

****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: Into Reading
Grade: G01100

Reviewer	Section I	Section II	Section III	Section IV	Overall
145	Fail	Pass	Pass	Pass	
146	Pass	Pass	Pass	Fail	
107	Pass	Pass	Pass	Pass	
141	Fail	Pass	Pass	Pass	
142	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:Into Readin

Original Reviews Submitted:5

ISBN:9780358006442

Publisher:Houghton Mifflin Harcourt

Reviewers:145, 146, 107, 141, 142

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.	145	Yes				
	146	Yes	Texts build knowledge around new friends and experiences, communities, how animals live, being good citizens, light and dark, holidays and symbols, the natural world, what stories teach us, plants and gardens, thinking in new ways, as well as genre studies on non-fiction and literary texts.			
	107	Yes				
	141	Yes				
	142	Yes				
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	145	No	This indicator is not being met because there is not any contextual instruction for vocabulary. The program indicates that the "Power Words" are pulled from a text, however no instruction on the vocabulary words are taking place within the text. A suggested revision is to incorporate contextual instruction within the text from which the words are being pulled from.			
	146	Yes	Materials do provide direct and contextual instruction. A suggestion to strengthen this shift would be to instruct teachers to go back into the text and read the vocabulary words in context. Also, it would be helpful to add a check for understanding with the routine.			
	107	Yes				
	141	Yes				
	142	Yes				
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	145	Yes				
	146	Yes	Students are able to tap into knowledge and literacy skills they have gained through the unit in order to successfully gained through the unit in order to successfully complete the task.			
	107	Yes				
	141	Yes				
	142	Yes				
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.	145	Yes				
	146	Yes	Analysis of measurement is present and interactive texts are appropriately complex based on quantitative and qualitative measures.			
	107	Yes				
	141	No	Most read-aloud texts are not 1-3 years above grade level. If using the Lexile level plus a qualitative analysis of text complexity: The Lexile level is provided for Read Aloud texts but there is no qualitative evaluation provided. To meet the expectations of this indicator - Similar to Shared Reading texts on the "Preview Lesson Texts" pages, provide a qualitative analysis of text complexity, along with the quantitative, demonstrating that when consideration is given to both the quantitative and qualitative measurements, the read-aloud text is 1-3 years above grade level. If using the Guided Reading Level (quantitative and qualitative combined) to assess text complexity: Most read-aloud texts are not 1-3 years above grade level. To meet the expectations of this indicator using this system of assessing text complexity, replace texts that are not 1-3 years above grade level with texts that are 1-3 years above grade level according to Fountas & Pinnell's Gradient of Text Difficulty. 1st grade range is typically D-I, so texts should be at least K (at the beginning of the year) and higher as the year progresses.			
	142	Yes				

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.	145	Yes		0			
	146	Yes	Analysis of measurement is present and shared reading texts are appropriately complex based on quantitative and qualitative measures.				
	107	Yes		0			
	141	Yes		0			
	142	Yes		0			
f. Text plays a central role in the literacy block.	145	Yes		0			
	146	Yes	Students are focused on texts and are talking, reading or writing about texts throughout lessons. Include more support for independent reading in lessons.				
	107	Yes		0			
	141	Yes		0			
	142	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.	145	Yes		0			
	146	Yes		0			
	107	Yes		0			
	141	Yes		0			
	142	Yes		0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
h. Text-dependent questions: • Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. • High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	145	Yes		0			
	146	Yes	Evidence of text dependent questions in teacher's manual, Teaching Pal, and Book Stix.				
	107	Yes		0			
	141	Yes		0			
	142	Yes		0			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	145	Yes		0			
	146	Yes	Response to text portion of lessons have students responding to texts in Teaching Pal.				
	107	Yes		0			
	141	Yes		0			
	142	Yes		0			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	145	Yes		0			
	146	Yes		0			
	107	Yes		0			
	141	Yes		0			
	142	Yes		0			
Additional comments:	Reviewer	Evidence/Notes					
Additional comments on the three instructional shifts within the materials:	145			0		Total indicators to be re-reviewed:	0
	146			0			
	107			0			
	141			0			
	142			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					
	145	Fail					
	146	Pass					
	107	Pass					
	141	Fail					
	142	Pass					
	Overall	Pass					

Grade and Subject:

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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.	145	No	This indicator is not being met because the lessons that are referenced in the Correlations document only give evidence of this standard being offered as an			
		146	Yes		0		
		107	Yes		0		
		141	Yes		0		
		142	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	145	Yes		0		
		146	Yes		0		
		107	Yes		0		
		141	Yes		0		
		142	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	145	Yes		0		
		146	Yes		0		
		107	Yes		0		
		141	Yes		0		
		142	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.	145	Yes		0		
		146	Yes		0		
		107	Yes		0		
		141	Yes		0		
		142	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	145	Yes		0		
		146	Yes		0		
		107	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.	141	Yes	0			
		142	Yes	0			
Standard 6 Category Sentence Composition Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	No	While the majority of the indicators in this standard are met, indicator 1.FL.SC.6.a is not met because the curriculum does not address possessive nouns. For example, the lessons provided in the Grammar Mini Lessons cover common and proper nouns in depth, but possessive nouns are not addressed at all. A suggestion for revision is to add lessons covering possessive nouns to the noun lessons found in			
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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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: 1.RL.KID.1 Ask and answer questions about key details in a text.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	Yes	0			
	Informational Text: 1.RI.KID.1 Ask and answer questions about key details in a text.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	Yes	0			
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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	Yes	0			

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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	Yes	0			
	Informational Text: 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0		
			146	Yes	0		
			107	Yes	0		
			141	Yes	0		
			142	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.RI.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	145	No	This indicator is not being met because students are not using written details and illustrations to compare and contrast adventures/experiences of characters in			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	This indicator is being met as evidenced in Teacher's Guide, V1: 1396-1397; V3: 1152-1153, 1400, 1401, 1458 and Teaching Pal: B1-151, B2-82-100			
146		Yes	0				
107		Yes	0				
141		Yes	0				
142		Yes	Consider editing the Wrap Up the Topic portion of each module to include a printable graphic organizer, such as a T-Chart or Venn Diagram. Using a graphic				
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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	Yes	0			
	Informational Text: 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	No	This indicator is not being because there is little to no support being offered to teachers to help support students using complete sentences when speaking. This is promoted throughout the program, but the only support mentioned comes in			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	Yes	0			
Standard 3 Category	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe	145	Yes	0			

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.	146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.)	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0			
		146	Yes	0			
		107	Yes	0			
		141	Yes	0			
		142	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.	145	Yes	0		
		146	Yes	0		
		107	Yes	0		
		141	Yes	0		
		142	0	0		
Additional Comments		Reviewer	Evidence/Notes			
Additional Comments on Section II Standards		145			Total indicators to be re-reviewed:	0
		146				
		107				
		141				
		142				
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.)		145	Pass			
		146	Pass			
		107	Pass			
		141	Pass			
		142	Pass			
		Overall	Pass			

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Reviewers:145, 146, 107, 141, 142

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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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).	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			

	142	Yes	0			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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).	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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).	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	No	Needs evaluation tools for teachers to monitor student progress in their ability to listen to and respond with evidence.			
	107	Yes	0			
	141	Yes	0			
	142	No	This indicator is not met because there are no evaluation tools provided to strengthen students' ability to listen and respond. A suggestion for revision would be to include a listening and responding rubric within the Active			
p. Units and lessons clearly consider student learning differences in the design of instruction,	145	Yes	0			
	146	Yes	0			

activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.	107	No	There are plenty of resources and lesson support reviewed for English language learners.			
	141	Yes	Student find enough differentiation support for students below grade level and those with disabilities. Good!	0		
	142	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.	145	Yes		0		
	146	Yes		0		
	107	Yes	I could not view all of the actual assessments, but according to the sample provided the assessments looked pretty comprehensive. Consider giving districts access to full assessment materials to review.			
	141	Yes	Yes, the materials contain both formative and summative assessments and appear to offer multiple methods to measure what students know and do. I find the assessments confusing and therefore, I am including some thoughts for potentially improving this component.			
	142	Yes		0		
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	145	Yes		0		
	146	Yes		0		
	107	Yes		0		
	141	Yes		0		
	142	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	145				Total indicators to be re-reviewed:	0
	146					
	107					
	141					
	142					
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.	145		Pass			
	146		Pass			
	107		Pass			
	141		Pass			
	142		Pass			
	Overall		Pass			

Grade & Subject:G01100ISBN:9780358006442

Title Name:Into ReadingPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:145, 146, 107, 141, 142

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.	145	Yes		0		
	146	Yes		0		
	107	Yes		0		
	141	Yes		0		
	142	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.	145	Yes		0		
	146	Yes		0		
	107	No	These are mostly haphazardly placed in the independent learning centers- consider placing more emphasis on when to use these materials and their importance.			
	141	Yes		0		
	142	Yes		0		
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	145	Yes		0		
	146	Yes		0		
	107	Yes		0		
	141	Yes		0		
	142	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.	145	Yes		0		
	146	No	The materials did not meet this indicator because the Scope and Sequence including encoding and decoding was missing from materials. Teachers will need more support other than standard numbers.			
	107	Yes		0		
	141	Yes		0		
	142	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.	145	Yes		0		
	146	No	The materials did not meet this indicator because of the lack of addressing pacing, rate, phrasing and prosody in the included lesson plans. To meet this indicator, include explicit directions on how to teach for accuracy and monitor pacing, rate, phrasing and prosody.			
	107	Yes	Consider making fluency support resources (extra passages/instructions for at home reading practice, etc.) more easily accessible for reviewers or districts.			
	141	Yes		0		
	142	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.	145	Yes		0		
	146	Yes		0		
	107	Yes		0		
	141	Yes		0		
	142	Yes		0		
g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	145	Yes		0		
	146	Yes		0		
	107	Yes		0		
	141	Yes		0		
	142	Yes		0		

Additional Comments:	Reviewer	Evidence/Notes			
Additional comments about foundational skills within the materials:	145			Total indicators to be re-reviewed:	0
	146				
	107				
	141				
	142				
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	145	Pass			
	146	Fail			
	107	Pass			
	141	Pass			
	142	Pass			
	Overall	Pass			

Grade & Subject:G01100ISBN:9780358006442

Title Name:Into ReadingPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:145, 146, 107, 141, 142

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.	145	Yes	0			
	146	No	Teacher-facing materials need to include more information about illustrations and their impact/importance to the text within the delivery of lessons.			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	145	Yes	0			
	146	No	Extensive annotations are not present and clear. Teachers need more support other than standard indicator.			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	Yes and No. This textbook series does a wonderful job of listing standards before each module that align to science and or social studies topics. The science standards correlate to our numbering and naming of the standards in TN, but I noticed on this 1st grade series they do not exactly align in nomenclature for Social Studies. Perhaps this is because of our newly revised social studies standards in TN? Consider revising the naming of the standards for social studies to the newest TN standards- because there are great cross-curricular topics covered in this curriculums' text sets and I would not want educators to be confused about the different standards listed in this series compared to the ones they have to teach from in TN.			
	141	Yes	0			
	142	Yes	0			
	145	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
	145	Yes	0			
	146	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.	145	No	This indicator is not being met because the links in the Correlation Guide do not show evidence of guidance for teachers in identifying student misconceptions around the Tennessee ELA standards. A suggested revision would be to incorporate "Teacher Tips" throughout the program that gives guidance on misconceptions that may arise with students and the ELA standards being focused on.			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	No	This indicator is not met because the teacher edition only provides guidance for misconceptions within the Foundational Literacy Standards. A suggestion for revision is to include guidance for misconceptions for the other strands. Adding this guidance to the Small Group Instruction piece would greatly benefit teachers.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	145	Yes	0			
	146	Yes	0			
	107	Yes	A little is mentioned, wish there was a bit more on differentiation with the independent workbooks, etc.			
	141	Yes	0			
	142	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student	145	Yes	*Some of the available resources may not be included in the basic price of the program such as their online assessments and screening resources.			
	146	Yes	0			

guidance that allow for the monitoring of student progress.	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	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.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	No	The Scope and Sequence provided online does not appear to be aligned with the Tennessee Academic Standards (TAS's). This is the resource referred to in the Correlation Guide for this indicator. There are correlations between the TAS's and various pages in the Correlations section in the back of each Teacher's Volume. This does not appear to be a Scope and Sequence however. Clearly provide or indicate the location of a Scope and Sequence aligned with the TAS's to meet the expectations of this indicator.			
	142	Yes	0			
s. Each lesson contains a list of required materials.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
u. Student materials provide for individual	145	Yes	0			
	146	Yes	0			

students to have access to text (classroom sets of texts and/or digital platform texts).	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	145	Yes	0			
	146	Yes	0			
	107	Yes	0			
	141	Yes	0			
	142	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	145				Total indicators to be re-reviewed:	0
	146					
	107					
	141					
	142					

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