

ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

Grade 5

SECTION I

Alignment to Shifts

Materials must meet **100%** of 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; 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.	Yes	No	Evidence/Notes
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.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Yes	No	Evidence/Notes
d. Anchor Texts 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.			
e. Texts for Interactive Read Aloud are 1-3 years above grade level.			
f. Text plays a central role in the literacy block.			
g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Yes	No	

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h. Text-dependent questions: <ul style="list-style-type: none"> Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.			
Additional comments on the three instructional shifts within the materials:			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked “ Yes ” and no boxes were marked “ No. ” If any boxes are marked “No”, then this program does <u>not</u> pass.	Yes	No	

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SECTION II

Alignment to Tennessee English Language Arts Standards

*Materials must meet at least **90%** of indicators in Section II.*

*The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.*

READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 5.RL.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.			
	Informational Text: 5.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.			
	Informational Text: 5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.			
Standard 3	Literature: 5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story			

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Category Key Ideas and Details	or drama, drawing on specific details in a text.			
	Informational Text: 5.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.			
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.			
	Informational Text: 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 5.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.			
	Informational Text: 5.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.			
Standard 6 Category Craft and Structure	Literature: 5.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.			

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Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Informational Text: 5.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.			
Standard 7 Category Integration of Knowledge and Ideas	Literature: 5.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.			
Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Informational Text: 5.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable			
	Informational Text: 5.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.			
Standard 9 Category Integration of Knowledge and Ideas	Literature: 5.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.			

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Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Informational Text: 5.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 5.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.			
	Informational Text: 5.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.			
WRITING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion with reasons that are supported by facts and details. Create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words and phrases. Apply language standards addressed in the Foundational Literacy standards. 			

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<p>Standard 2</p> <p>Category Text Types and Protocols</p> <p>Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards. 			
<p>Standard 3</p> <p>Category Text Types and Protocols</p> <p>Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. 			

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	<ul style="list-style-type: none"> e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards. 			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.W.PDW.4 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.)			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)			
Standard 6 Category Production and Distribution of Writing	5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a			

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Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	complete product in a single sitting as defined in W.1-3.			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	5.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support	5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.			

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analysis, reflection, and research.				
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	5.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.			
FOUNDATIONAL LITERACY STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable			
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable			

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Standard 3 Category Phonics and Word Recognition Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 			
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly consulting references as needed. b. Write legibly in manuscript and cursive. 			
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 			
Standard 6 Category Sentence Composition Cornerstone Demonstrate command of the conventions of	5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. <ul style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. 			

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standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	<ul style="list-style-type: none"> c. Use auxiliary verbs such as <i>can</i>, <i>may</i>, and <i>must</i> to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic. 			
Standard 7 Category Vocabulary Acquisition Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to 			

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	<p>words with similar but not identical meanings</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>			
SPEAKING AND LISTENING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>			
<p>Standard 2</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p>	<p>5.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.</p>			

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<p>Standard 3</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>5.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.</p>			
<p>Standard 4</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>5.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>			
<p>Standard 5</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>5.SL.PKI.5 Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.</p>			

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<p>Standard 6</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>5.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate</p>			
<p>Additional comments on alignment to ELA Standards:</p>				
<p>Materials meet at least 90% alignment with Section II: ELA Standards.</p> <p>This means that <u>no more than 4</u> boxes were marked "No". <u>If more than 4 "No" boxes are marked, then this program does <u>not</u> pass.</u></p> <p><i>(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.)</i></p>		<p>Yes</p>	<p>No</p>	

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SECTION III

High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks

Materials meet **at least 80%** of indicators in Section III.

Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.

Indicator	Meets Expectations?		Evidence/Notes
	Yes	No	
a. Units are built around a concept or topic and include essential questions and enduring understandings.			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.			
d. Most texts used for Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.			
f. Students have varied opportunities to engage with text, such as interactive read-alouds, shared reading, small-group reading, and independent reading.			
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).			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.			
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.			

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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.			
k.	Materials provide explicit instruction about the writing process, organization/structure, and writing craft.			
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).			
m.	Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).			
n.	Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).			
o.	Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.			
p.	Explicit vocabulary instruction includes morphology and Latin or Greek roots.			
q.	Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.			
r.	Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.			
s.	Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.			

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Additional comments about high-quality instruction within the materials:		
Materials meet at least 80% alignment with Section III: High-Quality instruction?	Yes	No
This means <u>no more than 3</u> indicators were marked “No” in Section III. <u>If more than 3</u> “No” boxes are marked, then this program does <u>not</u> pass.		

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Section IV: Foundational Skills

*Materials meet at least **80%** alignment with all 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	Meets Expectations?		Evidence/Notes
	Yes	No	
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.			
d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).			
e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.			
f. Effective reading fluency instruction includes the following: <ul style="list-style-type: none"> Evidence-based teaching strategies and varied practice opportunities; Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and Use of different text types. 			
g. 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.			
h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.			

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Additional comments about foundational skills within the materials:

Materials meet at least 90% alignment with Section IV: Foundational Skills?

This means that no more than 2 boxes were marked “**No**”. If more than 2 “No” boxes are marked “No”, then this program does not pass.

Yes

No

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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	Yes	No	Evidence/Notes
a. Teacher-facing materials (e.g., teacher edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.			
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.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.			
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.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.			
B. Monitoring Student Progress			

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k. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.			
l. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.			
C. Organization			
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.			
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.			
q. Program components, lesson plans, and the relationships among the parts are clear.			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.			
s. Each lesson contains a list of required materials.			
t. Lessons, chapters, and units contain estimated instructional times.			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.			
x. Materials include a list of Tennessee English Language Arts Standards in teacher's guide.			
Additional Comments about Section V: Additional Components			