

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

**Title:** \_\_\_\_\_ **Wonders**  
**Grade:** \_\_\_\_\_ **G01K00**

| Reviewer | Section I | Section II | Section III | Section IV | Overall     |
|----------|-----------|------------|-------------|------------|-------------|
| 48       | Fail      | Pass       | Pass        | Pass       |             |
| 32       | Pass      | Pass       | Fail        | Pass       |             |
| 55       | Pass      | Pass       | Pass        | Pass       |             |
| 59       | Pass      | Pass       | Pass        | Pass       |             |
| 62       | Fail      | Fail       | Fail        | Fail       |             |
| 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:G01K00ISBN:9780076899975

Title Name:WondersPublisher:McGraw Hill Education

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

| 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. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.  | 48       | Yes                | Met the standard as evidence in Vol 1: T12-12, Vol 3 T104-105, Vol 5 T298-299  |                        |                    |            |
|  | 32       | Yes                |  | 0                      |                    |            |
|  | 55       | Yes                |  | 0                      |                    |            |
|  | 59       | Yes                |  | 0                      |                    |            |
|  | 62       | No                 | This grade level does not meet this indicator. The materials attempt to provide a strategic sequence of materials organized around a variety of concepts or topics, but are not all in the form of texts and are not going deep enough to build knowledge. For example, Unit 7 Animals, the students are learning there are different types of animal, baby animals, and that animals can live in different homes. The only connection between these things is that they are all animals. The students have very little interaction with the text, for example, in Unit 2 they interact as a whole group with the big books, The Handiest Things in the World, Shapes all Around and I love Bugs. Timimoto is the interactive read, but could only be found online in the materials with pictures to match the story. The shared reads and paired reads were found within the Reading/Writing Companion which also includes directions, prompts, writing, grammar, and assessments. A suggestion would be to include more shared, paired and interactive texts in the form of a book that children can get their hands on. |                        |                    |            |
| b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.  | 48       | Yes                | Materials provide direct and contextual instruction for Tier 2 and 3 words as evidenced in Vol 1 pgs. 510-513 Volume 5 T204  |                        |                    |            |
|  | 32       | Yes                | Define Example Ask Routine   |                        |                    |            |
|  | 55       | Yes                | Love the cards-the content is great, but they would be even better laminated.  |                        |                    |            |
|  | 59       | Yes                | This indicator meets expectations as evidenced across the units on multiple pages and in the "Instructional Routines Handbook". Although direct instruction of Tier 2 and 3 words is clearly written and purposely included daily, contextual instruction of these words is seen less throughout the lessons. Consider adding more opportunities for teachers to teach words directly from the text instead of focusing on words that loosely tie to the text. This will allow students to start recognizing words that they have learned through routine, by finding them within their text.  |                        |                    |            |
|  | 62       | No                 | There are protocols for teaching vocabulary, but these procedures seem to take place more in differentiated or small group reading instruction than in the Tier 1 (whole class) reading instruction. Oral and visual vocabulary words are there depending on which reading group a child is in. Academic vocabulary words are mentioned and written on the side of the pages within the Teacher text. The other vocabulary words that are needed to build understanding around a concept are not as clearly defined within the Tier 1 instruction. For example, on page 74 of the Instructional Routines Handbook, Tier 1, 2, and 3 words are defined, but on p. 75, it says that in grades K and 1, there is direct instruction of oral vocabulary while at grades 2-5, there are direct instructional vocabulary mini-lessons. This would be very unclear to anyone trying to pick up this series to teach. The teacher is having to do too much crosschecking for information, which is time consuming and inconvenient. A new teacher might not know to go looking for information somewhere else in the series.       |                        |                    |            |
| c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.  | 48       | Yes                | All tasks cover previous skills from the unit as evidenced in teacher edition volume 1 pg.606-611 and Volume 3 pg. 584-589   |                        |                    |            |
|  | 32       | Yes                | This example meets the expectation-Analytical writing to text; Research and Inquiry Day 4, Writing Journal   |                        |                    |            |
|  | 55       | Yes                |  | 0                      |                    |            |
|  | 59       | Yes                |  | 0                      |                    |            |
|  | 62       | No                 | In the unit assessment book it says on p. iv that even numbered unit assessments focus on comprehension and foundation reading skills with 5 additional writing prompts that are provided for optional use throughout the year. This does not meet this indicator because the end of unit task/culminating tasks include a teacher reading aloud a story, and the student marking the answers more than one time during an assessment period. These tasks, along with the tasks included in the Reading/Writing Connection do not give the student the opportunity to demonstrate their literacy skills and convey their knowledge acquisition. Consider developing actual tasks where students get an opportunity to write or draw about what they have learned using words and pictures with clear and concise measurement criteria. Once again, the teacher would have to search online for the rubrics that go with the writing prompts that are there. Addressing the issue of lack of content depth within the text sets.  |                        |                    |            |
| 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? |
|  | 48       | Yes                |  | 0                      |                    |            |

|   |                 |                           |   |                               |  |                   |
|---|-----------------|---------------------------|---|-------------------------------|--|-------------------|
| d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.   | 32              | Yes                       | Yes, with the indicator listing 1-3 years   |                               |  |                   |
|   | 55              | Yes                       | According to the text analysis; however, the actual read aloud cards were not provided. The titles are printed in the book, but I was not able to review the IRA. I'm curious as to why they're using cards instead of a bound product.   |                               |  |                   |
|   | 59              | Yes                       | This indicator meets expectations as evidenced across the units. Although I was able to find the Interactive Read Aloud cards on the digital platform, it would be more effective to include these as tangible items so that teachers and students can interact with the cards. This would be an ineffective resource if a teacher without knowledge of technology or a school with no access to technology were using this material.   |                               |  |                   |
|   | 62              | Yes                       | This indicator was met, but it would be more helpful if the quantitative and qualitative measurements were placed somewhere within the products instead of having to look it up on the thumb drive you provided. The product cards for Interactive Read Alouds were not included in the sample materials and were not on the sample material list provided in the notebook. The Interactive Read Alouds must be included within the materials and would be much more powerful if they were in Book form instead of through Picture Cards.   |                               |  |                   |
| 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.                                 | 48              | Yes                       |   | 0                             |  |                   |
|   | 32              | Yes                       |   | 0                             |  |                   |
|   | 55              | Yes                       |   | 0                             |  |                   |
|   | 59              | Yes                       |   | 0                             |  |                   |
|   | 62              | Yes                       | This indicator is met through the shared texts that were found within the Reading/Writing Companion. The big books were not all on grade level. Many of them are 2 to 3 grade bands above K level and should be used as <u>interactive read alouds</u> .  |                               |  |                   |
| f. Text plays a central role in the literacy block.   | 48              | Yes                       | Met expectations as evidenced in Vol 1:pg.12-13, Vol 3 pg. 104-105, Vol 5 pg.298-299  |                               |  |                   |
|   | 32              | Yes                       |   | 0                             |  |                   |
|   | 55              | Yes                       |   | 0                             |  |                   |
|   | 59              | Yes                       | This indicator exceeds expectations as evidenced throughout the curriculum where every day includes <u>multiple opportunities for students to engage with text</u> .  |                               |  |                   |
|   | 62              | Yes                       | Yes, but this could be stronger if the students were exposed to more interactive read alouds within a unit.   |                               |  |                   |
| g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.   | 48              | Yes                       | 50% Literature, 50% Informational Text as indicated by Vol. 1: T6-7; T304-T305; Vol. 2: T6-7; T304-T305; Vol. 3: T6-7; T304-T305; Vol. 4: T6-7; T304-T305; Vol. 5: T6-7; T304-T305  |                               |  |                   |
|   | 32              | Yes                       |   | 0                             |  |                   |
|   | 55              | Yes                       |   | 0                             |  |                   |
|   | 59              | Yes                       |   | 0                             |  |                   |
|   | 62              | Yes                       |   | 0                             |  |                   |
| <b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.  | <b>Reviewer</b> | <b>Meets Expectations</b> | <b>Evidence/Notes</b>   | <b>Revised or Referenced?</b> | <b>Publisher Comments</b>                  | <b>Re-Review?</b> |
| h. Text-dependent questions:<br>•Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.<br>•High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. | 48              | Yes                       | Exceeded expectations as all TDQs are strategically sequenced and most require textual evidence as found in Vol 1 pg250-251, vol 3 pg 414-415, vol 5 pg.23-27   |                               |  |                   |
|   | 32              | Yes                       |   | 0                             |  |                   |
|   | 55              | Yes                       |   | 0                             |  |                   |
|   | 59              | Yes                       |   | 0                             |  |                   |
|   | 62              | No                        | Although there are questions and activities that require students to draw on textual evidence this indicator is not met because they do not always support inferences and conclusions.  |                               |  |                   |
| i. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.   | 48              | No                        | Met expectations as evidence on pg. 219 of volume 1 when students must draw a picture and record page number as evidence, in volume 3 on pg. 405 when students must respond to text and use evidence from the book 'Rain', and volume 5 pg. 27 when students must write and use evidence from 'Peter's Chair'   |                               |  |                   |
|   | 32              | Yes                       |   | 0                             |  |                   |
|   | 55              | Yes                       | Opportunities for writing is evident throughout the the product.  |                               |  |                   |
|   | 59              | Yes                       |   | 0                             |  |                   |
|   | 62              | Yes                       | Although, this indicator is met, it could be greatly improved. For example, Unit 7 page T54 - Independent Writing: Write about the Shared Read How are the wolf pup and the lion cub the same? How are they different? : The focus of the writing task is very unclear. Is it more important for the writer to demonstrate their understanding of the content and be able to draw and write about some examples of likeness and difference or is it more important that the writer use specific words and verbs in their writing as mentioned on that page? Where are the expectations for that writing written? Including an exemplar would make this easier for a teacher to understand what the focus was. |                               |  |                   |
| j. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.   | 48              | Yes                       | Exceeds expectations due to material requiring students to make connections (pg.235,v 1), collaborate and respond to texts on pg.371 (v. 1) and respond to text in volume 3 pg. 497   |                               |  |                   |
|   | 32              | Yes                       | Instructional Routine Collaborative Conversations;  |                               |  |                   |
|   | 55              | Yes                       |   | 0                             |  |                   |
|   | 59              | Yes                       | The publisher does a good job of including routines for collaborative discussions not only in the Instructional Routines Handbook but also throughout the Teacher's Edition, making it easy and convenient for teacher's to include consistent reminders on discussion behaviors.   |                               |  |                   |
|   | 62              | Yes                       |   | 0                             |  |                   |
| <b>Additional comments:</b>   | <b>Reviewer</b> | <b>Evidence/Notes</b>     |   |                               |  |                   |
| <b>Additional comments on the three instructional shifts within the materials:</b>  | 48              |                           |   | 0                             | <b>Total indicators to be re-reviewed:</b> | <b>0</b>          |
|   | 32              |                           |   | 0                             |  |                   |
|   | 55              |                           |   | 0                             |  |                   |

|  |          |   |  |  |  |
|--|----------|---|--|--|--|
| <div>Materials meet 100% alignment with Section I: Shifts in instruction?</div> <div>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.</div> | 59       | 0   |  |  |  |
|  | 62       | Finding the organization of the materials difficult to follow. The first interactive Read Aloud which was found in the Teacher Book on p. T6, The Lion and the Mouse would not have been found if I had not looked online at the digital materials. (Interactive Read Aloud |  |  |  |
|  | Reviewer | Aligned   |  |  |  |
|  | 48       | Fail  |  |  |  |
|  | 32       | Pass  |  |  |  |
|  | 55       | Pass  |  |  |  |
|  | 59       | Pass  |  |  |  |
|  | 62       | Fail  |  |  |  |
| Overall  |          | Pass  |  |  |  |

|                                    |         |                   |                       |
|------------------------------------|---------|-------------------|-----------------------|
| <b>Grade &amp; Subject:</b>        | G01K00  | <b>ISBN:</b>      | 9780076899975         |
| <b>Title Name:</b>                 | Wonders | <b>Publisher:</b> | McGraw Hill Education |
| <b>Original Reviews Submitted:</b> | 5       | <b>Reviewers:</b> | 48, 32, 55, 59, 62    |

| 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 | Re-Review? |
| <b>Standard 1</b><br><b>Category</b><br>Print Concepts<br><b>Cornerstone</b><br>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.<br>a. Follow words from left to right, top to bottom, and page by-page.<br>b. Recognize that spoken words are represented in written language by specific sequences of letters.<br>c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.<br>d. Recognize and name all upper and lowercase letters of  | 48       | Yes                | Unit 8: T308, T513 Unit 9: T25, T114-T119 Unit 10: T423 Unit 2: T322, T430, T513 T516  |                        |                    |            |
|  |   | 32       | Yes                |  | 0                      |                    |            |
|  |   | 55       | Yes                |  | 0                      |                    |            |
|  |   | 59       | Yes                |  | 0                      |                    |            |
|  |   | 62       | Yes                |  | 0                      |                    |            |
| <b>Standard 2</b><br><b>Category</b><br>Phonological Awareness<br><b>Cornerstone</b><br>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   | <b>K.FL.PA.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Recognize and begin to produce rhyming words.<br>b. Count, pronounce, blend, and segment syllables in spoken words.<br>c. Blend and segment onsets and rimes of single-syllable spoken words.<br>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/.   | 48       | Yes                | As evidenced by Unit 3: T34, T56, T80, T13, Unit 4 T232, and Unit 6 T 554  |                        |                    |            |
|  |   | 32       | Yes                | Word Work; Small Group Work  |                        |                    |            |
|  |   | 55       | Yes                |  | 0                      |                    |            |
|  |   | 59       | Yes                |  | 0                      |                    |            |
|  |   | 62       | Yes                |  | 0                      |                    |            |
| <b>Standard 3</b><br><b>Category</b><br>Phonics and Word Recognition<br><b>Cornerstone</b><br>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.<br>a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.<br>b. Associate the long and short phonemes with common spellings for the five major vowels.<br>c. Read common high-frequency words by sight.<br>d. Decode regularly spelled CVC words.  | 48       | Yes                | Unit 1:254, Unit 5 T142, Unit 8 T427   |                        |                    |            |
|  |   | 32       | Yes                |  | 0                      |                    |            |
|  |   | 55       | Yes                |  | 0                      |                    |            |
|  |   | 59       | Yes                | This indicator meets expectations however the word cards are not included making it difficult to complete lessons. A suggestion for revision would be to include the cards in the list.  |                        |                    |            |
|  |   | 62       | Yes                |  | 0                      |                    |            |
| <b>Standard 4</b><br><b>Category</b><br>Word Composition<br><b>Cornerstone</b><br>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  | analysis skills when encoding words; write legibly.<br>a. Write uppercase and lowercase manuscript letters from memory.<br>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).<br>c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.<br>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.<br>e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.<br>f. Write some common, frequently used words (am, and, like, the). | 48       | Yes                |  | 0                      |                    |            |
|  |   | 32       | Yes                |  | 0                      |                    |            |
|  |   | 55       | Yes                |  | 0                      |                    |            |
|  |   | 59       | Yes                |  | 0                      |                    |            |
|  |   | 62       | Yes                |  | 0                      |                    |            |
| <b>Standard 5</b><br><b>Category</b><br>Fluency<br><b>Cornerstone</b><br>Read with sufficient accuracy and fluency to support  | <b>K.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.<br>a. Read emergent-reader texts with purpose and understanding.  | 48       | Yes                | Unit 2: T162-T163, T26-T27, T64-T65, T130-T135, T140-T145, T160-T161, T166-T169, T234-T235, T244-T245, T256T257, T264-T265 Unit 4: T340-T341, T350-T351-T227, T228-T229, T230-T231, T232-T233, T234-T235, T236-T237, T238-T239, T240-T241, T242-T243, T244-T245, T246-T247, T248-T249, T250-T251, T252-T253, T254-T255, T256-T257, T258-T259, T260-T261, T262-T263, T264-T265, T266-T267, T268-T269, T270-T271, T272-T273, T274-T275, T276-T277, T278-T279, T280-T281, T282-T283, T284-T285, T286-T287, T288-T289, T290-T291, T292-T293, T294-T295, T296-T297, T298-T299, T300-T301, T302-T303, T304-T305, T306-T307, T308-T309, T310-T311, T312-T313, T314-T315, T316-T317, T318-T319, T320-T321, T322-T323, T324-T325, T326-T327, T328-T329, T330-T331, T332-T333, T334-T335, T336-T337, T338-T339, T340-T341, T342-T343, T344-T345, T346-T347, T348-T349, T350-T351, T352-T353, T354-T355, T356-T357, T358-T359, T360-T361, T362-T363, T364-T365, T366-T367, T368-T369, T370-T371, T372-T373, T374-T375, T376-T377, T378-T379, T380-T381, T382-T383, T384-T385, T386-T387, T388-T389, T390-T391, T392-T393, T394-T395, T396-T397, T398-T399, T400-T401, T402-T403, T404-T405, T406-T407, T408-T409, T410-T411, T412-T413, T414-T415, T416-T417, T418-T419, T420-T421, T422-T423, T424-T425, T426-T427, T428-T429, T430-T431, T432-T433, T434-T435, T436-T437, T438-T439, T440-T441, T442-T443, T444-T445, T446-T447, T448-T449, T450-T451, T452-T453, T454-T455, T456-T457, T458-T459, T460-T461, T462-T463, T464-T465, T466-T467, T468-T469, T470-T471, T472-T473, T474-T475, T476-T477, T478-T479, T480-T481, T482-T483, T484-T485, T486-T487, T488-T489, T490-T491, T492-T493, T494-T495, T496-T497, T498-T499, T500-T501, T502-T503, T504-T505, T506-T507, T508-T509, T510-T511, T512-T513, T514-T515, T516-T517, T518-T519, T520-T521, T522-T523, T524-T525, T526-T527, T528-T529, T530-T531, T532-T533, T534-T535, T536-T537, T538-T539, T540-T541, T542-T543, T544-T545, T546-T547, T548-T549, T550-T551, T552-T553, T554-T555, T556-T557, T558-T559, T560-T561, T562-T563, T564-T565, T566-T567, T568-T569, T570-T571, T572-T573, T574-T575, T576-T577, T578-T579, T580-T581, T582-T583, T584-T585, T586-T587, T588-T589, T590-T591, T592-T593, T594-T595, T596-T597, T598-T599, T600-T601, T602-T603, T604-T605, T606-T607, T608-T609, T610-T611, T612-T613, T614-T615, T616-T617, T618-T619, T620-T621, T622-T623, T624-T625, T626-T627, T628-T629, T630-T631, T632-T633, T634-T635, T636-T637, T638-T639, T640-T641, T642-T643, T644-T645, T646-T647, T648-T649, T650-T651, T652-T653, T654-T655, T656-T657, T658-T659, T660-T661, T662-T663, T664-T665, T666-T667, T668-T669, T670-T671, T672-T673, T674-T675, T676-T677, T678-T679, T680-T681, T682-T683, T684-T685, T686-T687, T688-T689, T690-T691, T692-T693, T694-T695, T696-T697, T698-T699, T700-T701, T702-T703, T704-T705, T706-T707, T708-T709, T710-T711, T712-T713, T714-T715, T716-T717, T718-T719, T720-T721, T722-T723, T724-T725, T726-T727, T728-T729, T730-T731, T732-T733, T734-T735, T736-T737, T738-T739, T740-T741, T742-T743, T744-T745, T746-T747, T748-T749, T750-T751, T752-T753, T754-T755, T756-T757, T758-T759, T760-T761, T762-T763, T764-T765, T766-T767, T768-T769, T770-T771, T772-T773, T774-T775, T776-T777, T778-T779, T780-T781, T782-T783, T784-T785, T786-T787, T788-T789, T790-T791, T792-T793, T794-T795, T796-T797, T798-T799, T800-T801, T802-T803, T804-T805, T806-T807, T808-T809, T810-T811, T812-T813, T814-T815, T816-T817, T818-T819, T820-T821, T822-T823, T824-T825, T826-T827, T828-T829, T830-T831, T832-T833, T834-T835, T836-T837, T838-T839, T840-T841, T842-T843, T844-T845, T846-T847, T848-T849, T850-T851, T852-T853, T854-T855, T856-T857, T858-T859, T860-T861, T862-T863, T864-T865, T866-T867, T868-T869, T870-T871, T872-T873, T874-T875, T876-T877, T878-T879, T880-T881, T882-T883, T884-T885, T886-T887, T888-T889, T890-T891, T892-T893, T894-T895, T896-T897, T898-T899, T900-T901, T902-T903, T904-T905, T906-T907, T908-T909, 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|   |  |                 |                           |   |                               |                           |                   |
|---|--|-----------------|---------------------------|---|-------------------------------|---------------------------|-------------------|
| comprehension.  |  | 62              | Yes                       |   | 0                             |                           |                   |
| <b>Standard 6</b><br><b>Category</b><br>Sentence Composition<br><b>Cornerstone</b><br>Demonstrate command of the conventions of standard English grammar and usage when speaking and writing, including capitalization and punctuation, when writing.   | <b>K.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and writing with adult support.<br>a. With modeling or verbal prompts, orally produce complete sentences.<br>b. Follow one-to-one correspondence between voice and print when writing a sentence.<br>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.<br>d. Form regular plural nouns when speaking and in shared language activities.<br>e. Understand and use question words (interrogatives) when speaking and in shared language activities.<br>f. Use the most frequently occurring prepositions when speaking and in shared language activities.<br>g. Produce and expand complete sentences in shared language activities.  | 48              | Yes                       |   | 0                             |                           |                   |
|   |  | 32              | Yes                       |   | 0                             |                           |                   |
|   |  | 55              | Yes                       |   | 0                             |                           |                   |
|   |  | 59              | Yes                       |   | 0                             |                           |                   |
|   |  | 62              | Yes                       |   | 0                             |                           |                   |
|   |  |                 |                           |   |                               |                           |                   |
| <b>Standard 7</b><br><b>Category</b><br>Vocabulary Acquisition<br><b>Cornerstone</b><br>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.<br>i. Identify new meanings for familiar words and apply them accurately.<br>ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.<br><br><b>K.FL.VA.7b</b> With guidance and support from adults, explore word relationships and nuances in word meanings.<br>i. Sort common objects into categories to gain a sense of the concepts the categories represent.<br>ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.<br>iii. Make real-life connections between words and their use.<br>iv. Distinguish shades of meaning among verbs describing the same general action.<br><br><b>K.FL.VA.7c</b> Use words and phrases acquired through | 48              | Yes                       |   | 0                             |                           |                   |
|   |  | 32              | Yes                       |   | 0                             |                           |                   |
|   |  | 55              | Yes                       | I like the vocab cards  |                               |                           |                   |
|   |  | 59              | Yes                       |   | 0                             |                           |                   |
|   |  | 62              | Yes                       |   | 0                             |                           |                   |
|   |  |                 |                           |   |                               |                           |                   |
| <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><br><b>Category</b><br>Key Ideas and Details<br><b>Cornerstone</b><br>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.  | 48              | Yes                       | Unit 1: T22-T26, T38-T39, T47, T119-T122, T135, Unit 2: T60-T61, T117-T118, T131, T300, T323, T329, T334, T366, T374, T376, T378, T379, Unit 3: T333, T334, T336        |                               |                           |                   |
|   |  | 32              | Yes                       |   | 0                             |                           |                   |
|   |  | 55              | Yes                       |   | 0                             |                           |                   |
|   |  | 59              | Yes                       |   | 0                             |                           |                   |
|   |  | 62              | No                        | See Section 1, indicator h  |                               |                           |                   |
|   |  | 48              | Yes                       | Unit 2: T340-T341, T350-T351, T430-T437, T446-T447, T458-T459, T466-T467, T532, T633, T643, T664, T666, T667, T668, Unit 3: T43, T45, T49, T53, T63, T63, T64, T66, T67 |                               |                           |                   |
|   | <b>Informational Text: K.RI.KID.1</b> With prompting and support, ask and answer questions about key details in a text.  | 32              | Yes                       |   | 0                             |                           |                   |
|   |  | 55              | Yes                       |   | 0                             |                           |                   |
|   |  | 59              | Yes                       |   | 0                             |                           |                   |
|   |  | 62              | No                        | See Section 1, indicator h  |                               |                           |                   |
|   |  | 48              | Yes                       | Unit 7: T119, T151, T211 Unit 8: T309, T310, T311,  |                               |                           |                   |
|   |  | 32              | Yes                       |   | 0                             |                           |                   |
| <b>Standard 2</b><br><b>Category</b><br>Key Ideas and Details<br><b>Cornerstone</b><br>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.   | 32              | Yes                       |   | 0                             |                           |                   |
|   |  | 55              | Yes                       |   | 0                             |                           |                   |
|   |  | 59              | Yes                       | This indicator exceeds expectations. The retelling  |                               |                           |                   |
|   |  | 62              | Yes                       |   | 0                             |                           |                   |
|   |  | 48              | Yes                       | Unit 8: T345, T405, T415, T437, T529, T582 Unit 9: T47,   |                               |                           |                   |
|   |  | 32              | Yes                       |   | 0                             |                           |                   |
|   | <b>Informational Text: K.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of a text.   | 55              | Yes                       |   | 0                             |                           |                   |
|   |  | 59              | Yes                       |   | 0                             |                           |                   |
|   |  | 62              | No                        | This standard says "orally" ...more discussion is needed  |                               |                           |                   |
|   |  | 48              | Yes                       | Unit 3: T26, T50, T101-T116, T219, T229, T230 Unit 4: T413, T414, T415, T416, T426, T427, T443, T450, T582, T585 Unit 5: T23, T24, T27                                  |                               |                           |                   |
|   |  | 32              | Yes                       |   | 0                             |                           |                   |
|   |  | 55              | Yes                       |   | 0                             |                           |                   |
| <b>Standard 3</b><br><b>Category</b>  | <b>Literature: K.RL.KID.3</b> With prompting and support, orally identify characters, setting, and major events in a story.  | 48              | Yes                       |   |                               |                           |                   |
|   |  | 32              | Yes                       |   | 0                             |                           |                   |
|   |  | 55              | Yes                       |   | 0                             |                           |                   |

|   |  |    |     |  |  |  |
|---|--|----|-----|--|--|--|
| <b>Standard 3</b><br><b>Category</b><br>Key Ideas and Details<br><b>Cornerstone</b><br>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. | 59 | Yes | 0  |  |  |
|   |  | 62 | Yes | Unit 6, page 1493-494 and 1507 mentions problem and solution and making and confirming predictions. (not this standard)                                      |  |  |
|   |  | 48 | Yes | Unit 3: 160, 1126, 1130, 1131, 1132, 1220, 1222, 1244 Unit 6: 1333 Unit 7: 125, 136, 137, 147, 151, 154, 159, 164, 166                                       |  |  |
|   |  | 32 | Yes | Good use of text analyses on Days 4 AND 5  |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
| <b>Standard 4</b><br><b>Category</b><br>Craft and Structure<br><b>Cornerstone</b><br>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.   | 62 | No  | Unit 1, pages 1158-137 does not meet the cognitive demand for this standard because the objective is not clearly written or addressed within the text state  |  |  |
|   |  | 48 | Yes | Unit 3: 1120 Unit 4: 1429 Unit 5: 125, 153, 1219 Unit 6: 1495 Unit 7: 158 Unit 9: 174  |  |  |
|   |  | 32 | Yes |  |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | No  | Unit 5, pages 125 and 133 do not meet the cognitive demands of the standard because only 1 to 2 questions were asked about unknown words. Consider           |  |  |
| <b>Standard 5</b><br><b>Category</b><br>Craft and Structure<br><b>Cornerstone</b><br>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.      | 48 | Yes | Unit 2: 1357 Unit 3: 1134, 1153 Unit 4: 1357 Unit 5: 1208 Unit 7: 1242, 1243 Unit 8: 1413, 1426  |  |  |
|   |  | 32 | Yes |  |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | No  | Unit 4, page 1320 does not meet the cognitive demand for this standard because the objective do not match this standard. Consider revising the objectives to |  |  |
|   |  | 48 | Yes | Unit 3: 122, 126, 147, 1214 Unit 4: 1345, 1412, 1529, 1596, Unit 5: 122, 158, 1159 Unit 6: 1208, 1235, 1506, 1513, 1520                                      |  |  |
| <b>Standard 6</b><br><b>Category</b><br>Craft and Structure<br><b>Cornerstone</b><br>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.  | 48 | Yes | TE 132   |  |  |
|   |  | 32 | Yes |  |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | Yes |  |  |  |
|   |  | 48 | Yes | Unit 5: T206 Unit 6: T328, T338 Unit 7: T52 Unit 9: T226, T236 Unit 10: T5   |  |  |
| <b>Standard 7</b><br><b>Category</b><br>Integration of Knowledge and Ideas<br><b>Cornerstone</b><br>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.   | 32 | Yes | TE59   |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | Yes |  |  |  |
|   |  | 48 | Yes | Unit 1: 513, 543 Unit 2: T568, T576 Unit 3: T134, T135, T231   |  |  |
|   |  | 32 | Yes |  |  |  |
| <b>Standard 8</b><br><b>Category</b><br>Integration of Knowledge and Ideas<br><b>Cornerstone</b><br>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.  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | No  | Unit 4, pages 1416, one question was asked about why the author wrote the story. On page T442 the only time author and illustrator were mentioned was on     |  |  |
|   |  | 48 | Yes | Unit 1: T214 Unit 4: T320, T336, T337, T358, T521 Unit 5: T223   |  |  |
|   |  | 32 | Yes |  |  |  |
|   |  | 55 | Yes |  |  |  |
| <b>Standard 9</b><br><b>Category</b><br>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.              | 59 | Yes |  |  |  |
|   |  | 62 | Yes |  |  |  |
|   |  | 48 | Yes | This standard could be strengthened by having more explicit teaching. The standard was first addressed briefly in Unit 7 and then again in Unit 8 when       |  |  |
|   |  | 32 | Yes | Unit 3: 139, 172 Unit 6: 1416, 1494 Unit 7: 1128, 1131, 1236 Unit 8: 1309, 1322, 1323, 174   |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
| <b>Standard 9</b><br><b>Category</b><br>Integration of Knowledge and  | <b>Literature: K.RL.IKI.7</b> With prompting and support, orally describe the relationship between illustrations and the story in which they appear.                         | 62 | Yes |  |  |  |
|   |  | 48 | Yes | Unit 6: 1344, 1346, 1358, 1403, 1414, 1416, 1436, 1437, 1438, 1326, 1330, 1342 Unit 9: T160 T161 T163 T310 T320 T322 T326 T343 T344 T366 Unit 10: T246       |  |  |
|   |  | 32 | Yes |  |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | Yes |  |  |  |
| <b>Standard 9</b><br><b>Category</b><br>Integration of Knowledge and  | <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.                  | 48 | Yes |  |  |  |
|   |  | 32 | Yes |  |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | Yes |  |  |  |
|   |  | 48 | Yes | Unit 3: T58-T59 Unit 6: T528-T529, T530-T531 Unit 10: T346-T347, T348-T34  |  |  |
| <b>Standard 9</b><br><b>Category</b><br>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.                                       | 32 | Yes | TE UNIT 10 PAGES 346-347   |  |  |
|   |  | 55 | Yes |  |  |  |
|   |  | 59 | Yes |  |  |  |
|   |  | 62 | Yes |  |  |  |
|   |  | 48 | Yes | Unit 3: 147, 176, 1143, 1268 Unit 4: 1462 Unit 5: 172, 1139, 1236 Unit 6: 1358, 1517, 1542, 1594   |  |  |
|   |  | 32 | Yes |  |  |  |
| <b>Standard 9</b><br><b>Category</b><br>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.                      | 55 | Yes |  |  |  |
|   |  |    |     |  |  |  |

|  |  |                 |                           |  |                               |                           |                   |
|--|--|-----------------|---------------------------|--|-------------------------------|---------------------------|-------------------|
| <b>Ideas</b><br><b>Cornerstone</b><br>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.  | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | No                        | This standard could be strengthened if more focus were put on it when taught. Many standards are taught/mentioned at once. It would be more helpful to have  |                               |                           |                   |
|  |  | 48              | Yes                       | Unit 4: T345, T370, T437, T482, T529, T602 Unit 5: T47, T72, T164, T231, T258 Unit 6: T272, T547   |                               |                           |                   |
|  |  | 32              | Yes                       | Integrate Ideas- Text Connections  |                               |                           |                   |
|  |  | 55              | Yes                       |  | 0                             |                           |                   |
|  |  | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | Yes                       |  | 0                             |                           |                   |
|  |  | 48              | Yes                       | Unit 1: T22-T23, T34-T35, T32-T33, T60, T64-T65 Unit 2: T340-T341, T350-T351, T426-T427, T446-T447, T459-T460, T466-T467, T523-T527, T543-T549   |                               |                           |                   |
|  |  | 32              | Yes                       |  | 0                             |                           |                   |
|  |  | 55              | Yes                       |  | 0                             |                           |                   |
| <b>Standard 10</b><br><b>Category</b><br>Range of Reading and Level of Text Complexity<br><b>Cornerstone</b><br>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.<br><br><b>Informational Text: K.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for Kindergarten. | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | Yes                       |  | 0                             |                           |                   |
|  |  | 48              | Yes                       | Unit 2: T362-T363, T370-T371 Unit 3: T160-T161, T168-T169 Unit 4: T340-T341, T450-T451 Unit 5: T607-T608   |                               |                           |                   |
|  |  | 32              | Yes                       |  | 0                             |                           |                   |
|  |  | 55              | Yes                       |  | 0                             |                           |                   |
|  |  | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | Yes                       |  | 0                             |                           |                   |
|  |  | 48              | Yes                       |  | 0                             |                           |                   |
|  |  | 32              | Yes                       |  | 0                             |                           |                   |
|  |  | 55              | 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><br><b>Category</b><br>Comprehension and Collaboration<br><b>Cornerstone</b><br>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.   | 48              | Yes                       | Unit 6: T325, T342, T347, T356, T358-T359, T417, T439, T448, T450-T451, T504, T530, T540, T542-T543, T576-T577, T578 Unit 7: T46, T56, T61, T70, T245, T254, T256-T257 Unit 8: T329, T347, T356, T509, T540, T542-T543, T578-T579 Unit 9: Instructional Routines Handbook pages 19-217. This document includes video resources, sentence stems, and checklists that align to grade level expectations for student and peer monitoring. |                               |                           |                   |
|  |  | 32              | Yes                       | The digital tools show examples of collaborative conversation. I like the examples for novice and seasoned teachers.   |                               |                           |                   |
|  |  | 55              | Yes                       |  |                               |                           |                   |
|  |  | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | Yes                       |  | 0                             |                           |                   |
| <b>Standard 2</b><br><b>Category</b><br>Comprehension and Collaboration<br><b>Cornerstone</b><br>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.  | 48              | Yes                       | Unit 6: T306, T398, T490 Unit 7: T134, T208, T209, T226 Unit 8: T310, T329, T513, T526 Unit 9: T20, T43, T112, T204  |                               |                           |                   |
|  |  | 32              | Yes                       |  | 0                             |                           |                   |
|  |  | 55              | Yes                       |  | 0                             |                           |                   |
|  |  | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | Yes                       |  | 0                             |                           |                   |
| <b>Standard 3</b><br><b>Category</b><br>Comprehension and Collaboration<br><b>Cornerstone</b><br>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.   | 48              | Yes                       | Unit 8: T534, T578 Unit 9: T23, T24, T25 Unit 10: T423, T580, T593   |                               |                           |                   |
|  |  | 32              | Yes                       | collaborative conversations and the weekly wrap up on Day 5.   |                               |                           |                   |
|  |  | 55              | Yes                       |  | 0                             |                           |                   |
|  |  | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | Yes                       |  | 0                             |                           |                   |
| <b>Standard 4</b><br><b>Category</b><br>Presentation of Knowledge and Ideas<br><b>Cornerstone</b><br>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.  | 48              | Yes                       | Unit 1: S24, S31, S61, S77, S91, T7D, T35, T227, T237, T249 Unit 2: T454-T455, T461, T511, T525, T535, T547, T548, T557 Unit 3: T57 Unit 4: T305   |                               |                           |                   |
|  |  | 32              | Yes                       |  | 0                             |                           |                   |
|  |  | 55              | Yes                       |  | 0                             |                           |                   |
|  |  | 59              | Yes                       |  | 0                             |                           |                   |
|  |  | 62              | Yes                       |  | 0                             |                           |                   |
| <b>Standard 5</b><br><b>Category</b>   | <b>K.SL.PKI.5</b> Add drawings or other visual displays of descriptions as desired to provide additional detail.   | 48              | Yes                       |  | 0                             |                           |                   |



|   |   |                          |     |  |                           |                       |  |                               |
|---|---|--------------------------|-----|--|---------------------------|-----------------------|--|-------------------------------|
| <b>Presentation of Knowledge and Ideas</b><br><b>Cornerstone</b><br>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |   | 32                       | Yes | 0  |                           |                       |  |                               |
|   |   | 55                       | Yes | 0  |                           |                       |  |                               |
|   |   | 59                       | Yes | 0  |                           |                       |  |                               |
|   |   | 62                       | Yes | 0  |                           |                       |  |                               |
| <b>Standard 6</b><br><b>Category</b><br>Presentation of Knowledge and Ideas<br><b>Cornerstone</b><br>Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                      | K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.   | 48                       | Yes | Unit 8: T356, T398-T399, T540, T541, T578-T579 Unit 9: T70, T162, T254, T255 Unit 10: T358, T359, T450   |                           |                       |  |                               |
|   |   | 32                       | Yes | 0  |                           |                       |  |                               |
|   |   | 55                       | Yes | 0  |                           |                       |  |                               |
|   |   | 59                       | Yes | 0  |                           |                       |  |                               |
|   |   | 62                       | Yes | 0  |                           |                       |  |                               |
|   |   | <b>WRITING STANDARDS</b> |     | <b>Reviewer</b>  | <b>Meets Expectations</b> | <b>Evidence/Notes</b> |  | <b>Revised or Referenced?</b> |
| <b>Standard 1</b><br><b>Category</b><br>Text Types and Protocol<br><b>Cornerstone</b><br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   | K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.  | 48                       | Yes | Unit 6: T318, T330, T340, T350, T356, T592 Unit 7: T216, T228, T238, T248 Unit 8: T592   |                           |                       |  |                               |
|   |   | 32                       | No  | This resource meets some expectations of the indicator. Example 1 E Unit 2 page 612. A suggestion for improvement might include some specific scaffolds for all students to know what evidence looks like to share opinions. It is noted as an ELU |                           |                       |  |                               |
|   |   | 55                       | Yes | 0  |                           |                       |  |                               |
|   |   | 59                       | Yes | 0  |                           |                       |  |                               |
|   |   | 62                       | Yes | Consider revising the language in Unit 8, page 1216 to be more explicit about what the teacher and students should be doing. Is the teacher modeling how to take notes? If everyone taking notes? Is this developmentally appropriate for K or     |                           |                       |  |                               |
| <b>Standard 2</b><br><b>Category</b><br>Text Types and Protocol<br><b>Cornerstone</b><br>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.   | 48                       | Yes | Unit 4: T352, T362, T368, T444, T454, T460, T536, T546, T552 Unit 5: T216, T228 Unit 6: T432   |                           |                       |  |                               |
|   |   | 32                       | Yes | 0  |                           |                       |  |                               |
|   |   | 55                       | Yes | 0  |                           |                       |  |                               |
|   |   | 59                       | Yes | 0  |                           |                       |  |                               |
|   |   | 62                       | Yes | 0  |                           |                       |  |                               |
| <b>Standard 3</b><br><b>Category</b><br>Text Types and Protocol<br><b>Cornerstone</b><br>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.                               | K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.  | 48                       | Yes | Unit 1: T21, T27, T123 Unit 2: T353 Unit 3: T32, T44,  |                           |                       |  |                               |
|   |   | 32                       | Yes | RETELL, DRAW, TALK, DRAW   |                           |                       |  |                               |
|   |   | 55                       | Yes | 0  |                           |                       |  |                               |
|   |   | 59                       | Yes | 0  |                           |                       |  |                               |
|   |   | 62                       | Yes | 0  |                           |                       |  |                               |
| <b>Standard 4</b><br><b>Category</b><br>Production and Distribution of Writing<br><b>Cornerstone</b><br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  | K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | 48                       | Yes |  | 0                         |                       |  |                               |
|   |   | 32                       | Yes | UNIT 1 TE PAGE 54; Unit 10 TE page 343   |                           |                       |  |                               |
|   |   | 55                       | Yes | 0  |                           |                       |  |                               |
|   |   | 59                       | Yes | 0  |                           |                       |  |                               |
|   |   | 62                       | Yes | 0  |                           |                       |  |                               |
| <b>Standard 5</b><br><b>Category</b><br>Production and Distribution of Writing  | K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.  | 48                       | Yes |  | 0                         |                       |  |                               |
|   |   | 32                       | No  | This resource meets some expectations of the indicator as evidenced with inclusion of shared writing to independent writing. How might you address modeled and small group writing to provide more intentional instruction and                     |                           |                       |  |                               |

|  |  |                 |                       |  |   |  |          |
|--|--|-----------------|-----------------------|--|---|--|----------|
| <b>Cornerstone</b><br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |  | 55              | Yes                   |  | 0 |  |          |
|  |  | 59              | Yes                   |  | 0 |  |          |
|  |  | 62              | No                    | Unit 10, page 1546 was the only time this standard was taught and therefore does not meet the cognitive demand. Consider revising to allow for more opportunities to explicitly teach this standard. |   |  |          |
| <b>Standard 6</b><br><b>Category</b><br>Production and Distribution of Writing<br><b>Cornerstone</b><br>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.        | 48              | Yes                   | Unit 1: T66, T74, T162, T170, T258, T266 Unit 2: T364, T372, T460, T468, T556, T564, T600-T601, T601-T602 Unit 3: T66, T74   |   |  |          |
|  |  | 32              | Yes                   | Research and Inquiry Day 4   |   |  |          |
|  |  | 55              | Yes                   |  | 0 |  |          |
|  |  | 59              | Yes                   |  | 0 |  |          |
|  |  | 62              | Yes                   |  | 0 |  |          |
| <b>Standard 7</b><br><b>Category</b><br>Research to Build and Present Knowledge<br><b>Cornerstone</b><br>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. | 48              | Yes                   |  | 0 |  |          |
|  |  | 32              | Yes                   | Research and Inquiry Day 4. Additionally, the Weekly Wrap up on Day 5 that allows opportunity to extend learning.  |   |  |          |
|  |  | 55              | Yes                   |  | 0 |  |          |
|  |  | 59              | Yes                   |  | 0 |  |          |
|  |  | 62              | Yes                   |  | 0 |  |          |
| <b>Standard 8</b><br><b>Category</b><br>Research to Build and Present Knowledge<br><b>Cornerstone</b><br>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.    | 48              | Yes                   |  | 0 |  |          |
|  |  | 32              | Yes                   |  | 0 |  |          |
|  |  | 55              | Yes                   |  | 0 |  |          |
|  |  | 59              | Yes                   |  | 0 |  |          |
|  |  | 62              | Yes                   |  | 0 |  |          |
|  |  |                 |                       |  |   |  |          |
| <b>Standard 9</b><br><b>Category</b><br>Research to Build and Present Knowledge<br><b>Cornerstone</b><br>Draw evidence from literary or informational texts to support analysis, reflection, and research.   | <b>Not applicable</b>  |                 |                       |  |   |  |          |
| <b>Standard 10</b><br><b>Category</b><br>Range of Writing<br><b>Cornerstone</b><br>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.             | 48              | Yes                   |  | 0 |  |          |
|  |  | 32              | Yes                   | Shared Writing, Independent Writing, Writing Fluency activity, Revisit writing from previous day-Research- steps of process Unit 1 TE page 68  |   |  |          |
|  |  | 55              | Yes                   | There are many opportunities for students to write.  |   |  |          |
|  |  | 59              | Yes                   |  | 0 |  |          |
|  |  | 62              | No                    | This standard could be met by providing a small amount of time each day for students to write and build their writing stamina.   |   |  |          |
| <b>Additional Comments</b>   |  | <b>Reviewer</b> | <b>Evidence/Notes</b> |  |   |  |          |
| <b>Additional Comments on Section II Standards</b>   |  | 48              |                       |  |   | <b>Total indicators to be re-reviewed:</b> | <b>0</b> |
|  |  | 32              |                       |  |   |  |          |
|  |  | 55              |                       |  |   |  |          |
|  |  | 59              |                       |  |   |  |          |
|  |  | 62              |                       |  |   |  |          |
| <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"   |  | 48              | 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.)

|         |      |
|---------|------|
| 32      | Pass |
| 55      | Pass |
| 59      | Pass |
| 62      | Fail |
| Overall | Pass |

Grade & Subject:G01K00

Title Name:Wonders

Original Reviews Submitted:5

ISBN:9780076899975

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Reviewers:48, 32, 55, 59, 62

| 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.  | 48       | Yes                | Essential questions are provided for each unit as evidenced in- Vol. 1: T2, T7D; Vol. 3: T2, T7D; Vol. 5: T288, T293D  |                        |                    |            |
|  | 32       | No                 | This resource meets some expectations of the indicator as evidenced with the scope and sequence and the weekly text set overview for each unit. Within these documents you list a key concept supported with an Essential Question. How might an enduring understanding support daily mastery to show that students are working towards end of weekly and unit goal mastery? How might this support teachers in determining critical overviews and activities for each day?  |                        |                    |            |
|  | 55       | Yes                | Bold Text  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | Yes                | There needs to be more depth and the essential questions and enduring understandings should help the student gain more knowledge so that they will be able to make more connections as they are learning   |                        |                    |            |
| b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.   | 48       | Yes                | All lessons integrate at least 2 standards: Vol. 1: T37, T38, T68; Vol. 3: T21, T27, T37, T38; Vol. 5: T307, T315, T326  |                        |                    |            |
|  | 32       | Yes                | Student Outcomes overview  |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | Yes                | 0  |                        |                    |            |
| c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.  | 48       | Yes                |  | 0                      |                    |            |
|  | 32       | No                 | This resource meets some expectations of the indicator as evidenced with several of the IRA text choices are folktales and stories from different geographical regions. How might the inclusion of more published text pieces provide stronger intentionality with this indicator?   |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | Yes                | 0  |                        |                    |            |
| d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.   | 48       | Yes                |  | 0                      |                    |            |
|  | 32       | No                 | This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to review Interactive Read Aloud text selections to include text with published authors. The majority of texts used for this instructional purpose are folktales and informational text. Your informational texts do not have the author identified.  |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | Yes                | This indicator was met although the materials were unable to review because they were not included in the Sample Box.  |                        |                    |            |
| e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.  | 48       | Yes                | Exceeded expectations through use of text types and genres- Whistle for Willie (Realistic Fiction); Ana Goes to Washington, D.C. (Informational); Peter's Chair (Fiction); Rain (Fantasy); I Love Bugs! (Poetry)   |                        |                    |            |
|  | 32       | No                 | This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to include varied text for IRA. The majority of texts used for this instructional purpose are folktales and informational text. How might you add to your text selections by including more of a variety of genres? How might this impact student learning and knowledge building as they apply overarching concepts to a variety of texts?   |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | 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.  | 48       | Yes                | Students are given the opportunity to complete various types of reading-Volume 1 T47, T42-43, T95, T100-101; Vol. 3: T47, T42-43, T91, T96-97; Vol. 5: T335, T330-331, T362-363.   |                        |                    |            |
|  | 32       | Yes                | Good evidence of Think Alouds in all instructional strategy areas  |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | Students are only interacting with the Interactive Read Aloud a minimal amount of time. Because the Interactive Read Aloud is the only text above grade level, it is important that students have more time working with this text during class. Currently, each week they are spending an average of 15 minutes listening and interacting with this text. Comparatively, they are working with grade level text daily, in various ways, at least 30 minutes or more daily. A suggestion for revision would be to find more opportunities to integrate this higher level text throughout the year. |                        |                    |            |

|   |    |     |  |   |  |  |
|---|----|-----|--|---|--|--|
|   | 62 | Yes |  | 0 |  |  |
|   | 48 | 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).  | 32 | No  | purpose is very loosely connected to concept and is not explicitly stated. It also presents itself as a focus on skills in isolation (Unit 1 T38) when students are re reading "What About Bear" to study the characteristics of the genre and practice the comprehension skill. The purpose of rereading should be to build knowledge about the concept.<br><br>Additionally, when students are introduced to the IRA-typically on Day 3, there is a connection to the concept and setting the purpose. (example TE Unit 1,page 47) A suggestion for improvement would be to begin the unit focusing on the concept with the essential question and enduring understanding guiding learning to the conceptual goal. How might aligning all of these create clearer expectations about text choices and purpose for instruction? |   |  |  |
|   | 55 | Yes |  | 0 |  |  |
|   | 59 | Yes |  | 0 |  |  |
|   | 62 | Yes | This indicator was met, but often included too many focuses for one day.<br>The procedures for a Close Read in the Instructional Routines Book might not be clear to a teacher who was unfamiliar about the purpose of a close read.   |   |  |  |
|   |    |     |  |   |  |  |
| h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.   | 48 | Yes | Meets expectations and provides accountability structured as evidenced in vol 5 pg.302-303-Independent reading plans are in place for each unit.   |   |  |  |
|   | 32 | No  | This resource meets some expectations of the indicator as evidenced with listing self-selected reading as a student choice option. A suggestion for improvement would be to consider protocols or instructional routines for what reading behaviors look like. Additionally, as students are to respond in their reading journals... What do writing expectations and behaviors look like?   |   |  |  |
|   | 55 | Yes |  | 0 |  |  |
|   | 59 | Yes |  | 0 |  |  |
|   | 62 | No  | I am unsure about the accountability structures. This could be strengthened by allowing students an amount of time everyday to read with books of choice.  |   |  |  |
| i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.   | 48 | Yes | Meets expectations as evidence on pages Vol. 1: T78-79, T86-87, T92-93, T96-101; Vol. 3: T74-75, T82-83, T88-89, T92-97; Vol. 5: T62-63, T70-71, T76-77, T380-385  |   |  |  |
|   | 32 | Yes | Foundational skills in place and also Level Up opportunities   |   |  |  |
|   | 55 | Yes |  | 0 |  |  |
|   | 59 | Yes |  | 0 |  |  |
|   | 62 | Yes |  | 0 |  |  |
| j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.                                | 48 | Yes | Writing assignments are intentionally sequenced and become lengthier across the unit as evidenced in Vol. 1: T32, T44, T54, T66, T74; Vol. 3: T32, T44, T54, T64, T70; Vol. 5: T289A-289B, T320, T332, T342, T352, T358  |   |  |  |
|   | 32 | No  | This resource meets some expectations of the indicator as evidenced with writing fluency activities that build from writing letters, words, and sentences. Additionally, evidence of project based writing in place with Research/Inquiry and the lessons supporting the Writing process and genre specific plans. A suggestion for improvement would be to consider how connecting writing across the weeks might solidify thinking and learning. Also, the indicator focuses on the word "progress" What are some ways to explicitly show how this is conveyed? How might goal setting within writing conferences support writing instruction? What would this instructional strategy look like for teachers? How might the use of rubrics and not just student examples support this?   |   |  |  |
|   | 55 | Yes |  | 0 |  |  |
|   | 59 | Yes |  | 0 |  |  |
|   | 62 | No  |  | 0 |  |  |
| k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.   | 48 | Yes |  | 0 |  |  |
|   | 32 | Yes |  | 0 |  |  |
|   | 55 | Yes |  | 0 |  |  |
|   | 59 | Yes |  | 0 |  |  |
|   | 62 | No  | The instruction and purpose of the writing could be more clear. Too many skills appear to be connected to writing. Different types and purposes of writing should be clearly addressed in each lesson.   |   |  |  |
| l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing). | 48 | Yes |  | 0 |  |  |
|   | 32 | No  | This resource meets some expectations of the indicator as evidenced with the "Write about texts" overview. Students are engaged in Shared writing as the week begins and the shift moves towards independent writing. A suggestion for improvement would be to consider further gradual release to include teacher modeling, students share writing, small group supporting writing, moving toward independent writing. How might additional scaffolds in writing support the continuum of read/think/talk/write   |   |  |  |
|   | 55 | Yes |  | 0 |  |  |
|   | 59 | Yes | Although there are multiple opportunities for students to be exposed to the different styles of writing, it doesn't seem to be equally dispersed. Consider adding more opportunities for small group writing throughout the units.   |   |  |  |
|   | 62 | No  | The words shared writing, etc. were used occasionally within lessons but were not clearly addressed. The only writing procedures addressed were the writing process.   |   |  |  |



marked no in Section III. If more than 3 "No" boxes are marked, then this program does not pass.

59

Pass

62

Fail

Overall

Pass

Grade & Subject:G01K00

Title Name:Wonders

Original Reviews Submitted:5

ISBN:9780076899975

Publisher:McGraw Hill Education

Reviewers:48, 32, 55, 59, 62

| 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.  | 48       | Yes                | Vol. 1: T10-T11, T28-T31, T51, T54-T55, T66; Vol. 3: T102-T103, T120-T23, T143, T146-T147, T156; Vol. 5: T194-T195, T212-T215, T235, T238-T239, T248   |                        |                                     |            |
|   | 32       | Yes                | Instructional Routines Handbook outlines Word Work and all categories.   |                        |                                     |            |
|   | 55       | Yes                |  | 0                      |                                     |            |
|   | 59       | Yes                | This indicator exceeds expectations. There is evidence throughout all the lessons that all of these components are being consistently addressed using various and multiple methods.  |                        |                                     |            |
|   | 62       | Yes                | This area would be stronger if there were hands on materials for the students.   |                        |                                     |            |
| b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.   | 48       | Yes                | Exceeds expectations with materials provided and types of practice   |                        |                                     |            |
|   | 32       | No                 | This unit meets some expectations of the indicator as evidenced with the reference to digital tool resources. A suggestion for improvement would be to provide physical materials such as letter tiles, sorting materials, work stations, connections from decoding/encoding.  |                        |                                     |            |
|   | 55       | Yes                |  | 0                      |                                     |            |
|   | 59       | Yes                |  | 0                      |                                     |            |
|   | 62       | No                 | No abundance of materials for students to manipulate.  |                        |                                     |            |
| c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.   | 48       | Yes                | Vol. 1: T42-T43, T52-T53, T54-T55, T64T65, T66-T67, T72-T73; Vol. 3: T134-T135, T144-T145, T146T147, T156-T157; Vol. 5: T226-T227, T236-T237, T238-T239, T248-T249   |                        |                                     |            |
|   | 32       | Yes                | Lesson plans for shared/small group instruction  |                        |                                     |            |
|   | 55       | Yes                |  | 0                      |                                     |            |
|   | 59       | Yes                |  | 0                      |                                     |            |
|   | 62       | Yes                |  | 0                      |                                     |            |
| d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.   | 48       | Yes                | Vol. 1: T10, T14, T62-T63, T70-T71; Vol. 3: T102, T106, T154-T155, T160-T161; Vol. 9: T194, T198, T233, T246-T247, T252-T253   |                        |                                     |            |
|   | 32       | Yes                | Instructional Routines Handbook outlines Word Work and all categories.   |                        |                                     |            |
|   | 55       | Yes                |  | 0                      |                                     |            |
|   | 59       | Yes                |  | 0                      |                                     |            |
|   | 62       | Yes                |  | 0                      |                                     |            |
| e.Effective reading fluency instruction includes the following:<br>•Evidence-based teaching strategies and varied practice opportunities;<br>•Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and<br>•Use of different text types.                                      | 48       | Yes                | Methods vary in scope and quality reading, and contain reasons for accuracy, rate, etc as evidence. In Vol.1: T43, T51, T53, T63, T65, T71, T73; Vol. 3: T135, T143, T145, T155, T161; Vol. 5: T227, T235, T237, T243, T245  |                        |                                     |            |
|   | 32       | Yes                | Instructional Routines Handbook outlines Word Work and all categories.   |                        |                                     |            |
|   | 55       | Yes                |  | 0                      |                                     |            |
|   | 59       | Yes                |  | 0                      |                                     |            |
|   | 62       | Yes                |  | 0                      |                                     |            |
| f. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.   | 48       | Yes                | Exceeds expectations as the curriculum gives exactly where to go to provide students with the support that they need based on level Vol.1: T31, T41, T51, T63, T71, T102T103; Vol. 3: T123, T133, T143, T155, T161; T190-T191; Vol. 5: T215, T225, T235, T247, T253, T282-T283   |                        |                                     |            |
|   | 32       | Yes                | Check for success within phonics skills instruction; progress monitoring tools, weekly assessments with identified skills; corrective feedback guidelines; portfolio development, etc. Checklist/rubric; practice books, response boards (activities) Track Success with activity and skills reports. Item analysis report (standards) |                        |                                     |            |
|   | 55       | Yes                |  | 0                      |                                     |            |
|   | 59       | Yes                |  | 0                      |                                     |            |
|   | 62       | No                 | These materials were not found in the teacher text.  |                        |                                     |            |
| g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.   | 48       | Yes                |  | 0                      |                                     |            |
|   | 32       | Yes                | Assessments- Placement/Diagnostic/ Progress monitoring Track Success with activity and skills reports. Item analysis report (standards)  |                        |                                     |            |
|   | 55       | Yes                |  | 0                      |                                     |            |
|   | 59       | Yes                |  | 0                      |                                     |            |
|   | 62       | Yes                |  | 0                      |                                     |            |
| Additional Comments:  | Reviewer | Evidence/Notes     |  |                        |                                     |            |
|   | 48       |                    |  |                        | Total indicators to be re-reviewed: | 0          |



|   |          |  |         |  |  |
|---|----------|--|---------|--|--|
| Additional comments about foundational skills within the materials:   | 32       |  |         |  |  |
|   | 55       |  |         |  |  |
|   | 59       |  |         |  |  |
|   | 62       |  |         |  |  |
| Alignment with Section IV:  | Reviewer |  | Aligned |  |  |
| Materials meet at least 80% alignment with Section IV: Foundational Skills?<br><br>This means that no more than 1 box was marked "No." If more than 1 "No" box is marked, then this program does not pass | 48       |  | Pass    |  |  |
|   | 32       |  | Pass    |  |  |
|   | 55       |  | Pass    |  |  |
|   | 59       |  | Pass    |  |  |
|   | 62       |  | Fail    |  |  |
|   | Overall  |  | Pass    |  |  |

Grade & Subject:G01K00ISBN:9780076899975

Title Name:WondersPublisher:McGraw Hill Education

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

| SECTION V: Additional Components   |          |                    |  |                        |                    |            |
|--|----------|--------------------|--|------------------------|--------------------|------------|
| These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process. |          |                    |  |                        |                    |            |
| Teacher Support  | Reviewer | Meets Expectations | Evidence/Notes   | Revised or Referenced? | Publisher Comments | Re-Review? |
| a. Teacher-facing materials (e.g., teacher's edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.  | 48       | Yes                | Vol. 1: T22-T23 (ACT box), T25 (Think Aloud) Vol. 3: T22-T23 (ACT box), T25 (Think Aloud)  |                        |                    |            |
|  | 32       | Yes                | 0  |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | No                 | The teacher facing materials were very busy and did not have all of the information needed. The teacher would need to go to other sources or online to find everything that was needed.  |                        |                    |            |
| b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.  | 48       | Yes                | Vol. 1: T22-T27, T36-T39; Vol. 3: T22T27, T36-T39; Vol. 5: T308-T315, T326-T32   |                        |                    |            |
|  | 32       | Yes                | 0  |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | No                 | See examples above in the standards section.   |                        |                    |            |
| c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.  | 48       | Yes                | Vol. 1: T9, T28, T32, T34, T36, T38; Vol. 3: T9 T28, T32, T34, T36, T38; Vol. 5: T306, T316, T318, T320  |                        |                    |            |
|  | 32       | Yes                | 0  |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | No                 | See examples above in the standards section.   |                        |                    |            |
| d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.  | 48       | Yes                | Senses at the Seashore (Science: K.LS.1.3, K.ETS1.1), Mama, Is It Summer Yet? (Science: K.ESS.2: 1-2), Rain (Science: K.ESS.2: 1-2), Waiting Out the Storm (Science: K.ESS3.2, K.ETS1.1), The Handiest Things in the World (Science: K.ETS2.1), What Can You Do With a Paleta? (Social Studies K.3), Whose Shoes? A Shoe for Every Job (Social Studies K.8), How Do Dinosaurs Go to School? (Social Studies K.15,  |                        |                    |            |
|  | 32       | Yes                | 0  |                        |                    |            |
|  | 55       | Yes                | There was evidence of integration.   |                        |                    |            |
|  | 59       | Yes                | This indicator meets expectations as evidenced on the "pull out at a glance cards." Consider making clearer connections during the lessons by adding opportunities during the lesson for teachers to explicitly connect science/social studies concepts to the text being taught. For example in Unit 1 Day 1 (in which the unit is connected to Government and Civics) The teacher could include examples of "fairness" during the "Talk About It" section, in which students discuss what it means to be a friend. |                        |                    |            |
|  | 62       | Yes                | Yes, but the depth of content was not there.   |                        |                    |            |
| e. Lessons include teacher think-alouds to model appropriate application of literacy skills.   | 48       | Yes                | 0  |                        |                    |            |
|  | 32       | Yes                | 0  |                        |                    |            |
|  | 55       | Yes                | 0  |                        |                    |            |
|  | 59       | Yes                | 0  |                        |                    |            |
|  | 62       | Yes                | 0  |                        |                    |            |

|   |    |          |  |                |                        |                    |            |
|---|----|----------|--|----------------|------------------------|--------------------|------------|
| f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards. | 48 | Yes      | 0  |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | Yes      | 0  |                |                        |                    |            |
| g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.  | 48 | Yes      | 0  |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | Yes      | 0  |                |                        |                    |            |
| h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.                       | 48 | Yes      | 0  |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | No       | 0  |                |                        |                    |            |
| i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.       | 48 | Yes      | 0  |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | No       | 0  |                |                        |                    |            |
| j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.  | 48 | Yes      | Vol. 1: T21 (Collaborative Conversations), T27 (Respond to the Text: Talk section), T43 (Focus on Fluency), T69 (Create the Presentation); Vol. 3: T21 (Collaborative Conversations), T27  |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | Yes      | Yes, but not always in the teacher facing materials. You would need to crosscheck several sources.   |                |                        |                    |            |
| Monitoring Student Progress   |    | Reviewer | Meets Expectations   | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? |
| k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.  | 48 | Yes      | 0  |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | No       | 0  |                |                        |                    |            |
| l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.  | 48 | Yes      | TEACHER'S EDITION: T31 (Check for Success: Online Rubric) Portfolios: TEACHER'S EDITION: Vol. 1: T603; Vol. 2: T579; Vol. 5: 581 Teacher Observation Checklists: TEACHER'S EDITION: Vol. 1: T74 (Research); Vol. 3: T74 (Research) Anchor Papers: TEACHER'S EDITION: Vol. 1: T582-T583 (Expert and Student Models); Vol. 3: T570-T571 (Expert and Student Models); Vol. 5: T572-T573 (Expert and Student Models) |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | No       | Not seen in the teacher facing materials.  |                |                        |                    |            |
| m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.   | 48 | Yes      | 0  |                |                        |                    |            |
|   | 32 | Yes      | 0  |                |                        |                    |            |
|   | 55 | Yes      | 0  |                |                        |                    |            |
|   | 59 | Yes      | 0  |                |                        |                    |            |
|   | 62 | No       | Reading/Writing Companion??  |                |                        |                    |            |

|   |                 |                           |  |                               |                           |                   |
|---|-----------------|---------------------------|--|-------------------------------|---------------------------|-------------------|
| n. Materials include suggestions and tools to keep students and parents informed about students' progress.  | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | No                        | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | 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.                                       | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | No                        | The teacher text was not sufficient to teach everything included in it. It was very disorganized and difficult to follow. Writing procedures and guided reading, as well as running records were not taught through this series. |                               |                           |                   |
| p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade. | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | No                        | Everything seemed to be disjointed. Knowledge building was not evident through units.  |                               |                           |                   |
| q. Program components, lesson plans, and the relationships among the parts are clear.   | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | No                        | There was NEVER a clear focus to any lesson.   |                               |                           |                   |
| r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.                               | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | Yes                       | 0  |                               |                           |                   |
| s. Each lesson contains a list of required materials.   | 48              | Yes                       | Student materials are pictured at the start of each lesson   |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | No                        | 0  |                               |                           |                   |
| t. Lessons, chapters, and units contain estimated instructional times.  | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | No                        | 0  |                               |                           |                   |
| u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).  | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | Yes                       | Yes, but the quality of text could be improved.  |                               |                           |                   |
| v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.                                  | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |
|   | 55              | Yes                       | 0  |                               |                           |                   |
|   | 59              | Yes                       | 0  |                               |                           |                   |
|   | 62              | Yes                       | 0  |                               |                           |                   |
| w. Materials contain an explanation of the  | 48              | Yes                       | 0  |                               |                           |                   |
|   | 32              | Yes                       | 0  |                               |                           |                   |

|   |          |                |   |  |                                     |   |
|---|----------|----------------|---|--|-------------------------------------|---|
| research behind the program, including instructional approaches within the program.             | 55       | Yes            | 0   |  |                                     |   |
|   | 59       | Yes            | 0   |  |                                     |   |
|   | 62       | Yes            | 0   |  |                                     |   |
| x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials. | 48       | Yes            | 0   |  |                                     |   |
|   | 32       | Yes            | 0   |  |                                     |   |
|   | 55       | Yes            | 0   |  |                                     |   |
|   | 59       | Yes            | 0   |  |                                     |   |
|   | 62       | No             | They were provided separately and I could ot get them to go into the teacher facing text. Poor quality materials. |  |                                     |   |
| Additional Comments:  | Reviewer | Evidence/Notes |   |  |                                     |   |
| Additional Comments about Section V:<br>Additional Components                                   | 48       |                |   |  | Total indicators to be re-reviewed: | 0 |
|   | 32       |                |   |  |                                     |   |
|   | 55       |                |   |  |                                     |   |
|   | 59       |                |   |  |                                     |   |
|   | 62       |                |   |  |                                     |   |

[illegible]

[illegible]