass						

Grade & Subject:G01300ISBN:9781949732603

Title Name:EL GRADE 3Publisher:LearnZillion, EL

Original Reviews Submitted:5 Reviewers:53, 78, 76, 69, 66

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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	Yes	No links were provided but evidence was found in the unit referenced. Having a list of books/texts listed with their purpose of shared, read aloud, or independent reading would be useful.			
	78	Yes	0			
	76	No	This indicator does not meet the expectation. Shared reading is not an explicitly planned opportunity with instruction from the teacher on the student grade-level/reading level. Consider revising to specifically indicate text to be used in a shared reading opportunity for the student to learn how to be a reader through modeling of metacognitive skills in a shared setting with their teacher and classmates with on-grade level texts.			
	69	Yes	0			
	66	Yes	0			
g. Materials include multiple opportunities for	53	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).	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	No	No links to texts were provided or could be found. The links suggested working with complex texts, but they were not viewable.			
	78	No	A list of texts at a variety of complexity levels is not included for small group instruction. You can meet this indicator by adding a list of texts for small group reading.			
	76	Yes	0			
	69	No	The same complex text for the read aloud is used for small group reading instruction. Suggest including texts that are at a variety of complexity levels with a focus on a continued skill and knowledge-based competency building capabilities.			
	66	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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	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).	53	Yes	0			
	78	No	This indicator is not met because each of the required writing opportunities is not included. Revise by adding small group writing lessons.			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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).	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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	53	Yes	0			
	78	No	The correlation guide provided by the publisher did not identify specific lessons with evidence of lessons to promote academic discussions around grade level concepts. The lessons evaluated did not meet the indicator. Consider revising by including specific lessons to promote academic discussions and listing them in the			
	76	Yes	0			

listen to and respond in increasingly sophisticated ways with relevant evidence.	69	Yes	0			
	66	Yes	0			
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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	53				Total indicators to be re-reviewed:	0
	78					
	76					
	69					
	66					
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.	53		Pass			
	78		Pass			
	76		Pass			
	69		Pass			
	66		Pass			
Overall		Pass				

Grade & Subject:G01300ISBN:9781949732603

Title Name:EL GRADE 3Publisher:LearnZillion, EL

Original Reviews Submitted:5Reviewers:53, 78, 76, 69, 66

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: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	53	Yes				
	78	No	The ALL block includes some foudational skills practice but each foundational literacy standard is not addressed. Revise to include grade level foudational skills instruction.			
	76	Yes				
	69	Yes				
	66	Yes				
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	53	Yes				
	78	Yes				
	76	Yes				
	69	Yes				
	66	Yes				
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	53	No	No link was provided and upon review of materials, decodable readers were not accessible. I could not find texts to reference for ALL block.			
	78	Yes				
	76	Yes				
	69	Yes				
	66	Yes				
d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	53	Yes	No link provided but evidence was found to support this indicator.			
	78	No	There is not sufficient evidence of encoding instruction. In order to meet this indicator you should add explicit encoding instruction and more decoding practice.			
	76	Yes				
	69	Yes				
	66	No	There does not appear to be a scope and sequence related to the reciprocal process of encoding and decoding. There are opportunities to apply these skills throughout the modules. One suggestion would be to create a scope and sequence that explicitly connects decoding to encoding so that students understand this vital relationship.			
e.Effective reading fluency instruction includes the following: •Evidence-based teaching strategies and varied practice opportunities; •Dessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and •Use of different text types.	53	Yes	No link provided but evidence was found to support this indicator.			
	78	Yes				
	76	Yes				
	69	Yes				
	66	Yes				
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.	53	Yes	No link provided but evidence was found to support this indicator.			
	78	No				
	76	Yes				
	69	Yes				
	66	Yes				
	53	Yes	No link provided but evidence was found to support this indicator.			

g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	78	No	These tools are not included in the program. In order meet expectations, you should add them.			
	76	Yes		0		
	69	Yes		0		
	66	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about foundational skills within the materials:	53				Total indicators to be re-reviewed:	0
	78					
	76					
	69					
	66					
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	53		Pass			
	78		Fail			
	76		Pass			
	69		Pass			
	66		Pass			
		Overall	Pass			

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.	53	No	Not all required texts included text analysis.			
	78	No	Consider revising to include more than just a list.			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	53	No	The publisher did not provide a link to review and indicated that this indicator was not present.			
	78	No	0			
	76	No	This indicator does not meet the expectation. Not annotated explicitly for TN ELA Standards.			
	69	No	Consider adding close reading passages including extensive annotations aligned to the TN ELA standards.			
	66	No	Not included			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	53	No	Standards are listed at the beginning of each lesson. Several standards were coded incorrectly or were absent in the listing but still provided a link for review. Linking th			
	78	Yes	0			
	76	Yes	0			
	69	No	Learning objectives are listed in each lesson, but not all Units and lessons have standards. Consider adding standards to the following:Module 1, Unit 1, 2, & 3 -all lessons#			
	66	Yes	0			
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.	53	No	No clear connection to TN standards.			
	78	Yes	0			
	76	No	This indicator does not meet the expectation. No clear connection to TN Academic Standards. Consider adding the connection documentation.			
	69	No	Topics and/or enduring understandings are connected to science, social studies, health, and fine arts, but not clearly connected to Tennessee's Standards. (e.g., science, s			
	66	No	There are no references to connections between topics and other TN Academic standards. A suggestion would be to review these standards and include a connection if a			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills	53	Yes	0			
	78	Yes	0			
	76	Yes	0			

that have already been taught.	69	Yes	0			
	66	Yes	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	53	No	The publisher did not provide a link to review and indicated that this indicator was not present.			
	78	No	0			
	76	No	This indicator does not meet the expectation. Not aligned with TN ELA Standards.			
	69	No	Consider adding quarterly benchmark assessments aligned to the TN ELA standards.			
	66	No	Not included			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	53	Yes	0			
	78	No	The parent information provided is great but it is about curriculum not student progress.			
	76	Yes	0			
	69	Yes	0			
	66	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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			

r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	53	Yes	Attention needs to be given to this correlation guide to ensure proper use. Standards are coded incorrectly and not always listed.			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	No	Not included			
s. Each lesson contains a list of required materials.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	53	Yes	0			
	78	Yes	0			
	76	No	This indicator does not meet expectations. Access to text is limited to digital. The publisher should consider expanding to offer the purchase of printed materials to vary a			
	69	Yes	0			
	66	Yes	0			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	53	No	The publisher did not provide a link to review and indicated that this indicator was not present.			
	78	No	0			
	76	No	This indicator does not meet the expectation. Consider adding these resources with clickable links for ease of use. This should provide the user with a friendly way to see			
	69	No	Consider adding teacher and student materials that include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.			
	66	No	Not included			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	A list of TN ELA standards are included on the grade level Curriculum Map, but not on all lessons.			
	66	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	53				Total indicators to be re-reviewed:	0
	78					
	76					
	69					
	66					

[illegible]

[illegible]

Method