

****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: **G01100**

Reviewer	Section I	Section II	Section III	Section IV	Overall
48	Pass	Pass	Pass	Pass	
62	Fail	Fail	Fail	Fail	
32	Pass	Pass	Fail	Pass	
59	Pass	Pass	Pass	Pass	
55	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 revise content and enter the title into re-review, 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:G01100

Title Name:Wonders

Original Reviews Submitted:5

ISBN:9780076992706

Publisher:McGraw-Hill Education

Reviewers:48, 62, 32, 59, 55

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.	48	Yes				
	62	No	Unit 2 does not meet the cognitive demand of this standard because the Big Idea: What makes a Community does not help students to build knowledge by going deep over time. Essential questions are a very low level. A suggested idea would be to work backwards to determine what kind of knowledge the students to gain and would should they be expected to do with it. Maps, animals, buildings cover many things. Consider a more narrow focus with more depth.			
	32	Yes				
	59	Yes	This indicator exceeds expectations. Publisher does a good job of finding a variety of genres that are organized around a topic.			
	55	Yes				
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	48	Yes	The indicator meets expectations as evidenced on page T127 (U 4) and T217 (U6) because it provides direct and contextual instruction for vocabulary.			
	62	No	There are protocols for teaching vocabulary, but these procedures seem to take place more in differentiated or small group reading instruction than in the Tier 1 (whole class) reading instruction. Oral and visual vocabulary words are there depending on which reading group a child is in. Academic vocabulary words are mentioned and written on the side of the pages within the Teacher text. The other vocabulary words that are needed to build understanding around a concept are not as clearly defined within the Tier 1 instruction. For example, on page 74 of the Instructional Routines Handbook(which is non-grade specific), Tier 1, 2, and 3 words are defined, but on p. 75, it says that in grades K and 1, there is direct instruction of oral vocabulary while at grades 2-5, there are direct instructional vocabulary mini lessons. This would be very unclear to anyone trying to pick up this series to teach. The teacher is having to do too much crosschecking for information, which is time consuming and inconvenient. A new teacher might not know to go looking for information somewhere else in the series.			
	32	Yes				
	59	Yes				
	55	Yes				
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	48	Yes	The indicator meets expectations as evidenced on page T478-479 un Unit 5 in Show what you learned and T466 in unit 6 in the publish, present, and evaluate.			
	62	No	The unit assessment materials do not represent the rigor that Tennessee expects. For example in Unit 6, the students are asked to read multiple non-authentic text and answer very simple questions. Included is a writing prompt which appears more authentic, but does not cover what the content of what was supposed to taught in the unit. Consider revising the units for depth and including an authentic project where the children can demonstrate their understanding of both content and skills that were taught.			
	32	Yes				
	59	Yes				
	55	Yes	The culminating tasks lack the same rigor as the unit starters. Tennessee is the fastest improving state.			
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.	48	Yes	The indicator meets expectations as evidenced in the text complexity guide.			
	62	No	Some materials in the small group instruction include this information but not the text for the interactive (whole class)read aloud s. The teacher facing materials for Grade 1, tier 1 instruction materials, do not include a qualitative/quantitative analysis.			
	32	Yes				
	59	Yes				
	55	Yes	Text Complexity are listed; however, it would have been helpful to have the IRA cards included.			
e. Texts used for shared reading are at grade level as	48	Yes	The indicator meets expectations as evidenced in the text complexity guide.			

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.	62	No	The information was not available and it is unclear what is considered a shared read other than the stories in the <i>Reading/Writing Companion</i> .			
	32	Yes				
	59	Yes				
	55	Yes				
f. Text plays a central role in the literacy block.	48	Yes	The indicator meets expectations as evidenced through all lessons of requiring students to read, write, and speak about text.			
	62	Yes	Yes, but more than one Interactive read aloud should be shared in a weeks time and there should be a variety of formats - including book form.			
	32	Yes				
	59	Yes				
	55	Yes				
g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	48	Yes				
	62	Yes				
	32	Yes				
	59	Yes				
	55	Yes				
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.	48	Yes	The indicator meets expectations as evidenced on page T137A-171I (U4) and T47A-N (U6)			
	62	No	There are no questions that are strategically sequenced to scaffold students in building a deeper understanding of the text during the interactive read alouds and very few in other places. Most of the task			
	32	Yes				
	59	Yes				
	55	Yes				
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	48	Yes				
	62	Yes				
	32	Yes				
	59	Yes				
	55	Yes				
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	48	Yes	The indicator exceeds expectations as evidenced on page T29(U 1) when students must discuss with peers and a sentence stem is given to set them up for success.			
	62	Yes				
	32	Yes				
	59	Yes				
	55	Yes				
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	48				Total indicators to be re-reviewed:	0
	62		There seems to be Many Focus points within this series: Habit of Learning, Social Emotional Learning, ELL, Small Group, Different			
	32					
	59					
	55					
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				
	48	Pass				
	62	Fail				
	32	Pass				
	59	Pass				
	55	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	1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	48	Yes	The indicator meets expectations as evidenced on page S12 and T107			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their	48	Yes	The indicator meets expectations as evidenced on page T44,T310, and T52			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
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.	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Know the sound-spelling correspondence for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly	48	Yes	The indicator meets expectations as evidenced on page T53,T227,T112-113 (Unit 2).			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCve, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	48	Yes	The indicator meets expectations as evidenced on page T26,T137, and T395 (Unit 1)			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy	1.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 text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition	48	Yes	The indicator exceeds expectations as evidenced on page T39 and T206-207 due to the incorporation of fluency practice as well as practice with partners.			
		62	Yes	0			
		32	Yes	0			

Read with sufficient accuracy and fluency to support comprehension.	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	59	Yes				
		55	Yes				
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.	1.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 common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions such as during, beyond, and toward. i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	48	Yes	The indicator meets expectations as evidenced on page T61,T145,T421 and T151 (Unit 5)			
		62	Yes				
		32	Yes				
		59	Yes				
		55	Yes				
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.	1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms. 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.	48	Yes				
		62	Yes				
		32	Yes				
		59	Yes				
		55	Yes				
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: 1.RL.KID.1 Ask and answer questions about key details in a text.	48	Yes	The indicator meets expectations as evidenced on page T43 (U 3)			
		62	No	See section 1, indicator h			
		32	Yes				
		59	Yes				
		55	Yes				
	Informational Text: 1.RI.KID.1 Ask and answer questions about key details in a text.	48	Yes	The indicator meets expectations as evidenced on page T51B (U 4)			
		62	No	See section 1, indicator h			
		32	Yes				
		59	Yes				
		55	Yes				
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or	Literature: 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	48	Yes	The indicator meets expectations as evidenced on page T113 (u 2)			
		62	No	Unit 2, Reading/Writing Companion p.26-29, asks the students to retell the story by answering very simple questions on the page. There is no evidence of how this standard is taught.			
		32	Yes				
		59	No	This indicator does not meet expectation. Although the concept of "details" is very well covered, the direct instruction covering central ideas/themes is not sufficient. A suggestion for			
		55	Yes				

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Informational Text: 1.RI.KID.2 Identify the main topic and retell key details of a text.	48	Yes	The indicator meets expectations as evidenced on page T141C Unit 4			
		62	No	Unit 1, Reading/Writing Connection p.120-123, the same model is used that is used in literature above. Consider rewriting to allow the students the opportunity to discuss the main			
		32	Yes	0			
		59	Yes	This indicator exceeds expectation. Students are consistently exposed to finding key details throughout the curriculum and have more than enough instruction over this concept.			
		55	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: 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	48	Yes	The indicator meets expectations as evidenced on page T131 G (Unit 2)			
		62	No	In Unit 2, page 138 does not meet the cognitive demands for this standard because			
		32	Yes	the focus of the lesson and each is on teaching realistic fiction and the objective.	0		
		59	Yes	0			
		55	Yes	0			
	Informational Text: 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	48	Yes	The indicator meets expectations as evidenced on page T123 Unit 4			
		62	No	Unit 5, page 1218 does not meet the cognitive demand for this standard because			
		32	Yes	the lesson is about finding out about Talahashie's life and understanding what a	0		
		59	Yes	0			
		55	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: 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	48	Yes	The indicator meets expectations as evidenced on page T127 unit 3.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
	Informational Text: 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	48	Yes	The indicator meets expectations as evidenced on page T137G Unit 6.			
		62	No	I could find no evidence of this standard being taught.			
		32	Yes	0			
		59	Yes	0			
		55	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: 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	48	Yes	The indicator meets expectations as evidenced on page T290 Unit 2			
		62	No	I could find no evidence of this standard being taught.			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
	Informational Text: 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	48	Yes	The indicator meets expectations as evidenced on page T231 unit 6.			
		62	No	Unit 3, 13038 does not meet the cognitive demand of this standard because the			
		32	Yes	teaching is through a "Think aloud" only and no questions were asked to make sure	0		
		59	Yes	0			
		55	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: 1.RL.CS.6 Identify who is telling the story at various points in a text.	48	Yes	The indicator meets expectations as evidenced on page T47D unit 3.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
	Informational Text: 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	48	Yes	The indicator meets expectations as evidenced on page T137J unit 6.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	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: 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	48	Yes	The indicator meets expectations as evidenced on page T47J unit 4.			
		62	No	Unit 5, T119 does not meet the cognitive demand for this standard because this			
		32	Yes	standard is not explicitly taught. On Day 1 for the Chared Read the focus is on	0		
		59	Yes	0			
		55	Yes	0			
	Informational Text: 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	48	Yes	The indicator meets expectations as evidenced on page T227I unit 4.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	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: 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.	48	Yes	The indicator meets expectations as evidenced on page T359 Unit 3.			
			62	No	In Unit 3, pages 1359, 1390 are examples of the standard that does not meet the cognitive demand of the standard. on page T360, it just says to point out that the			
			32	Yes		0		
			59	Yes		0		
			55	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: 1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	48	Yes	The indicator meets expectations as evidenced on page T135A unit 1.				
		62	No	The cognitive demand of this standard is not being met, for example, in Unit 3, T201 at the bottom of the page. <i>Make Connections</i> it asks the teacher to let				
		32	Yes		0			
		59	Yes	This indicator meets expectations however, consider adding more opportunities for students to compare characters from the same story. Almost all of the				
		55	Yes		0			
	Informational Text: 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	48	Yes	The indicator meets expectations as evidenced on page T62 Unit 4.				
62		No	Unit 1, pages 1383E is an example of how this standard does not meet the cognitive demand. This could be more rigorous if the <i>Connect to Anchor Text</i> part					
32		Yes		0				
59		Yes		0				
55		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: 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.	48	Yes	The indicator meets expectations as evidenced on page T231A-231B unit 4.				
		62	Yes		0			
		32	Yes		0			
		59	Yes		0			
		55	Yes		0			
	Informational Text: 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.	48	Yes	The indicator meets expectations as evidenced on page T478-479 unit 4.				
		62	Yes		0			
		32	Yes		0			
		59	Yes		0			
		55	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' ideas and expressing one's own ideas clearly and	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	48	Yes	The indicator meets expectations as evidenced on page T57 unit 3.				
		62	Yes		0			
		32	Yes		0			
		59	Yes		0			
		55	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.	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	48	Yes	The indicator meets expectations as evidenced on page T105 unit 3.				
		62	No	This standard could be met by including high quality questions strategically placed within a text. and by including exemplar answers with them.				
		32	Yes		0			
		59	Yes		0			
		55	Yes		0			
Standard 3 Category Comprehension and Collaboration Cornerstone	1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	48	Yes	The indicator meets expectations as evidenced on page T57 unit 3.				
		62	No	See comments above				
		32	Yes		0			

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		59	Yes	0			
		55	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	1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	48	Yes	The indicator meets expectations as evidenced on page T47J unit 3.			
		62	No	Unit 3, page T207 does not address this standard as noted on the 1N Standard Chart.			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	48	Yes	The indicator meets expectations as evidenced on page T225 unit 3.			
		62	No	Unit 3, page T309 does not meet the cognitive demand of this standard. The students are having to decide who to interview, do the interview, check the checklist in the Reader/Writer Companion Guide then go back and choose the			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	48	Yes	The indicator meets expectations as evidenced on page T31 unit 5.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	48	Yes	The indicator meets expectations as evidenced on page T48 unit 5.			
		62	No	Unit 5, page T48, T54 does not meet the cognitive demand for this standard. Consider revising to have the students provide some sense of closure.			
		32	No	This resource meets some expectations of the indicator. Example 1E Unit 2 page 48, UNIT 3 pages 300&384. The assignments are listed as independent writing activities. A suggestion for improvement might include a more intentional focus on			
		59	Yes	0			
		55	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.	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	48	Yes	The indicator meets expectations as evidenced on page T138 unit 5.			
		62	No	Unit 4, pages T48 and T54 does not meet the cognitive demand for this standard because it does not ask the students to provide some sense of closure. Consider revising to reflect the rigor of the standard.			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
Standard 3 Category	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe	48	Yes	The indicator meets expectations as evidenced on page T318 unit 5.			

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.	actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	62	No	Unit 5, pages 1318 does not meet the cognitive demand for this standard because in the writing about Peter, explicit instruction to describe his thoughts, feelings and actions would make this more helpful to the students. The students were not			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.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.)	48	Yes	The indicator meets expectations as evidenced on page T132 unit 1.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	48	Yes	The indicator meets expectations as evidenced on page T138 unit 1.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	48	Yes	The indicator meets expectations as evidenced on page T224-225 unit 3.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.	48	Yes	The indicator meets expectations as evidenced on page T56-57 unit 6.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	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.	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	48	Yes	The indicator meets expectations as evidenced on page T56-57 unit 6.			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	Yes	0			
Standard 9 Category Research to Build and	Not applicable						

Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.							
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.	1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	48	Yes	0			
		62	Yes	0			
		32	Yes	0			
		59	Yes	0			
		55	0	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		48					Total indicators to be re-reviewed:
		62					0
		32					
		59					
		55					
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.)		48	Pass				
		62	Fail				
		32	Pass				
		59	Pass				
		55	Pass				
		Overall	Pass				

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Original Reviews Submitted:5Reviewers:48, 62, 32, 59, 55

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.	48	Yes	The indicator meets expectations as evidenced by all units beginning with essential questions and enduring understandings that are discussed throughout the unit.			
	62	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 an enduring understanding support daily mastery to show that students are working towards end of weekly and unit goal mastery? How might this support teachers in determining critical questions and activities for each day?			
	59	Yes		0		
	55	Yes		0		
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	48	Yes		0		
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	Yes		0		
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	48	Yes		0		
	62	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with several of the IRA text choices are folktales and stories from different geographical regions. How might the inclusion of more published text pieces provide stronger intentionality with this indicator?			
	59	Yes		0		
	55	Yes		0		
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	48	Yes		0		
	62	No	Many are not authentic texts that are used for the interactive read alouds. This area could be strengthened.			
	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 are folktales and informational text. Your informational texts do not have the author identified.			
	59	Yes		0		
	55	Yes		0		
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	48	Yes		0		
	62	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. The majority of texts used for this instructional purpose are folktales and informational text. How might you add to your text selections by including more of a variety of genres? How might this impact student learning and knowledge building as they apply overarching concepts to a variety of texts?			
	59	Yes		0		
	55	Yes		0		
f. Students have multiple and varied opportunities to engage with text across the	48	Yes		0		
	62	Yes		0		

literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.	32	Yes		0			
	59	Yes		0			
	55	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).	48	Yes	The indicator exceeds expectations as evidenced on page T47A-j (unit 5) because of the close reading routine explicitly outlined.				
	62	Yes	There are multiple reads of a text, but each time a text is revisited - there should be a clear focus....there are many areas of focus on each day and therefore the objective is lost.				
	32	No	This resource meets some expectations of the indicator as evidenced with close reading routines. However, the purpose is very loosely connected to concept and is not explicitly stated. It also presents itself as a focus on skills in isolation (Unit 1 T22-23, T28-T29) when students are to practice the comprehension skill, visualize. The purpose of rereading should be to build knowledge about the concept. Additionally, when students are introduced to the IRA-typically on Day 3, there is a connection to the concept and setting the purpose. A suggestion for improvement would be to begin the unit focusing on the concept with the essential question and enduring understanding guiding learning to the conceptual goal. How might aligning all of these create clearer expectations about text choices and purpose for instruction?				
	59	Yes		0			
	55	Yes		0			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	48	Yes	The indicator meets expectations as evidenced on page T13 unit 2 with recommended texts and T16 with accountability structures				
	62	Yes		0			
	32	No	This resource meets some expectations of the indicator as evidenced with listing self-selected reading as a student choice option. A suggestion for improvement would be to consider protocols or instructional routines for what reading behaviors look like. Additionally, as students are to respond in their reading journals.... What do writing expectations and behaviors look like?				
	59	Yes		0			
	55	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.	48	Yes		0			
	62	Yes		0			
	32	Yes		0			
	59	Yes		0			
	55	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.	48	Yes		0			
	62	Yes		0			
	32	Yes		0			
	59	Yes		0			
	55	Yes		0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	48	Yes		0			
	62	No	The explicit instruction could be strengthened to include a sense of closure.				
	32	Yes		0			
	59	Yes		0			
	55	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).	48	Yes	This indicator meets expectations but could include more interactive and small-group writing.				
	62	No	These terms are used, but the purpose for how or why each one is used is unclear. Modeled writing should say: This is where the teacher models what is expected in the Teacher facing materials.				
	32	No	This resource meets some expectations of the indicator as evidenced with the "Write about texts" overview. Students are engaged in Shared writing as the week begins and the shift moves towards independent writing. A suggestion for improvement would be to consider further gradual release to include teacher modeling, students share writing, small group supporting writing, moving toward independent writing. How might additional scaffolds in writing support the continuum of read/think/talk/write				
	59	Yes	This indicator meets expectation, however consider making the opportunities more balanced across the curriculum so that students have opportunities to experience the different modes of writing more frequently.				
	55	Yes		0			
	48	Yes		0			
	62	Yes		0			

m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	32	No	This resource does not meet the full expectation of this indicator as evidenced in the research and inquiry opportunities are predominantly informative/explanatory pieces. It is noted that additional support for writing process and specific genre writing are found in the back pages of TE. Additionally, the grade level specific screening instrument indicates different genres are covered over the course of the year as noted by examples in unit foci. How might this be included in weekly design to appear more intentional? A suggestion for improvement would be to create tasks that build and create opportunities to develop each genre writing.			
	59	Yes		0		
	55	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).	48	Yes		0		
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	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.	48	Yes		0		
	62	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			
	59	Yes		0		
	55	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.	48	Yes	The indicator exceeds expectations as evidenced by the support and recommendations provided for ELLs, SWD, and students performing below grade level.			
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	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.	48	Yes		0		
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	Yes		0		
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	48	Yes	This indicator meets expectations; however, published could make the assessment documents more easily accessible.			
	62	No	There are many assessments that address many different skills, but there is not a culminating task which assess the information learned from the unit through reading, writing, speaking or listening.			
	32	Yes		0		
	59	Yes		0		
	55	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	48				Total indicators to be re-reviewed:	0
	62					
	32					
	59					

	55				
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.	48	Pass			
	62	Fail			
	32	Fail			
	59	Pass			
	55	Pass			
	Overall	Pass			

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Section IV: Foundational Skills						
Materials meet at least 80% of indicators in Section IV.						
The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.						
Indicator	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.	48	Yes		0		
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	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.	48	Yes		0		
	62	No	There is not an abundance of evidence based practice materials to be used independently or with support. Students need hands on manipulation. Technology is not always dependable and is not concrete. Consider using magnetic letters, dry erase boards, finger tapping...			
	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.			
	59	Yes		0		
	55	Yes		0		
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	48	Yes		0		
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	Yes		0		
d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	48	Yes		0		
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	Yes		0		
e.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.	48	Yes		0		
	62	No	Fluency lessons do not address phrasing and prosody.			
	32	Yes		0		
	59	Yes		0		
	55	Yes		0		
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.	48	Yes		0		
	62	Yes		0		
	32	Yes		0		
	59	Yes		0		
	55	Yes		0		
g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for	48	Yes		0		
	62	Yes		0		
	32	Yes		0		

targeted re-teaching.	59	Yes	0			
	55	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about foundational skills within the materials:	48				Total indicators to be re-reviewed:	0
	62					
	32					
	59					
	55					
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	48		Pass			
	62		Fail			
	32		Pass			
	59		Pass			
	55		Pass			
	Overall		Pass			

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Original Reviews Submitted:5Reviewers:48, 62, 32, 59, 55

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.	48	Yes	0			
	62	No	0			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	48	Yes	0			
	62	No	0			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	48	Yes	0			
	62	No	0			
	32	Yes	0			
	59	Yes	0			
	55	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.	48	Yes	0			
	62	No	The enduring understandings do not go deep.			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	48	Yes	0			
	62	Yes	0			
	32	Yes	0			
	59	Yes	0			
	55	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.	48	Yes	0			
	62	No	0			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	48	Yes	0			
	62	No	The only way advanced students are addressed is through varied guided reading groups/texts.			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of	48	Yes	0			
	62	No	Only through the workbook, consider having students practice reading at night or work on sight word recognition.			
	32	Yes	0			

skills that have already been taught.	59	Yes	0			
	55	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.	48	Yes	0			
	62	Yes	0			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	48	Yes	0			
	62	Yes	There are too many protocols to be helpful.			
	32	Yes	0			
	59	Yes	0			
	55	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.	48	Yes	0			
	62	Yes	0			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	48	Yes	0			
	62	No	Portfolio's and anchor papers are not provided.			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	48	Yes	0			
	62	Yes	0			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	48	Yes	0			
	62	Yes	0			
	32	No	Home-school letter included, but how are they aware of progress?			
	59	Yes	0			
	55	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.	48	Yes	0			
	62	No	The units of study are not coherent and do not help students build knowledge.			
	32	Yes	0			
	59	Yes	0			
	55	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.	48	Yes	0			
	62	Yes	Skills knowledge, not content knowledge			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
	48	Yes	0			

q. Program components, lesson plans, and the relationships among the parts are clear.	62	No	This series would be very difficult for a teacher to take and teach each days lesson. There are no focus standards and therefore it all looks very suggestive.			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	48	Yes	0			
	62	Yes	0			
	32	Yes	0			
	59	Yes	0			
s. Each lesson contains a list of required materials.	55	Yes	0			
	48	Yes	0			
	62	No	Academic language words are pulled out and digital tools are noted, it needed.			
	32	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	59	Yes	0			
	55	Yes	0			
	48	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).	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
	48	Yes	0			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	62	Yes	0			
	32	Yes	0			
	59	Yes	0			
	55	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	48	Yes	0			
	62	No	0			
	32	Yes	0			
	59	Yes	0			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	55	Yes	0			
	48	Yes	0			
	62	Yes	It is difficult to get the ELA Standards guide in the teacher facing materials.			
	32	Yes	0			
Additional Comments:	59	Yes	0			
	48	Yes	0			
	62	No	0			
	32	Yes	0			
Additional Comments about Section V: Additional Components	55	Yes	0			
	48	Yes	0			
	62	Yes	0			
	32	Yes	0			
Total indicators to be re-reviewed:						0

[illegible]

