

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

Title: Into Reading					
Grade: G01500					
Reviewer	Section I	Section II	Section III	Section IV	Overall
83	Pass	Fail	Pass	Pass	
146	Pass	Pass	Pass	Pass	
142	Pass	Fail	Pass	Pass	
145	Fail	Pass	Pass	Pass	
147	Fail	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	Pass	PASS

Publisher Notes:

A 0 indicates N/A or no comment was provided by the reviewer.

If you decide to revise content and enter the title into re-review, select either "referenced" or revised" from the drop down menu.

Revised= you have made additions or changes to content in the textbook for review

Referenced=you are referencing additional pages in the textbook for review (be sure these are not the same pages as those listed in the correlations guide)

The additional components section is not scored this is feedback that you may or may not choose to revise in an effort to assist districts with their selections.

Do not reformat these sheets for re-review. Complete the orange columns as is and send this workbook back to us for re-review.

Only indicators that were marked "no" by a reviewer are required to have feedback provided to you.

Grade & Subject:G01500 ISBN:9780358010029

Title Name:Into Reading Publisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5 Reviewers:83, 146, 142, 145, 147

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	83	Yes		0		
	146	Yes	Texts build knowledge around innovation, story elements, natural disasters, westward expansion, conservation, the arts, exploration and discovery, cultures, unsolved mysteries, animal behaviors, and a final look at nonfiction and literary texts.			
	142	Yes		0		
	145	Yes		0		
	147	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	83	Yes		0		
	146	Yes	Materials do provide direct and contextual instruction. A suggestion to strengthen this shift would be to instruct teachers to go back into the text and read the vocabulary word in context. Also, it would be helpful to add a check for understanding within the routine.			
	142	Yes		0		
	145	No	This indicator is not being met because vocabulary instruction provided is only supporting direct instruction of the vocabulary words. A suggested revision is to include contextual instruction of the vocabulary words.			
	147	Yes	This indicator is met but could be strengthened by including a section at the back of the student myBook for a vocabulary journal or pages. It suggest having students fold a sheet of paper into four equal sections to draw a picture of the word, write the meaning of the word, write a sentence using the word, and to write the word in the boxes. While this is a systematic way to support vocabulary used in each module, the teacher will likely have to come up with some way to keep these together and organized. There is also an activity in the Know It, Show It book for students to answer questions that use the Critical Vocabulary words in context.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	83	Yes	This standard is fully met when students are asked to synthesize topic knowledge learned in each module. They add information to the knowledge map. Students synthesize the knowledge in a module wrap up like on page T374-375 of TG3. Then students are using their new acquired knowledge in the end of module task. Students have the opportunity to reflect and show understanding before they actually write using the new knowledge.			
	146	Yes		0		
	142	Yes		0		
	145	Yes		0		
	147	Yes		0		
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	83	Yes		0		
	146	Yes	Analysis of measurement is present and interactive texts are appropriately complex based on quantitative and qualitative measures.			
	142	Yes		0		
	145	Yes		0		
	147	Yes		0		
e. Texts for Interactive Read Aloud are 1-3 years above grade level.	83	Yes		0		
	146	Yes	Analysis of measurement is present and shared reading texts are appropriately complex based on quantitative and qualitative measures.			
	142	Yes		0		
	145	Yes		0		
	147	No	There are no Qualitative or Quantitative measurements provided for the Read Alouds in the modules. Many of them do not seem to be previously published but do seem to be of publishable quality.			
	83	Yes		0		

f. Text plays a central role in the literacy block.	146	Yes	Students are focused on texts and are talking, reading or writing about texts throughout lessons.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	147	Yes	0			
	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	83	Yes	0			
	146	Yes	Evidence of text dependent questions in Teacher's Guide and Teaching Pal.			
h. Text-dependent questions : •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	147	Yes	0			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	83	Yes	0			
	146	Yes	Directions for students to respond to text in My Book are present in Teaching Pal.			
	142	Yes	0			
	145	Yes	0			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	147	Yes	0			
	83	Yes	0			
	146	Yes	Directions for collaborative discussions are present in Teaching Pal. My Book gives students a place to track their thinking and evidence of engagement.			
	142	Yes	0			
Additional comments:	145	Yes	0			
	147	Yes	0			
	147	Yes	0			
	147	Yes	0			
Additional comments on the three instructional shifts within the materials:	83		0		Total indicators to be re-reviewed:	0
	146		0			
	142		0			
	145		0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked "yes" and no boxes were marked "no" . If any boxes are marked "No" , then this program does not pass.	147		0			
	Reviewer	Aligned				
	83	Pass				
	146	Pass				
	142	Pass				
	145	Fail				
	147	Fail				
Overall		Pass				

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SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

FOUNDATIONAL LITERACY STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable						
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable						
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. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	83	Yes	This indicator meets expectations as evidenced on page T60-63 of TG1 because students decode words with short vowels. Students apply the knowledge in the Know It Show It practice book. In lessons that follow the prefixes and roots are covered, and the students write sentences that demonstrate the meaning of the			
		146	Yes				
		142	Yes				
		145	Yes				
		147	Yes				
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis	5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive	83	Yes				
		146	Yes				
		142	Yes				

skills when encoding words; write legibly.		145	Yes	0			
		147	Yes	0			
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. 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.	83	Yes	This indicator meets expectations as evidenced on page 142-43 of 1G.5 because students read and reread for multiple purposes. Questions that the teacher asks in the Teaching Pal provide the purpose to support the understanding of the text.			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 6 Category Sentence Composition Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	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. a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
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 5 reading and content, choosing flexibly from a range of strategies. 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. i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to	83	Yes	0			
		146	Yes	0			
		142	No	While the majority of the indicators within this standard are met, indicator 5.FL.VA.7.b.ii has a lack of direct instruction. For example, while students identify common idioms and instruction, there is little to no direct instruction focusing on explaining the meaning of the idioms and proverbs. In the lessons provided, teachers either state the meaning or simply ask students what do you think this means. Students need direct instruction on how to understand the meanings of			
		145	Yes	0			

	better understand each of the words.						
	5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition,	147	Yes	0			
READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 5.RL.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	83	Yes	This indicator meets expectations on pages 1146-147 of TG 1 because inference is covered as reading details from the text and using background information to fill			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
	Informational Text: 5.RI.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	83	Yes	This indicator meets expectations in TG4 page 145. The students are being led through discussion of the text Above, Below, and Beyond. The questioning allows			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
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.	83	Yes	This indicator meets expectations as evidenced on page			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
	Informational Text: 5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize a text.	83	Yes	This indicator meets expectations as evidenced on page			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	83	Yes	This indicator meets expectations as evidenced on page 94 of Teaching part 1. Through discussion of the text What a Story, students see how the writer develops			
		146	Yes	0			
		142	No	The lessons provided do not meet the cognitive demand of the standard because there is a lack of direct instruction and activities to teach this standard. For			
		145	Yes	0			
		147	Yes	0			
	Informational Text: 5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.	83	Yes	This indicator meets expectations as evidenced on pages 25 and 28 of the Teaching Part 1. Students begin by comparing and contrasting two inventors. Then			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 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.	83	Yes	This indicator meets expectations as evidenced on pages 1518-1519 of TG 1 because this lesson asks each just "Identifying the type of figurative language." The			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
	Informational Text: 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.	83	Yes	This indicator meets expectations as evidenced on pages 1166-167 of TG2 because the lesson addresses words and phrases as they are used in the text Hurricanes.			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or	Literature: 5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	83	Yes	This indicator meets expectations as evidenced on pages 1102-103 of TG2 because the lesson discusses the parts of a drama that fit together to provide the overall			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
	Informational Text: 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of	83	No	The module wrap up on page 1185 of TG4 on making connections does not meet this indicator because the lesson does not have explicit instruction on how to			
		146	Yes	0			
		142	No	The lessons provided do not meet the cognitive demand of the standard because students are only working within one text. For example, the lessons provided in			

	stanza) relate to each other and the whole.	Information in two or more texts.	145	Yes		0			
			147	Yes		0			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.		83	No	Lesson on pages 1310-311 of TGS and pages 1176-177 of TGS do not fully meet the expectation of the standard. The actual instruction discusses the point of view.	0			
			146	Yes		0			
			142	Yes	The lessons provided do not meet the cognitive demand of the standard because there was not enough instruction for this skill to be mastered. For example, the	0			
			145	Yes		0			
			147	Yes		0			
	Informational Text: 5.RI.CS.6 Analyze the similarities and differences in point of view of multiple accounts of the same event or topic.		83	No	The lessons in this program do not address the full extent of this standard. The lessons provided in the program teach students to synthesize ideas from the text.	0			
			146	Yes		0			
			142	No	The lessons provided do not meet the cognitive demand of this standard because students are asked to identify points of view instead of analyzing similarities and	0			
			145	Yes		0			
			147	Yes		0			
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.		83	Yes		0			
			146	Yes		0			
			142	No	The lessons provided do not meet the cognitive demand of this standard because visual and multimedia presentations of the text are not provided. A suggestion for	0			
			145	Yes		0			
			147	Yes		0			
	Informational Text: 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.		83	Yes		0			
			146	Yes		0			
			142	No	The lessons provided do not meet the cognitive demand of this standard because the publisher does not provide digital resources. For example, teachers are to	0			
			145	Yes		0			
			147	Yes		0			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable								
	Informational Text: 5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.		83	Yes	This indicator meets the expectations of the standard as evidenced in the lesson on page T64-65 of TG 3. Students select reasons and evidence to support the				
			146	Yes		0			
			142	Yes		0			
			145	Yes		0			
			147	Yes		0			
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.		83	Yes	This indicator is fully met as evidenced on page 1319 of TGS. Students are asked to compare the anchor text to a familiar myth or folktale.				
			146	Yes		0			
			142	No	The lessons provided do not meet the cognitive demand of this standard because of the lack of instruction and practice opportunities. For example, the majority of	0			
			145	Yes		0			
			147	Yes		0			
	Informational Text: 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.		83	Yes		0			
			146	Yes		0			
			142	Yes		0			
			145	Yes		0			
			147	Yes		0			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.		83	Yes		0			
			146	Yes		0			
			142	Yes		0			
			145	Yes		0			
			147	Yes		0			
	Informational Text: 5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.		83	Yes		0			
			146	Yes		0			
			142	Yes		0			
			145	Yes		0			
			147	Yes		0			
SPEAKING AND LISTENING STANDARDS			Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	

Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	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 one's own ideas clearly.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.	83	Yes	This indicator is met as evidenced best in the lesson on page T 372 of TG 5. The lesson discusses where to put visuals and organize a presentation logically.			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	83	Yes	This indicator is met as evidenced on page T324 of TG5. There are directions provided that guide students in developing a multimedia presentation.			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative	5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			

tasks, demonstrating command of formal English when indicated or appropriate.		145	Yes	0			
		147	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion through logically-ordered reasons that are supported by facts and details. c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words, phrases, and clauses. f. Apply language standards addressed in the Foundational Literacy standards.	83	No	Standard 5.W.TTp.1c is not fully met with this program. This concept of "logically ordered reasons" is introduced in the fifth grade standards. It is not until Module 10 that this concept is introduced. When it is introduced, it is within a letter to the			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic by providing a general observation and focus. b. Group related information logically. 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 and across categories of information using words, phrases, and clauses. g. Use precise language and domain-specific vocabulary	83	No	This standard is not met with the lessons provided by the program. For standard 5.W.TTP.2b, the standard seems to be met when the program states, "Does the order you used make sense? ". This is reflection questions that the student looks at after they have started their draft as on page W11. There is no instruction of			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	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. 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 narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 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	83	Yes	This standard is fully met because all components of the standard are addressed. The new part introduced to the narrative in fifth grade consists of the element of pacing a story. This is addressed as in the lesson on page w27. It is referred to as the quadrants of the narrative. The alignment of the information allows the story			
		146	Yes	0			
		142	No	While the majority of the indicators within this standard are met, indicator 3d has a lack of instructional focus throughout the instructional sequence of narrative writing. For example, while the elements of plot are discussed in the lessons provided, there is little to no direct instruction on using transitional words to			
		145	Yes	0			
		147	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	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.)	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 5 Category		83	Yes	0			

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 Foundational Literacy standard 6 up to and including grade 5.)	146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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 complete product in a single sitting as defined in W.1-3.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	No	This indicator is not met because guidance is not being given to support teachers in using technology sources to publish writing. A suggested revision is to incorporate guidance and support for teachers to meet the demand of this.			
		147	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			

Additional Comments	Reviewer	Evidence/Notes			
Additional Comments on Section II Standards	83			Total indicators to be re-reviewed:	0
	146				
	142				
	145				
	147				
Alignment with Section II: ELA Standards.	Reviewer	Aligned			
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)	83	Fail			
	146	Pass			
	142	Fail			
	145	Pass			
	147	Pass			
	Overall	Pass			

Grade & Subject:		G01500	ISBN:		9780358010029	
Title Name:		Into Reading	Publisher:		Houghton Mifflin Harcourt	
Original Reviews Submitted:		5 Reviewers:		83, 146, 142, 145, 147		
SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
d. Most texts used for Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	No	0			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
f. Students have varied opportunities to engage with text, such as interactive read-alouds, shared reading, small-group reading, and independent reading.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	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).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			

h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.	83	Yes	0			
	146	Yes	To strengthen this indicator, give suggestions for teachers who have students reading below R or above W, such as how to access the online library for K-5.			
	142	Yes	0			
	145	Yes	0			
	147	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.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	No	This indicator is not met due to the lack of modeled writing, shared writing, and interactive writing, especially during whole group lessons. Teachers are told to use "anchor papers" from student work samples if scoring questions arise. A suggestion would be to provide opportunities for the teacher to model writing and the class to complete shared and interactive writing.			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	83	Yes	0			
	146	No	Need evaluation tools for teachers to monitor student progress in their ability to listen to and respond with evidence beyond the Collaborative Discussion note taker. A suggestion to meet this indicator would be to have a note taker for the teacher to track open discussion within groups to monitor who is speaking if the			
	142	No	this indicator is not met because there are no evaluation tools provided to strengthen students' ability to listen and respond. A suggestion for revision would be to include a listening and responding rubric within the Active Listening Routine to provide teachers guidance on evaluating students' listening skills.			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
	146	Yes	0			

p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
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.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
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.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	83				Total indicators to be re-reviewed:	0
	146					
	142					
	145					
	147					
Alignment with Section III	Reviewer		Aligned			
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 3 indicators were marked no in Section III. If more than 3 “No” boxes are marked, then this program does not pass.	83		Pass			
	146		Pass			
	142		Pass			
	145		Pass			
	147		Pass			
Overall		Pass				

Grade & Subject:G01500 ISBN:9780358010029

Title Name:Into Reading Publisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5 Reviewers:83, 146, 142, 145, 147

Section IV: Foundational Skills						
Materials meet at least 80% of indicators in Section IV.						
The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	This indicator is met through the Writing Workshop covering all grammar. There are mini lessons and printables.			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
f. Effective reading fluency instruction includes the following: • Evidence-based teaching strategies and varied practice opportunities; • Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and • Use of different text types.	83	No	This indicator is not fully met because the different types of texts used in the fluency lessons needs to be more diverse. They are mostly nonfiction passages. A suggested revision would be to add more diverse texts in the lessons to align with the materials did not meet this indicator because of the lack of addressing pacing, rate, phrasing and prosody in the included lesson plans. To meet this indicator, include explicit directions on how to teach for, assess and monitor pacing, rate, phrasing and prosody.			
	146	No				
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
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.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			

h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about foundational skills within the materials:	83				Total indicators to be re-reviewed:	0
	146					
	142					
	145					
	147					
Alignment with Section IV:	Reviewer	Aligned				
Materials meet at least 80% alignment with Section IV: Foundational Skills? This means that no more than 1 box was marked "No." If more than 1 "No" box is marked, then this program does not pass	83	Pass				
	146	Pass				
	142	Pass				
	145	Pass				
	147	Pass				
	Overall	Pass				

Grade & Subject:G01500ISBN:9780358010029

Title Name:Into ReadingPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:83, 146, 142, 145, 147

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.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	147	Yes	0			
	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
	146	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
	146	Yes	0			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	142	Yes	This indicator is not met because the teacher edition only provides guidance for misconceptions within the Foundational Literacy Standards. A suggestion for revision is to include guidance for misconceptions for the other strands. Adding this guidance to the Small Group Instruction piece would greatly benefit teachers.			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
	146	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
	146	Yes	0			

h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	83	Yes	0			
	146	Yes	Correct and Redirect is helpful by giving teachers points to look for and consider.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	83	Yes	0			
	146	Yes	While evidence of Collaborative Discussions are present, this indicator would be stronger with a wider variety of talk structures.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
k. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	This indicator is met, but only through rubrics and the suggestion of using some work samples in a student portfolio. Anchor papers would make it much stronger.			
l. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	No	There is a Guided Reading Benchmark Assessment Kit, but it is not a quarterly benchmark assessment aligned to TN ELA Standards. It is to evaluate what guided reading level a student is on. There are screening, diagnostic, and progress monitoring assessments. The diagnostic would assess print concepts, phonological awareness, and letter-sound correspondences, but is only available for up to grade 2. The progress monitoring would assess oral reading fluency with a frequency of every two weeks or as needed.			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	83	Yes	0			

o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	147	Yes	0			
	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
	146	Yes	0			
s. Each lesson contains a list of required materials.	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	83	Yes	This indicator meets expectation due to the access to the My Books, Rigby Leveled Library, and Student Choice Library. The digital component is accessible with the online Ed Platform.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	147	Yes	This indicator is easily met through students having consumable myBooks with the texts and margins on the side to take notes in.			
	83	Yes	This indicator meets the expectation because a list of stories and texts that are covered are in the Teacher materials as well as the student "My Book". The genres are listed under the cover of each book that is represented. The ELA terms are in more detail in the TE on the Week at a Glance page.			
	146	Yes	0			
	142	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	145	Yes	0			
	147	Yes	0			
	83	Yes	This indicator is met with the book Guiding Principles and Strategies as well as with the introductory pages to each Teacher's Guide.			
	146	Yes	0			
x. Materials include a list of Tennessee English	142	Yes	0			
	145	Yes	0			

A. Materials include a list of Tennessee English Language Arts Standards in teacher's guide.	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	83				Total indicators to be re-reviewed:	0
	146					
	142					
	145					
	147					

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