

**\*\*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:** G01K00

Reviewer	Section I	Section II	Section III	Section IV	Overall
145	Fail	Pass	Pass	Pass	
146	Pass	Pass	Pass	Fail	
142	Fail	Pass	Pass	Pass	
107	Pass	Pass	Pass	Pass	
141	Pass	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	Pass	<b>PASS</b>

**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:G01K00

Title Name:Into Reading

Original Reviews Submitted:5

ISBN:9781328603098

Publisher:Houghton Mifflin Harcourt

5 Reviewers:145, 146, 142, 107, 141

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> 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. <b>Text sets:</b> 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	This indicator is being met as evidenced in the Teachers Guide, Vi: vi-vii; V6: T2-T3, T6-T7; V8: T2-T3, T6-T7.			
	146	Yes	Texts build knowledge school, self, community, health and wellness, independence, nation, observation, plants, and animals			
	142	Yes		0		
	107	Yes	This curriculum does an exceptional job of building knowledge! The modules are built around complex topics appropriate for kindergarten and the high-quality text sets are included. Growth mindset is another component built in to this curriculum which is a helpful added bonus.			
	141	Yes		0		
b. <b>Vocabulary:</b> 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 limited/no contextual instruction being supplied by the materials for vocabulary, and Tier 2 and Tier 3 words are not provided in the materials. In the Teachers Guide V3: T10-T11 it is stated that academic vocabulary and topic related words would be taught, however there are only academic words being listed. A suggested revision is to provide a list or chart of the academic vocabulary along with topic related words that need to be taught. Within the vocabulary lessons the vocabulary words are being pulled from the text; however the instruction of these words are not occurring within the text itself. A suggested revision is to add supports for contextual instruction of the vocabulary words.			
	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 to read the vocabulary words in context. Also, it would be helpful to add a check for understanding within the routine.			
	142	No	This indicator does not meet expectations because the vocabulary instruction is delivered through a direct instruction model. Contextual instruction is vague and does not include detailed teacher instructions. For example, the Teach Topic Words and Teach Academic Vocabulary routines found throughout the curriculum are strong exemplars of direct vocabulary instruction, however the words and meaning are not presented within the context of the story. A suggested idea for revision is to include questioning and prompts for the Power Words within the text so that students could pause to clarify and discuss meaning during the 1st Read. Adding these prompts to the BookSix would be an effective way to allow teachers to provide contextual vocabulary instruction.			
	107	Yes	Great explicit instruction for teaching vocabulary.			
	141	Yes		0		
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T256-T257, T258-T259; V6: T256-T257, T258-T259; V9: T256-T257, T258-T259.			
	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 to read the vocabulary words in context. Also, it would be helpful to add a check for understanding within the routine.			
	142	Yes		0		
	107	Yes	The end of unit tasks are mainly writing, but there are a variety of other ways provided throughout the curriculum to assess students' literacy skills and knowledge acquisition. Some speaking and listening at end of unit tasks.			
	141	Yes		0		
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: T6-T7, T24-T25, T144-T145; V8: T6-T7, T24-T25, T84-T85.			
	146	Yes	Analysis of measurement is present and interactive texts are appropriately complex based on quantitative and qualitative measures.			
	142	Yes		0		
	107	Yes	Yes and this curriculum does an excellent job of spelling out exactly the quantitative and qualitative measures on both books used in text sets and even mini readers, too.			
	141	Yes		0		
e. Texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts</i> for a list of 60 titles that are appropriate for shared reading.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T25; V2: T85; V3: T145; V4: T145; V5: T206.			
	146	Yes	Analysis of measurement is present and shared reading texts are appropriately complex based on quantitative and qualitative measures.			
	142	Yes		0		

Language Arts Standards for further guidance on text complexity metrics.	107	Yes	0			
	141	Yes	0			
f. Text plays a central role in the literacy block.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V5: vi-vii, viii, T6-T7, T28-T29, T48-T49; V7:T6-T7, T28-T29, T48-T49.			
	146	Yes	Students are focused on text and are talking, reading or writing about texts throughout lessons. Include more support for independent reading in lessons.			
	142	Yes	0			
	107	Yes	Yes!			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V1: T6-T7; V2: T6-T7; V3: T6-T7; V4: T6-T7; V5: T6-T7; V6: T6-T7; V7: T6-T7; V8: T6-T7; V9: T6-T7.  In order to make this indicator stronger, a suggested revision is to add more informative texts to V1 and V2 due to the heavy representation of Fiction texts in those Modules.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V6: T39, T48-T49, T99, T108-T109; V7: T39, T48- T49, T99, T108-T109; V8: T39, T48- T49, T99, T108-T109.			
	146	Yes	Evidence of text dependent questions in both teacher's manual and Book Stix. Book Stix are a great idea!			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	145	No	This indicator is not being met because the majority of the writing tasks are not requiring students to respond to the text or use textual evidence in their writing. For example in V7:T70, students are asked to write what they would create with a box after reading the text "Not a Box." A suggested revision would be to create Response to Text prompts that require students to respond to a text and/or use textual evidence in their writing.  Another suggested revision is to allow for more opportunities for this activity to occur. Response to Text opportunities seem to be provided once per week in the scope of the lesson plans. This indicator would be stronger if more opportunities for this were offered in the scope of a week.			
	146	Yes	Response to Text portion of lessons have students responding to text. In "My Book" kinders are asked to write in direct response to text in the Put it Together.			
	142	Yes	0			
	107	Yes	Note that there are many "write about it" self connections in the myBook, but there are numerous opportunities to write to textual evidence, too, so this indicator still receives a yes. Teachers need to be aware of how to get to the deeper writing components this curriculum provides and not just have students compete the basic level writing starters worksheets in the myBook.			
	141	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	This indicator is being met as evidenced by the Teacher's Guide, V1: T159, T170-T171, T219, T230-T231; V3: T159, T170-T171, T219, T230-T231; V6: T159, T170-T171, T219, T230-T231. I like that the procedures/routines for Turn and Talk and Think-Pair-Share can be found in the Guiding Principles and Strategies book.			
	146	Yes	Multiple opportunities are present. One suggestion for improvement is to say where in the GPS talk structures are reviewed. Some teachers may not take the time to dig for resources.			
	142	Yes	0			
	107	Yes	Absolutely!			
	141	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		
	142			0		
	107	Excellent qualitative and quantitative analysis of texts used with series on the Preview Lessons Text pages. Online resources for this analysis, too. Saw some great scaffolding of questions. I would love to use this curriculum with my students. The text sets are there.				
	141			0		
Materials meet 100% alignment with Section I: Shifts in instruction?	Reviewer	Aligned				
	145	Fail				
	146	Pass				
	142	Fail				
	107	Pass				
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.						

	141	Pass	
	Overall	Pass	

Grade &amp; Subject:

G01K00

ISBN:

9781328603098

Title Name:

Into Reading

Publisher:

Houghton Mifflin Harcourt

Original Reviews Submitted:

5 Reviewers:

145, 146, 142, 107, 141

SECTION II						
Alignment to Tennessee English Language Arts Standards						
Materials must meet at least <b>90%</b> 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 <b>full breadth and depth</b> of the standards to be taught in an <b>integrated</b> and <b>spiraled</b> manner throughout the school year.						
FOUNDATIONAL LITERACY STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments
<b>Standard 1</b> <b>Category</b> Print Concepts <b>Cornerstone</b> Demonstrate understanding of the organization and basic features of print.	<b>K.FL.PC.1</b> Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. d. Recognize and name all upper and lowercase letters of	145	Yes	K.FL.PC.1a is being met as evidenced in the Teacher's Guide, V1: T120, V4: T60, T180, T240.		
		146	Yes		0	
		142	Yes		0	
		107	Yes	Resources online for this, too. For teachers to print supplements, etc.		
		141	Yes		0	
<b>Standard 2</b> <b>Category</b> Phonological Awareness <b>Cornerstone</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>K.FL.PA.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and begin to produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	145	Yes	K.FL.PA.2a is being met as evidenced in the Teacher's Guide, V1: T52, T62, T72, T112, V2: T172, T182, T192.		
		146	Yes		0	
		142	Yes		0	
		107	Yes	These standards are definitely in the curriculum. I think a bit skimpy in phonological awareness for any students that need extra support or who come to school without having been read to- there are resources provided online in the		
		141	Yes		0	
<b>Standard 3</b> <b>Category</b> Phonics and Word Recognition <b>Cornerstone</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<b>K.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. b. Associate the long and short phonemes with common spellings for the five major vowels. c. Read common high-frequency words by sight. d. Decode regularly spelled CVC words.	145	Yes	K.FL.PWR.3a is being met as evidenced by the Teacher's Guide, V1: T42, T53, T94, T64, T91 V3: T101, T102.		
		146	Yes		0	
		142	Yes	While this indicator is met, there are examples in the alignment guide for part d (decode regularly spelled CVC words) that refer to precodable texts. While precodable texts are a helpful tool for students, they do not align with this		
		107	Yes	I think a kindergarten curriculum should be a bit more phonics heavy than this one is- but, there are resources for students who are behind and the basics of all		
		141	Yes	of these standards are covered. I'm just thinking more practice/opportunities with	0	
<b>Standard 4</b> <b>Category</b> Word Composition <b>Cornerstone</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	analysis skills when encoding words; write legibly. a. Write uppercase and lowercase manuscript letters from memory. b. Write a letter/letters for most consonant and short vowel sounds (phonemes). c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, i) and CV (be, go) words with long vowels. e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. f. Write some common, frequently used words (am, and, like, the).	145	Yes	K.FL.WC.4a is being met as evidenced by the Teacher's Guide, V1: T41, T42, T134, T184, T194, T233, T234.		
		146	Yes		0	
		142	Yes		0	
		107	Yes		0	
		141	Yes		0	
<b>Standard 5</b> <b>Category</b> Fluency <b>Cornerstone</b> Read with sufficient accuracy and fluency to support	<b>K.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V4: T54, T55, T64, T65, T75, T102, T103, T124-T125, T135.		
		146	Yes		0	
		142	Yes		0	
		107	Yes		0	

comprehension.		141	Yes		0		
<b>Standard 6</b> <b>Category</b> Sentence Composition <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and writing with adult support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form regular plural nouns when speaking and in shared language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. Use the most frequently occurring prepositions when speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities.	<b>K.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and writing with adult support.	145	Yes	K.FL.SC.6a is being met as evidenced in the Teacher's Guide, V3: T140, T206; V4: T146, T164, T186, T206; V8: T66, T76.			
		146	Yes	K.FL.SC.6b is being met as evidenced in the Teacher's Guide, V1: T67, T177, T187.			
		142	Yes				
		107	Yes				
		141	Yes				
<b>Standard 7</b> <b>Category</b> Vocabulary Acquisition <b>Cornerstone</b> 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.	<b>K.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	145	Yes	K.FL.VA.7a.i is being met as evidenced in the Teacher's Guide, V5: T87, T131, T147. I specifically appreciated the text connections being used in these activities to give instruction on this standard.			
		146	Yes	K.FL.VA.7a.ii is being met as evidenced in the Teacher's Guide, V6: T87, T131.			
	<b>K.FL.VA.7b</b> With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action.	142	No	This indicator does not meet expectations because K.FL.VA.7b.ii is not met. The standard indicates that students should be able to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. The lessons addressing this bullet did not meet the rigor of the standard because students are simply required to identify synonyms and antonyms of various			
		107	Yes				
		141	Yes				
	<b>K.FL.VA.7c</b> Use words and phrases acquired through						
<b>READING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> 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.	<b>Literature: K.RL.KID.1</b> With prompting and support, ask and answer questions about key details in a text.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T29, T39, T89; V3: T90, T90, T90, T90.			
		146	Yes				
		142	Yes				
		107	Yes				
		141	No	Students are given numerous opportunities to answer questions about key details in a text; however, there were no opportunities located for students to ask			
	<b>Informational Text: K.RI.KID.1</b> With prompting and support, ask and answer questions about key details in a text.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V4: T28- T29, T89; T90, T90, T90.			
		146	Yes				
		142	Yes				
		107	Yes				
		141	Yes				
<b>Standard 2</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>Literature: K.RL.KID.2</b> With prompting and support, orally retell familiar stories, including key details.	145	Yes	This indicator is being met as evidenced in the			
		146	Yes				
		142	Yes				
		107	Yes				
		141	Yes				
	<b>Informational Text: K.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of a text.	145	Yes	This indicator is being met as evidenced in the			
		146	Yes				
		142	Yes				
		107	Yes				
		141	Yes				
<b>Standard 3</b> <b>Category</b>	<b>Literature: K.RL.KID.3</b> With prompting and support, orally identify characters, setting, and major events in a story.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T29, T31, T89; T109, T109, T111. I would add specific teacher question/discussion prompts.			
		146	Yes				
		142	Yes				

<b>Standard 3</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>Informational Text: K.RI.KID.3</b> With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	107	Yes		0		
		141	Yes		0		
		145	No	This indicator is not being met because the connections are not being made in Lesson V6, T48-T49 or T108-T109. Opportunity for these connections are evident.	0		
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
<b>Standard 4</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> 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.	<b>Literature: K.RL.CS.4</b> With prompting and support, ask and answer questions about unknown words in text.	141	Yes		0		
		145	No	This indicator is not being met in V1: 138, 171, or 198 that was referenced in the correlation guide. Lesson T28 and T98 does not meet the indicator because they	0		
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	No	Students are asked questions about unknown words in text. Opportunities to notice unknown words and ask questions about them in text were not located.	0		
<b>Standard 5</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> 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.	<b>Informational Text: K.RI.CS.4</b> With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	145	Yes		0		
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
		145	Yes		0		
<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: K.RL.CS.5</b> Recognize common types of texts.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: 188, 1148, V2: T19, T39, V6, T99, T110.	0		
		146	Yes		0		
		142	Yes		0		
		107	Yes	Nice flip chart provided for small group lessons that talks about genres, too.	0		
		141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: 1208; V3: 128; V6, T39, T119; V9, T39. A suggested revision to make this indicator stronger is to	0		
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Informational Text: K.RI.CS.5</b> Know various text features.	146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
		145	Yes		0		
		146	Yes		0		
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> 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.	<b>Literature: K.RL.CS.6</b> With prompting and support, define the role of authors and illustrators in the telling of a story.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: 188, 1148, T120.	0		
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: 1208; V2: 130; T60, V9, T39, V6, T398.	0		
<b>Standard 9</b> <b>Category</b> Integration of Knowledge and	<b>Informational Text: K.RI.CS.6</b> With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: 1208; V2: 130; T60, V9, T39, V6, T398.	0		
		146	Yes		0		
<b>Standard 10</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Informational Text: K.RI.IKI.7</b> With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	142	Yes		0		
		107	Yes		0		
		141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V6: 148-149, 138; V9, T60.	0		
		146	Yes		0		
		142	Yes		0		
<b>Standard 11</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> 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.	<b>Informational Text: K.RI.IKI.7</b> With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	107	Yes		0		
		141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V6: 160, 1170; V7: T169, T169.	0		
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
<b>Standard 12</b> <b>Category</b> Integration of Knowledge and	<b>Informational Text: K.RI.IKI.8</b> With prompting and support, identify the reasons an author provides to support points in a text.	141	Yes		0		
		145	Yes		0		
		146	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: 130, 160; V7: T128, T129.	0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
<b>Standard 13</b> <b>Category</b> Integration of Knowledge and	<b>Literature: K.RL.IKI.9</b> With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: 175, 1110, T120, T120, T125.	0		
		146	Yes		0		
		142	Yes		0		

<b>Ideas</b> <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Informational Text: K.RI.IKI.9</b> With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	107	Yes		0		
		141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: T133, T233, T258, T259; V7: T180; V8: T130.			
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: K.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T28, T29; V4: T240; V6: T89, T89, T140, T141; V8: T208, T208.			
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
	<b>Informational Text: K.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for Kindergarten.	141	Yes		0		
		145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: T30, T31; V4: T19, T39, T50; V8: T38, T38.			
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
<b>SPEAKING AND LISTENING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> 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	<b>K.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V6: T86, T89, T146, T159, T206, T258-T259. In order to make this indicator stronger, I suggest providing more support and opportunities for large group discussions. Most of the			
		146	Yes		0		
		142	Yes		0		
		107	Yes	Yes, and great teaching routines provided, too.			
		141	Yes		0		
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>K.SL.CC.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	145	Yes	This indicator is being met as evidenced in Teacher's Guide, V4: T27, T28-T29, T48-T49, T88- T89, T258.			
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	No	Opportunities to confirm understanding of a text read aloud or info presented through other media by answering questions is present. Opportunities/prompts for students to generate or ask questions about key details or to further clarify a			
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>K.SL.CC.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: T12, T39, T86, T99, T206, T219.			
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	<b>K.SL.PKI.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T12- T13, T250, T258-T259; V7: T86, T146.			
		146	Yes		0		
		142	Yes		0		
		107	Yes		0		
		141	Yes		0		
<b>Standard 5</b> <b>Category</b>	<b>K.SL.PKI.5</b> Add drawings or other visual displays of descriptions as desired to provide additional detail.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T13, T256; V2: T13, T259.			



<b>Presentation of Knowledge and Ideas</b> <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>K.SL.PK1.6</b> With guidance and support, express thoughts, feelings, and ideas through speaking.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: T146, T206, T258-T259. In order to make this indicator stronger, I suggest adding more support to encourage students to orally express feelings. In the lessons.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>		<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>K.W.TTP.1</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T116- T117, T136-T137; V8: T116-T117, T136-T137.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 2</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: T116- T117, T236-T237; V6: T116-T117, T236-T237.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 3</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<b>K.W.TTP.3</b> With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: T116- T117, T236-T237; V5: T116-T117; T236-T237; V7: T116-T117.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>K.W.PDW.4</b> 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	This indicator is being met as evidenced in the Teacher's Guide, V1: T94- T95, T104-T105; V2: T94- T95, T104-T105; V3: T94- T95, T104-T105.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing	<b>K.W.PDW.5</b> With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T126- T127, T246-T247; V2: T126-T127, T246-T247; V3: T126-T127, T246-T247.				
		146	Yes		0			

<b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		142	Yes		0			
		107	Yes	Writer's Workshop instructional format guide included and workbook for students.				
		141	Yes		0			
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>K.W.PDW.6</b> With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T256; V4: T13, T197.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>K.W.RBP.7</b> Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: T12- T13, V4: T56-T57, T67, T154, T155; V7: T12-T13.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>K.W.RBP.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V4: T154- T155, T176, T196.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Not applicable</b>							
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> 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.	<b>K.W.RW.10</b> With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T18, T250; V2: T18, T250; V3: T18, T250.				
		146	Yes		0			
		142	Yes		0			
		107	Yes		0			
		141	Yes		0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>					
<b>Additional Comments on Section II Standards</b>		145					<b>Total indicators to be re-reviewed:</b>	<b>0</b>
		146						
		142						
		107						
		141						
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>					
This means that no more than 4 boxes were marked "No." If more than 4 "No"		145	Pass					

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.)

146	Pass
142	Pass
107	Pass
141	Pass
Overall	Pass

Grade & Subject:G01K00

Title Name:Into Reading

Original Reviews Submitted:5

ISBN:9781328603098

Publisher:Houghton Mifflin Harcourt

Reviewers:145, 146, 142, 107, 141

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> 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	This indicator is being met as evidenced in the Teacher's Guide, V3: T113, V4: T113, V5: T113, V6: T113, V7: T113. A suggested revision to make this indicator stronger is to add more essential questions to the Unit. Providing an essential question to drive the focus of each week within the Unit could give teachers direct focus/support to their week objective that contributes to the overall concept of the Unit.			
	146	Yes		0		
	142	Yes		0		
	107	Yes	Essential Question is explicitly stated. Enduring understanding more implicit. Great topics/concept building overall. Growth mindset a bonus component.			
	141	Yes		0		
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: T4-T5, T22-T23, T82-T83, T142-T143, T202-T203; V9: T4-T5, T22-T23, T82-T83, T142-T143, T202-T203			
	146	Yes		0		
	142	Yes		0		
	107	Yes		0		
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V1: T6-T7; V3: T6-T7; V6: T6-T7. *Book descriptions and Rigby levels were accessible on the Ed platform. See Resources: Big Books & Read Aloud Books.			
	146	Yes		0		
	142	Yes		0		
	107	Yes	Excellent, engaging, authentic texts with this series.			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V5: T28-T29, T88-T89, T148-T149, T208-T209; V7: T28-T29, T88-T89, T148-T149, T208-T209			
	146	Yes		0		
	142	Yes		0		
	107	Yes	Great quality! Would love to read with my students.			
	141	Yes		0		
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	145	No	This indicator is not being met as evidenced by the lessons being referenced on the Correlation Guide that was provided because I could not locate any excerpted texts being used within the materials. A suggested revision is to include strategically excerpted texts within the materials.			
	146	Yes		0		
	142	Yes		0		
	107	Yes		0		
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V7: T16, T28-T29, T88-T89, T120-T121, T178, T180-T181, T238, T240-T24. A suggested revision to make this indicator stronger is to include more opportunities for independent reading outside of the Literacy Centers environment.			
	146	Yes		0		
	142	Yes		0		
	107	Yes	Yes. I wish the small group reading books were provided in differentiated levels per topic each module/week covers. But a Rigby reading library is provided and it is up to the teacher to select texts appropriate in reading level for the students to read from during small groups. Not necessarily still building upon the module's topic with the mini readers used during small group time. Suggestions of books are provided in the teacher manual.			
	141	Yes		0		
g. Materials include multiple opportunities for students to engage in repeated reads of a text	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V6: T28-T29, T38-T39, T48-T49, T148-T149, T158-T159, T168-T169.			
	146	Yes		0		

Students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V2: T16, T19; V5: T16, T19; V9: T16, T19. The routines/procedures in place for this indicator can also be found in the Guiding Principles and Strategies book pg. 152-153.  A suggested revision to make this indicator stronger is to incorporate instructions, accountability structures, and text recommendations in other opportunities outside of Literacy Centers to encourage students reading a high volume of text.			
	146	Yes	Literacy Centers, reading logs			
	142	Yes	0			
	107	Yes	0			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V4: xxxviii; V7: T58, T178; V8: T58, T178.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Rigby readers provided in a range of complexity levels. Wish there were more easily accessible small group lesson plan instructions- like online teacher textbook links for specific skills. This may be provided, but I could not locate.			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V1: T18, T34-T35, T44-T45, T56-T57, T66-T67, T76-T77; V6: T18, T94-T95, T104-T105, T116-T117, T126-T127, T136-T137.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Many good writing opportunities if teachers implement as intended.			
	141	Yes	0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: IX, T138-T139, T164-T165, T176-T177, T186-T187, T196-T197, T214-T215, T224-T225, T236-T237, T246-T247, T256-T257.  I appreciate the format used for the explicit instruction regarding the labeling of the I do, We do, You do. This provided very detailed instruction for teachers to follow when teaching the writing process.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Yes, writer's workshop format.			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V5: T18, T34-T35, T44-T45, T46, T56-T57, T66-T67, T76-T77, T94-T95, T104-T105, T106, T116-T117, T126-T127, T136-T137.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	145	Yes	This indicator is being met as evidenced in the scope and sequence found in the Guiding Principles and Strategies book pg. 6-7.  Evidence of this indicator can also be found in the Teacher's Guide, V2: T34-T35, T44-T45, T56-T57, T66-T67, T76-T77; V6: T94-T95, T104-T105, T116-T117, T126-T127, T136-T137; V8: T154-T155, T164-T165, T176-T177, T186-T187, T196-T197.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V1: T94-T95, T104-T105, T165, T214-T215; V3: T34-T35, T56, T104, T176; V5: T34-T35, T56, T154-T155.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
o. Lessons promote academic discussions around appropriate grade-level concepts and knowledge to include discussing appropriate questions	145	No	This indicator is not being met because the lessons referenced on the Correlation document only gear academic discussions around students' opinions/experiences and not on texts. A suggested revision is make the Oral			
	146	No	0			

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.	142	Yes	0			
	107	Yes	Great discussions prompted!			
	141	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.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: xiv-xv, T36-T37, T43, T58-T59, T68-T69, T78-T79.			
	146	No	Need evaluation tools for teachers to monitor student progress in their ability to listen to and respond with evidence			
	142	Yes	0			
	107	No	While yes, there are options for student support referenced in the teacher manual, this curriculum alone would not do enough to support students who are significantly behind. I did like the ELL flip chart. Stronger on ELL support throughout the lessons.			
	141	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	This indicator is being met as evidenced throughout the program. Formative assessments are embedded throughout the lessons in various ways, summative assessments are available each week and at the conclusion of each module/unit.			
	146	Yes	This could be stronger with built in supports for whole group lessons for those students working below grade level.			
	142	Yes	0			
	107	Yes	Many options provided here. Online to options seem almost limitless as far as assessments.			
	141	No	In order to meet the expectations of the indicator, embed assessments throughout instructional materials. Currently, other than references to the writing rubrics within the lesson plans, the online assessments seem to stand alone as a separate, rather than an embedded, component. When appropriate, schedule assessments as			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	145	Yes	This indicator is being met as evidenced in the Grade K Standards Correlations, Teacher's Guide Volume 1 (p. C1), Weekly Assessments Answer Keys, Weeks 1-36, Module Assessments Answer Keys, Modules 1-9, Online assessment reports on Ed digital platform.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Yes- you do have to hunt for specifics a bit, but it is there. Wish it were by specific questions in the teacher manual, but that could get too messy I understand, too. There are overviews provided at the beginning of the week too.			
	141	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					
	142					
	107					
	141					
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			
	142		Pass			
	107		Pass			
	141		Pass			
	Overall		Pass			

Grade & Subject:G01K00

Title Name:Into Reading

Original Reviews Submitted:5

ISBN:9781328603098

Publisher:Houghton Mifflin Harcourt

Reviewers:145, 146, 142, 107, 141

Section IV: Foundational Skills						
Materials meet at least <b>80%</b> 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	This indicator is being met as evidenced in the Teacher's Guide, V5: T30-T31, T32-T33, T36, T40-T41, T42-T43, T52-T53, T54-T55, T62-T63, T64-T65, T66, T68, T72-T73, T74- T75, T76.			
	146	Yes		0		
	142	Yes		0		
	107	Yes	Yes- it's here. It's all covered. A bit skimpy at times in the breath and depth of the materials covered as far as foundational skills for a Kindergarten curriculum.			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V4: T17, T41, T63, T92. I appreciate that throughout the Foundational Skills lessons materials like word sorts, letter cards, and other manipulatives can be used, but they also reference using readily available items teachers already have access to like dry erase boards and chart paper.			
	146	Yes		0		
	142	Yes		0		
	107	Yes	Some of this is in the small group overviews provided at the literacy centers tab at the beginning of each module. There are great literacy centers and activities provided. I will say it seems like this is not the focus of this curriculum, though, so teachers need support and training about all of the resources provided and how important it will be to implement these components to help solidify the foundational knowledge needed in Kindergarten. Basically- since there is an overview of options for an entire month at the beginning of each teacher module- will teachers understand and remember the importance of small group instruction options when they are not in the week to week lesson plans explicitly. Make sure your teachers don't forget the importance of small group instruction!			
	141	Yes		0		
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V5: T42-T43, T60-T61, T64-T65, T66-T67, T76- T77.			
	146	Yes		0		
	142	Yes		0		
	107	Yes		0		
	141	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	This indicator is being met as evidenced in Teacher's Guide, V5: T31, T63, T151, T183, T211, T253. I appreciate the resources available to support this instruction like the visual of the mouth forming the sounds, videos giving the visual and sound, and the ELL support.			
	146	No	The materials did not meet this indicator because the Scope and Sequence including encoding and decoding was missing from materials.			
	142	Yes		0		
	107	Yes	Practice with this in the independent workbooks, too. A bit lacking in the amount of modeling of encoding, but could practice more as needed in small group instruction, too. Most of the small group options for differentiation seem comprehension based, though, unless you dig deeper with resources. Just a note. There is application of foundational skills (phonics, etc.) in context of the books read with students.			
	141	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	No	This indicator is not being met because the lessons referenced in the Correlation document does not provide teaching strategies for oral reading fluency and it is only based on decodable texts. A separate document is provided for the oral reading fluency lessons for the Foundational Skills.			
	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.			
	142	Yes		0		
	107	Yes		0		
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V4: xv, 130, 136, 1123, 1128, Guiding Principles and Strategies, Grade K: 74-81, Weekly Assessments, Weeks 1-36, Module Assessments, Modules 1-9, Module Inventories, Modules 1-9, Intervention Assessments, and the Online assessment recommendations (on Ed digital platform).  I appreciate the "If, Then" statements given withing the Teacher's Guides for support so that teachers know what to do if students are not showing mastery, as well as what to do if they are showing mastery.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Online options, too, and can provide differentiated instruction online. I wish I could better locate the clear and specific instructions for supporting students who are behind.			
	141	Yes	0			
g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	145	Yes	This indicator is being met as evidenced in the Guiding Principles and Strategies Grade K: 104-11, and the Intervention Assessments. *I suggest researching to identify if the Intervention Assessments come with purchase or if it is an additional purchase with the program. The majority of the diagnostic screening tools were found in the Intervention Assessments.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about foundational skills within the materials:	145				Total indicators to be re-reviewed:	0
	146					
	142					
	107					
	141					
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			
	142		Pass			
	107		Pass			
	141		Pass			
		Overall	Pass			



Grade & Subject:G01K00ISBN:9781328603098

Title Name:Into ReadirPublisher:Houghton Mifflin Harcourt

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

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	This indicator is being met as evidenced in the Teacher's Guide, V4: T24-T25, T28, T50, T84-T85, T88, T110, T144-T145, T148, T170.			
	146	No	Teacher-facing materials need to include more information about illustrations and their connection to the text within the delivery of lessons.			
	142	Yes	0			
	107	Yes	Wonderful job on this! Very helpful! This curriculum is an exemplar in this indicator!			
	141	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V4: T48-T49, T108-T109, T168-T169, T228-T229.			
	146	No	Extensive annotations are not present and clear.			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1 on the weekly tabs (standards) and for each lesson (the objectives). A suggested revision to make this indicator stronger is to incorporate the standards within the lessons. This would better support the teachers while teaching the lessons to be more knowledgeable of what standards are being covered with each specific lesson. The current format requires teachers to reference to the Weekly Tab to check their standards, and as a teacher it would be convenient to have them listed alongside the lesson with the objectives.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	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	This indicator is being met as evidenced on the Weekly tabs within each teacher's edition. The program lists Cross-Curricular standards being met within that week's lessons. These standards are Science and Social Studies.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Love this!			
	141	Yes	0			
e. Lessons include teacher think-alouds to	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V3: T48-T49, T70, T88, T108, T228.			
	146	Yes	0			
	142	Yes	0			

model appropriate application of literacy skills.	107	Yes	Yes and there are dialogic reading prompts, Book Stix (preprinted sticky notes) with questions and things to consider to add to read aloud books for teacher reference, accountable talk prompts, too.			
	141	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 lessons referenced on the correlation document do not provide guidance to support teachers identifying student misconceptions. The Teacher Tips that are referenced are giving additional tips for the lesson to use by the teacher. A suggested revision is to include support to guide teachers in identifying misconceptions students may have during the lessons when applicable.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Especially for ELLs.			
	141	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: xiv-xv, T36 (Extend), T46 (Extend), T58 (Extend), T68 (Extend), T78 (Extend), Guiding Principles and Strategies, Grade K: 110-111.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	"Extend" components of lessons provided.			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V3: T15-T19, T37 (Build Independence), T47 (Build Independence), T59.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Hmm- they include this in the literacy center options. But it IS reinforcing skills already taught. Not specifically a homework piece that I saw. Maybe the Alphafriends songs to send to the parents?			
	141	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	Teacher's Guide, V3: xiii, T30 (Small-Group Instruction), T45 (SmallGroup Instruction), T49 (Small-Group Instruction).  I appreciate the "If Then" visuals that are offered in the Teacher's Guide to support the teacher in deciding what to do if students show or don't show mastery of a skill/standard.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	More of this would be supplementary and online, though. "Implementation support" provided in margins of the "welcome to the module."			
	141	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V7: T11, T27, T86, T146, T206.			
	146	Yes	0			
	142	Yes	0			

	107	Yes	Yes! Excellent job!!			
	141	Yes	0			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: xii-xiii.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: xiii, T13 (Assess Learning), T137, T257, Guiding Principles and Strategies, Grade K: 82-85.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: xii-xiii, Weekly Assessments Frontmatter, pp. T1-T3, and Module Assessments Frontmatter, pp. T1-T5.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: xvi, T14, and the Guiding Principles and Strategies, Grade K: 64-71.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Also love the letter to parents provided about each unit of study.			
	141	Yes	0			
<b>Organization</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	145	Yes	This indicator is being met as evidenced in the Scope and Sequence (online) on Ed platform, Guiding Principles and Strategies, Grade K: 10-11, Teacher's Guide, V1: T22-T23, T82-T83, T142-T143, T202-T203.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V1: xx-xxxvii, T22-T23, T82-T83, T142-T143, T202-T203.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: viii-ix, xiv-xv, xviii-xix.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic	145	Yes	This indicator is being met as evidenced in the Scop and Sequence (Ed Platform).			
	146	Yes	0			
	142	Yes	0			

instructional year.	107	Yes	0			
	141	Yes	0			
s. Each lesson contains a list of required materials.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T26, T28, T34, T38.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T22-T23, T26, T28, T82-T83, T142-T143.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	There is a clock picture on each page per activity.			
	141	Yes	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: xviii (Student Materials), xxxviii (Small-Group Reading), T16 (Explore Alphabet Books, Big Book Reading), T19 (Read Along with eBooks).			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Both print and digital and you can assign text.			
	141	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	This indicator is being met as evidenced in the Teacher's Guide, V1: xx-xxxvii, R5 Glossary of Professional Terms (on Ed Platform).			
	146	Yes	0			
	142	Yes	0			
	107	Yes	0			
	141	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: T28 (Professional Learning), T32, (Professional Learning), T35 (Professional Learning), T50 (Professional Learning), T57 (Professional Learning), and the Guiding Principles and Strategies, Grade K: 112-153.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Wonderful quoted research throughout the program plus professional learning provided, too.			
	141	Yes	0			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	145	Yes	This indicator is being met as evidenced in the Teacher's Guide, V1: C1; V2: C1, Teacher's Guide, any volume: Tennessee weekly tabs.			
	146	Yes	0			
	142	Yes	0			
	107	Yes	Yes & where all of the standards are covered in the curriculum! Great job!			
	141	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	145				Total indicators to be re-reviewed:	0
	146					
	142					
	107					
	141					

[illegible]

[illegible]