

****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: EL Grade k
Grade: G01K00

Reviewer	Section I	Section II	Section III	Section IV	Overall
53	Pass	Pass	Pass	Pass	
78	Pass	Fail	Fail	Fail	
76	Fail	Fail	Fail	Pass	
69	Fail	Pass	Pass	Pass	
66	Pass	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01K00ISBN:9781949732573

Title Name:EL Grade kPublisher:LearnZillion, EL

Original Reviews Submitted:5Reviewers:53, 78, 76, 69, 66

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.	53	Yes	Texts support modules and organized around a concept or topic.			
	78	Yes	0			
	76	Yes	0			
	69	Yes	Texts are focused around a variety of concepts/topics to build student knowledge through interacting with the texts.			
	66	Yes	0			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	53	Yes	Vocabulary was taught in context and provided direct instruction.			
	78	Yes	This indicator is met but could be strengthened by adding more direct instruction for vocabulary such as the lesson in module 1, unit 3, lesson 1.			
	76	Yes	0			
	69	Yes	Vocabulary is listed at the beginning of lessons with direct and explicit vocabulary instructions. Vocabulary is also addressed before, during and after reading allowing students to have an opportunity to participate in turn and talks. Vocabulary is connected to the text and referenced to other texts within the unit. Pictures and a kid friendly definition are included.			
	66	Yes	0			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	53	Yes	Multiple opportunities were present to demonstrate literacy skills. The detailed teacher reference pages for unit assessments were user friendly and relatable to classroom situations.			
	78	Yes	0			
	76	Yes	0			
	69	Yes	End of unit tasks are provided at the end of each Unit. Tasks require students to demonstrate knowledge and understanding of the unit's topic or concepts but several lack comprehension of the unit's texts and are weakly or not aligned for students to use text evidence. Would like to see End of Unit assessments connect more with students demonstrating their knowledge through the text and connecting to the essential question.			
	66	Yes	0			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	53	Yes	The text analysis pages were very useful and provided intentional information that could be used in planning.			
	78	Yes	0			
	76	Yes	0			
	69	Yes	Text complexity analysis of all texts are included and includes reader and task considerations.			
	66	Yes	0			
e. Texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.	53	Yes	Poems, songs, and activities in the lessons support shared reading practices. The links provided for review did not help in determining this alignment for grade K.			
	78	Yes	0			
	76	No	This indicator does not meet expectations because there is no mention of the text used as shared reading. The analysis lists the required texts placements as appropriate for complex read-alouds. A suggestion for revision is to distinguish which text are to be used for read-alouds and those to be used for shared reading.			
	69	Yes				
	66	Yes	0			
f. Text plays a central role in the literacy block.	53	Yes	Text is present in every lesson.			
	78	Yes	0			
	76	Yes	0			

	69	Yes	0			
	66	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.	53	Yes	Materials are balanced between fiction and nonfiction.			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
h. Text-dependent questions: •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	53	Yes	Questions are sequenced to support the meaning of the text.			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	53	Yes	students are expected to use information gathered within discussions and readings to answer questions through writing.			
	78	Yes	0			
	76	Yes	0			
	69	No	Writing tasks are included for each lesson, but the "majority" do not require students to respond to texts and/or include textual evidence. Module 1 Performance Task: Informative writing piece about a classmate's preferred classroom toy. This does not require students to go back into the text and use information. Consider using the text Llama, Llama for students to write about. Students could write an opinion piece on do you think Llama Llama shared toys with others? Why or why not? Unit 2, Lesson 1 Read the text "Weather Words and What They Mean." Writing task was based on an experiment using shaving cream and water. The students response was about the observation about how the food coloring leaks from the cloud of shaving cream. Module 2, Unit 2, Lesson 4-I can identify major events in the text "Snowy Day." Students were to write a narrative of the major events in their weather story. Module 3, Unit 2, Lesson 2 Did meet the requirements of this indicator. Read aloud text was "Be a Friend to Trees." Students wrote about how living things depend on trees to meet their needs. Module 4, Lessons 1,2,3,4,6 require students to write about pictures from a created journal, instead of the text. Module 4, students are asked to complete a performance task where they will write an opinion statement to complete the sentence stem "Trees are nice because____." Along with the sentence stem, students will create a high-quality piece of artwork showcasing a specific part of a tree to match their writing. Students will also create an Appreciation Card to inspire people in their community to appreciate and enjoy trees just as much as we do. A suggestion would be to have students use information from the texts to write an opinion along with a drawing about how trees are important to our community. This task would require students to use evidence from the texts and relate to the essential question, "How and why trees are important to our community?"			
	66	Yes	0			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	53	Yes	Speaking and listening protocols are present in all units.			
	78	Yes	0			
	76	Yes	0			
	69	Yes	Questions at the end of each text provide students with regular opportunities for students to engage in collaborative discussions about the text.			
	66	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	53		0		Total indicators to be re-reviewed:	0
	78		0			
	76		0			
	69	There are great discussions and activities after each read aloud. Taking those questions and creating a stronger writing task to go along with the lessons and performance task would strengthen each Module and show teachers if students are able to comprehend				
	66		0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked "yes" and no boxes were marked "no" . If any boxes are marked "No" , then this program does not pass.	Reviewer	Aligned				
	53	Pass				
	78	Pass				
	76	Fail				
	69	Fail				
	66	Pass				
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.	K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. d. Recognize and name all upper and lowercase letters of	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and begin to produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 3 Category Phonics and Word Recognition Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. b. Associate the long and short phonemes with common spellings for the five major vowels. c. Read common high-frequency words by sight. d. Decode regularly spelled CVC words.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	analysis skills when encoding words; write legibly. a. Write uppercase and lowercase manuscript letters from memory. b. Write a letter/letters for most consonant and short vowel sounds (phonemes). c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, i) and CV (be, go) words with long vowels. e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. f. Write some common, frequently used words (am, and, like, the).	53	Yes	This standard was listed in 3 different sections of the correlation unit. It was confusing and hard to navigate. This standard was originally a no for me but			
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy and fluency to support	K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		

comprehension.		66	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 with adult support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form regular plural nouns when speaking and in shared language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. Use the most frequently occurring prepositions when speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities.	K.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 with adult support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form regular plural nouns when speaking and in shared language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. Use the most frequently occurring prepositions when speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities.	53	Yes		0		
		78	No	This indicator is not met because it does not include teacher directions and lessons for each of the sub-parts of the standard. Consider revising by providing explicit directions for teaching each part of the standard. A checklist for assessing is included for some areas but not details for teaching.			
		76	No	This indicator does not meet the expectation of cognitive demands because it is not covered in depth enough for student mastery of the standard in whole and specifically in parts d., f., and i. Consider revising to include more explicit opportunities to teach these subparts or integrate more within the lessons.			
		69	Yes	Capitalization was a big focus in this standard, but punctuation was not unless it was assumed in the sentence stems. Adding punctuation instructions would be beneficial in students reading and writing.			
		66	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.	K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action. K.FL.VA.7c Use words and phrases acquired through	53	Yes		0		
		78	No	This indicator is not met because each sub-part is not addressed. Consider revising to make sure there are ample lessons to meet each sub-part of the standard. Pay close attention to the language of the standard and what it is actually asking students to do.			
		76	Yes		0		
		69	Yes		0		
		66	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: K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes	students are given multiple opportunities to ask questions about the text and answer questions about key details in a text.			
		66	Yes		0		
	Informational Text: K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	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: K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.	53	Yes		0		
		78	No	This indicator is not met because students are not			
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
	Informational Text: K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.	53	Yes		0		
		78	No	This indicator is not met because students are not			
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 3 Category	Literature: K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.	53	Yes		0		
		78	Yes		0		
		76	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.	Informational Text: K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	69	Yes	0		
		66	Yes	0		
		53	Yes	0		
		78	Yes	0		
		76	No	This indicator does not meet the cognitive demand of the standard because it does not cover the standard in enough depth. Consider revision by incorporation.		
		69	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: K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.	66	Yes	0		
		53	Yes	0		
		78	No	This indicator is not met because the lessons referenced in the correlation guide do not meet the expectation of the standard.		
		76	Yes	0		
		69	Yes	0		
		66	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.	Informational Text: K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	53	Yes	There is a multitude of evidence to support this standard. However, lessons from Unit 1, 2, and 12 are based on a Reading Literature Model on Melon.		
		78	Yes	0		
		76	Yes	0		
		69	Yes	0		
		66	Yes	0		
		53	Yes	0		
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: K.RL.CS.5 Recognize common types of texts.	53	Yes	0		
		78	No	Instruction is not given to teach students how to recognize common types of text. The standard does not meet the cognitive demand because it is not using explicitly taught to students. The standard is linked to few specific lessons within.		
		76	No	0		
		69	Yes	0		
		66	Yes	0		
		53	No	There was only one lesson submitted for review. Speech bubbles were listed. I was not reviewing on four corners, and some did not use the standard.		
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.	Informational Text: K.RI.CS.5 Know various text features.	78	No	This indicator is not met because instruction does not specifically teach the text features to students.		
		76	No	This indicator does not meet the cognitive demand of the standard because it does not cover the standard in enough depth. Consider revision by incorporation.		
		69	Yes	Only included once in Module 2, Unit 1, Lesson 2. Would like to see this revisited in other texts throughout the Mod for.		
		66	No	This correlation does not meet the rigor of the standard because the only reference to informational text feature was found in Module 2, Unit 1, Lesson 2.		
		53	No	Units 1, 12, & 13 do not have the standard listed as a focus for the lesson. The lesson illustration and text do not use the roles of illustrator and author, and the standard does not meet the cognitive demand because it is not using explicitly taught to students. The standard is linked to few specific lessons within.		
		78	No	0		
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.	76	No	This indicator is not met because it does not explain the role of authors and illustrators or ask the students to do so with prompting and support.		
		69	Yes	0		
		66	Yes	0		
		53	Yes	There was evidence of this standard in the lessons listed. The links for Module 1, Lesson 1 and 2 are from a Reading book.		
		78	No	This indicator is not met because the expectation of the standard is only met in one of the lessons listed on the correlation guide.		
		76	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: K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	69	Yes	0		
		66	Yes	0		
		53	Yes	Lesson links for module 1 Unit 3 are for a literature text.		
		78	Yes	0		
		76	Yes	0		
		69	Yes	Introducing the text "What's Answer," students have to discuss and answer the following question: What information does this page tell us about how to know if...		
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.	Informational Text: K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.	66	Yes	0		
		53	Yes	0		
		78	No	Standard not listed in the module 1 Unit 2 lessons 2 and 3. This module is not a good example of meeting the standard. The module 4 lesson were great.		
		76	No	Although evidence is present in two lessons listed on the correlation guide, there is not enough evidence to meet the cognitive demand of the standard because it does not cover the standard in enough depth. Consider revision by incorporation.		
		69	Yes	0		
		66	Yes	0		
Standard 9 Category Integration of Knowledge and	Literature: K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	53	Yes	K.RL.IKI.9 is not listed in the standards in the module.		
		78	Yes	0		
		76	No	This indicator does not meet the cognitive demand of the standard because it does not cover the standard in enough depth. Consider revision by incorporation.		

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.	Informational Text: K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	69	Yes		0		
		66	Yes		0		
		53	Yes	Lessons from middle 1 Unit 2 lesson 7 & 8 are not listed in the standards. This module does not use 2 texts so it does not represent this standard. Examples of high evidence is present in a few lessons listed on the correlation guide, there should be more lessons meeting the expectation of the standard.			
		78	No				
		76	No	This indicator does not meet the cognitive demand of the standard because it does not cover the standard in enough depth. Consider revising by incorporating			
		69	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: K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	66	Yes		0		
		53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
	Informational Text: K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.	66	Yes		0		
		53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes	There are multiple opportunities for students to collaborate in conversations with each other and an adult. Collaborative Talk structures are embedded in the lessons along with a link to explain how to conduct the conversation.			
		66	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.	K.SL.CC.2 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.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes	There are direct instructions in the "Meeting Students' Needs" in several lessons that provide examples for teachers to use for students that may not understand a specific detail or a new skill.			
		66	Yes		0		
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	53	Yes		0		
		78	No	No evidence of this standard is presented in the correlation guide.			
		76	Yes		0		
		69	Yes		0		
		66	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	K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	53	Yes		0		
		78	Yes		0		
		76	Yes		0		
		69	Yes		0		
		66	Yes		0		
Standard 5 Category	K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.	53	Yes		0		

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.		78	Yes	Although many lessons listed on the correlation guide did not meet this standard, enough did for the indicator to be met.			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	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.	K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	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.	K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	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.	K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	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.	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.)	53	Yes	0			
		78	Yes	0			
		76	Yes	0			
		69	Yes	0			
		66	Yes	0			
Standard 5 Category 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.	53	Yes	0			
		78	Yes	Although many lessons listed on the correlation guide did not meet this standard, enough did for the indicator to be met.			

Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		76	Yes		0			
		69	Yes		0			
		66	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.	K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	53	Yes		0			
		78	No	This indicator is not met because students do not explore a variety of digital tools to produce and share writing. You can strengthen this indicator by adding opportunities for students to do so.				
		76	No	The indicator does not meet the cognitive demand with too limited opportunities provided to explore the use of digital tools. Consider revising by adding more opportunities that are specific and include more description and direction for the				
		69	No	Module 4, Lesson 9 requires students to explore technology by typing their name on their final copied writing task. Consider a way to produce and share writing through a variety of digital tools with support from adults. For example,				
		66	No	This indicator is not met because there were no opportunities for students to use technology to produce writing. The only requirement was for students to type their papers on a written product (M4-UP-19). A suggestion would be to				
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.	K.W.RBP.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	53	Yes		0			
		78	Yes		0			
		76	Yes		0			
		69	Yes		0			
		66	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.	K.W.RBP.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	53	Yes		0			
		78	Yes		0			
		76	Yes		0			
		69	Yes		0			
		66	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.	Not applicable							
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.	K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	53	Yes		0			
		78	No	No evidence is presented in the correlation guide for this standard.				
		76	Yes		0			
		69	Yes		0			
		66	Yes		0			
Additional Comments		Reviewer	Evidence/Notes					
Additional Comments on Section II Standards		53					Total indicators to be re-reviewed:	0
		78						
		76						
		69						
		66						
Alignment with Section II: ELA Standards.		Reviewer	Aligned					
This means that no more than 4 boxes were marked “No.” If more than 4 “No”		53	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.)

78	Fail
76	Fail
69	Pass
66	Pass
Overall	Pass

Grade & Subject:G01K00ISBN:9781949732573

Title Name:EL Grade kPublisher:LearnZillion, EL

Original Reviews Submitted:5 Reviewers:53, 78, 76, 69, 66

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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
	78	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students’ interests.	76	Yes	There is a summary or description of the texts used in the labs but this indicator could be strengthened by including it for all required texts.0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	66	Yes	0			
	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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.	53	Yes	0			
	78	Yes	0			
	76	No	This indicator does not meet the expectations because shared reading is not specified within the curriculum. As an important piece of a balanced literacy program, shared reading opportunities must be included to model appropriate reading skills at the students reading level that are related to the topic of the unit or material.0			
	69	Yes	0			
	66	Yes	0			
	53	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).	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
	78	Yes	0			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	69	Yes	Interactive Read alouds, shared reads and decodable readers are included with instructions and accountability structures.0			
	76	Yes	0			
	78	No	There are only thirteen decodable readers for independent reading and each one is only used in one lesson. This indicator can be strengthened by involving students in a high volume of reading.0			
	53	Yes	0			

	66	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.	53	Yes	Access across grade levels if student is reading below. The independent and small group guide was useful to understand how this works in rotations.			
	78	No	A list of texts at a variety of complexity levels is not included for small group instruction.			
	76	No	This indicator does not meet the expectation because the texts for small group reading instruction are not differentiated for varying levels of readers. Consider revising by providing the text provided in different levels of difficulty to meet the needs of all levels of readers.			
	69	No	The requirements for this indicator was not met. The Decodable readers listed are all at a Level A and only 13 titles are listed. Students Decodable readers are used whole group in the Skills block for all students and then transferred to small groups. The decodable readers included do focus on continued skill-and knowledge-based competency building capabilities. Recommendation would be to include leveled readers at various levels and publisher documents about how to use texts at various levels and abilities.			
	66	Yes	Although there are no leveled texts included in the curriculum, the publishers provided an explanation related to the research behind guided reading and structured phonics instruction. A chart in the Assessment Overview document has a correlation chart for teachers who want to find approximate ranges of levels from other sources.			
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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	53	Yes	0			
	78	Yes	0			
	76	No	This indicator does not meet the expectation. Even though good models of writing have been provided, consider including explicit and direct teaching of the writing process (plan, write, edit, revise, and publish) and craft.			
	69	Yes	0			
	66	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).	53	Yes	0			
	78	No	This indicator is not met because the curriculum does not include shared writing or small group writing.			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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).	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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.	53	Yes	0			
	78	Yes	This indicator is met but the evidence was not presented on the correlation guide. Consider adding for clarity.			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
p. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			

q. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	53	No	No link was submitted for review.			
	78	No	Not included in the curriculum.			
	76	No	This indicator does not meet expectations. Consider producing an alignment document indicating which standards are being addressed by specific questions, tasks, and assessment items.			
	69	No	A suggestion would be to clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.			
	66	No	The publishers should provide a document that clearly aligns standards with tasks and assessments.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	53				Total indicators to be re-reviewed:	0
	78					
	76					
	69					
	66					
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.	53		Pass			
	78		Fail			
	76		Fail			
	69		Pass			
	66		Pass			
		Overall	Pass			

Grade & Subject:G01K00

Title Name:EL Grade k

Original Reviews Submitted:5

ISBN:9781949732573

Publisher:LearnZillion, EL

Reviewers:53, 78, 76, 69, 66

Section IV: Foundational Skills						
Materials meet at least 80% of indicators in Section IV.						
The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	53	Yes		0		
	78	No	This indicator is not met because instruction sentence composition, grammar and conventions is not included.			
	76	Yes		0		
	69	Yes		0		
	66	Yes		0		
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	53	Yes		0		
	78	Yes		0		
	76	Yes		0		
	69	Yes	Sound boxes, differentiated picture sort cards, handwriting sheets.			
	66	Yes		0		
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	53	Yes		0		
	78	Yes		0		
	76	Yes		0		
	69	Yes	ABC song, nursery rhymes and poems provide students regular opportunities to apply foundational skill.			
	66	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.	53	Yes		0		
	78	No		0		
	76	Yes		0		
	69	Yes	Sound boxes are used to practice encoding and decoding along with various ways to tap out the sounds of a word.			
	66	Yes		0		
e.Effective reading fluency instruction includes the following: •Evidence-based teaching strategies and varied practice opportunities; •Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and •Use of different text types.	53	No	There were not enough materials located to support this standard. Decodables were the only materials considered.			
	78	Yes		0		
	76	Yes		0		
	69	Yes		0		
	66	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.	53	Yes		0		
	78	No	This indicator is not met because frequent formative assessments are not included. Optional snapshot assessments are included and module assessments begin after lesson 100. You can strengthen by including frequent formative assessments that are not optional and clear and specific instructions on how to best support students performing below grade level.			
	76	Yes		0		
	69	Yes	A Kindergarten Assessment Path is included in the curriculum. The assessment measures students at the beginning, middle, and end of year. Included in the assessment are letter name and sound identification, phonological awareness, spelling, and decoding. Specific instructions on how to best support students performing below grade-level expectations are included in the lessons and independent work.			
	66	Yes		0		
g. Assessments include standards-based diagnostic screening tools to identify students’ instructional needs for targeted re-teaching.	53	Yes		0		
	78	No	This indicator is not met because standards-based diagnostic screening tools to identify students’ instructional needs are not included for each standard. A screening tool for print concepts is being considered.			
	76	Yes		0		
	69	Yes	The assessments measure the skills outlined in the standards and the phases. The results of every assessment enable teachers to identify the particular micro-phase a student is in and focus on their areas of strengths.			
	66	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				

Additional comments about foundational skills within the materials:	53			Total indicators to be re-reviewed:	0
	78				
	76				
	69				
	66				
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	53	Pass			
	78	Fail			
	76	Pass			
	69	Pass			
	66	Pass			
	Overall	Pass			

Grade & Subject:G01K00ISBN:9781949732573

Title Name:EL Grade kPublisher:LearnZillion, EL

Original Reviews Submitted:5Reviewers:53, 78, 76, 69, 66

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.	53	Yes	0			
	78	No	Consider revising to include more than just a list.			
	76	Yes	0			
	69	Yes	A trade book list is included of the following: Book Title, Author, Publisher, ISBN, Text Type, Lexile, and Publish Date. The Text Complexity Analysis of the text provides a "Text Description." The Text Description gives a brief overview of the text. Included in the description are: illustrations, and a brief description of the story.			
	66	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	53	No	No materials were submitted for review.			
	78	No	0			
	76	No	N/A			
	69	No	Consider adding annotations to the Shared Reads in the Skills block.			
	66	No	Not included			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	53	No	Standards were often out of order at the top of the lessons. Links to the evidence would allow for more proficient planning. Some standards were listed in the evidence guide but then were not listed at the top of the lesson.			
	78	Yes	0			
	76	No	This indicator does not meet the expectation because although the standards for the lesson are listed at the beginning of the lesson, they are not identified throughout the lesson as they are addressed. Consider revising by adding the standard nomenclature within the lessons as they are addressed.			
	69	Yes	Standards can be found at the top of each lesson and learning targets can be found within the lesson and under the "About this Lesson."			
	66	Yes	0			
	53	No	No clear connection to TN state standards.			
	78	Yes	0			
	76	No	This indicator does not meet the expectation because there is no clear connection or documentation to the TN Academic Standards (e.g., science, social studies, health, and fine arts). Consider revising to include this documentation.			

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.	69	No	Topics and enduring understandings are connected to science and social studies concepts, but there is no clear documented connection to Tennessee Academic Standards in those areas. A suggestion would be to connect the Units with a Tennessee Science, Social Studies, Health or Fine Arts Standard. 1) Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses). 2) Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes. 1) Analyze and interpret weather data (precipitation, wind, temperature, cloud cover) to describe weather patterns that occur over time (hourly, daily) using simple graphs, pictorial weather symbols, and tools (thermometer, rain gauge). 2) Develop and use models to predict weather and identify patterns in spring, summer, autumn, and winter.			
	66	No	There are no references to connections between topics and other TN Academic standards. A suggestion would be to review these standards and include a connection if applicable.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	53	Yes	0			
	78	No	0			
	76	Yes	0			
	69	No	In each lesson there is a section called Meeting Students' Needs. This section focuses mainly on ELL students or a skill that has been introduced for the first time. There are no directions for teachers to help with students who are advanced. An addition to this section would be helpful to teachers with how to differentiate for advanced students.			
	66	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	53	No	No homework materials were submitted for review.			
	78	No	0			
	76	No	This indicator does not meet the expectation because this extended learning opportunity is not provided. Consider revising to include optional home projects for each module topic.			
	69	No	Consider adding extended learning opportunities to reinforce classroom instruction and provide additional practice of skills taught.			
	66	No	Not included			

i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	53	Yes	0			
	78	No	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	53	No	No TN aligned assessments were submitted for review.			
	78	No	0			
	76	No	This indicator does not meet the expectation because benchmark assessments are not aligned to TN ELA standards. Consider revising by adding a correlation.			
	69	No	Consider adding quarterly benchmark assessments aligned to the Tennessee ELA Standards.			
	66	No	Not included			
	53	Yes	0			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	78	No	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	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.	53	Yes	0			
	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
	78	Yes	0			

q. Program components, lesson plans, and the relationships among the parts are clear.	76	No	This indicator does not meet the expectation because of how easy it is to get lost looking for the material. The search bar is not reliable to take you to a specific place within the grade band that you may currently be working in. Instead, it provides an ongoing list of options from all grades and then when the specific grade is filtered, you're lost again. Consider revising to be more user-friendly. I really stayed so frustrated looking for the material. More linking options would be wonderful and potentially keep you within the grade that you are searching for materials.			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
s. Each lesson contains a list of required materials.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			
	53	Yes	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	78	Yes	0			
	76	No	This indicator does not meet the expectation. The text on the procurement list, which are the main text used for the read-alouds, are not provided by the publisher. Consider offering these as part of the purchase package. Also, the option to purchase decodable readers and other text available in pdf form would be more appealing, because to print these texts will cost districts excessive amount and teachers need the text to put in the hands of students to use in the classroom.			
	69	Yes	0			
	66	Yes	0			
	53	No	No links were provided for review. Listed items could not be found in an easy, useable way.			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	78	No	0			
	76	No	Not provided			
	69	Yes	0			
	66	No	Not included			
	53	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	78	Yes	0			
	76	Yes	0			
	69	Yes	The introduction explains the "why's" behind the curriculum and an explanation of the curriculum design.			
	66	Yes	0			
	53	Yes	0			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	78	Yes	0			
	76	Yes	0			
	69	Yes	0			
	66	Yes	0			

	66	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	53				Total indicators to be re-reviewed:	0
	78					
	76					
	69					
	66					

[illegible]

