

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

**Title:** Wonders  
**Grade:** G01200

Reviewer	Section I	Section II	Section III	Section IV	Overall
48	Pass	Pass	Pass	Pass	
32	Fail	Pass	Fail	Pass	
62	Fail	Pass	Fail	Fail	
55	Pass	Pass	Pass	Pass	
59	Pass	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	Pass	<b>PASS</b>

**Publisher Notes:**

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

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

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

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

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

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

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

Grade & Subject:G01200

Title Name:Wonders

Original Reviews Submitted:5

ISBN:9780076992713

Publisher:McGraw Hill

Reviewers:48, 32, 62, 55, 59

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	48	Yes	The publisher met expectations as evidenced by pages T2-T3 in all unit guides.			
	32	No	This resource meets some expectations of the indicator as evidenced with the Shared Read, Anchor Texts/ Paired Text and Leveled readers focus on essential questions. A suggestion for improvement would be to address the wording of the indicator that asks for systematic knowledge building. Show how texts are strategically introduced within the unit and for what instructional purpose? Specifically, identify how the sequence of each text was determined and set a purpose for reading each text during first and additional reading opportunities.			
	62	No	The materials are organized around genres and do not include depth of concepts or topics. Consider rewriting texts, including various genres around a variety of concepts or topics so that students can systematically build knowledge.			
	55	Yes		0		
	59	Yes		0		
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	48	Yes	The publisher met expectations as evidenced by direct and explicit instruction of vocabulary provided on pages T34-T35 (Unit 1) and T32-T33 (Unit 5).			
	32	Yes		0		
	62	No		0		
	55	Yes		0		
	59	Yes		0		
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	48	Yes	The publisher met expectations as evidenced by pages T448-T451 in unit 1.			
	32	No	The example provided by this resource in the screening instrument is not an example of End of unit/culminating tasks. These are examples of Q/A response, recitation. Specifically, these questions are skill specific about the genre studies within the unit. However, more accurate examples that show this resource has connections to the expectation- Analytical writing to text; Research and Inquiry independent and collaborative activities, Comparing Text, Integrate activity where connections tie to Essential Question and text to text prompting. A suggestion for improvement would be to consider intentionally scaffolding these activities, Consider setting daily task expectations that build knowledge incrementally to support end of week/two week outcomes that integrate reading, writing, speaking and listening, foundational skills, and include both comprehension standards and content knowledge.			
	62	Yes	This does not meet the cognitive demand for this standard because in Unit 5 - the final assessment in the assessment book, the students are to produce an informational article about two of the passages they have read with somewhat clear criteria for what is expected. A suggested idea for revision is to include the complex text and knowledge the students have gained from the unit to produce this informational article, as opposed to the other texts that were used for the unit assessment. This should allow students to demonstrate the new knowledge they have learned from the unit.			
	55	Yes	The culminating task do not have the same rigor as TDOE unit starters.			
	59	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.	48	Yes	The publisher met expectations as evidenced by the text complexity analysis guide.			
	32	Yes		0		
	62	No	Some materials in the small group instruction include this information but not the text for the interactive (whole class)/read alouds. The teacher facing materials for Grade 2, tier 1 instruction do not include a qualitative/quantitative analysis.			
	55	Yes	The IRA's are also not as rigorous as TDOE's unit starters. Most of the IRA's are only one grade level above students' current grade. IRA come in the form of cards instead of a bound book. It may be easier for organization for teachers to have everything connected.			

	59	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.	48	Yes	The publisher met expectations as evidenced by text complexity analysis document.				
	32	Yes		0			
	62	No	The information was not available and it is unclear what is considered a shared read other than the stories in the Reading/Writing Companion.				
	55	Yes		0			
	59	Yes		0			
f. Text plays a central role in the literacy block.	48	Yes	The publisher met expectations as evidenced by T14-15 (Unit 2) and T168-169 (Unit 6).				
	32	Yes		0			
	62	Yes	Yes, but more than one Interactive read aloud should be shared in a weeks time and there should be a variety of formats - including book form.				
	55	Yes		0			
	59	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.	48	Yes	The publisher met expectations as evidenced by including 50% literature and 50% informational.				
	32	Yes		0			
	62	Yes		0			
	55	Yes		0			
	59	Yes		0			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>	
h. Text-dependent questions: •At least 80% of 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.	48	Yes	The publisher met expectations as evidenced by T185-189 (Unit 2) and T183-185 (Unit 5).				
	32	Yes		0			
	62	No	There are no questions that are strategically sequenced to scaffold students in building a deeper understanding of the text during the interactive read alouds and very few in other places. High quality questions need to be strategically sequenced to scaffold students in building a deeper understanding of				
	55	Yes		0			
	59	Yes		0			
i. <b>Writing to sources:</b> At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	48	Yes	The publisher met expectations as evidenced by T170-171 (Unit 4).				
	32	Yes		0			
	62	Yes		0			
	55	Yes		0			
	59	Yes		0			
j. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	48	Yes	The publisher met expectations as evidenced by the collaborative discussion on page T194 (Unit 3).				
	32	Yes		0			
	62	Yes		0			
	55	Yes		0			
	59	Yes		0			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>					
<b>Additional comments on the three instructional shifts within the materials:</b>	48			0		<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	32			0			
	62		there seems to be many focus points within this series: Habits of Learning, Social Emotional Learning, ELA, Small Group, Differentiated Learning. I saw where online training is provided for teachers, but I am not sure that would be enough to ensure				
	55			0			
	59			0			
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that all boxes in this section were marked <b>“yes”</b> and no boxes were marked <b>“no”</b> . If any boxes	<b>Reviewer</b>	<b>Aligned</b>					
	<b>48</b>	<b>Pass</b>					
	<b>32</b>	<b>Fail</b>					
	<b>62</b>	<b>Fail</b>					

are marked “No”, then this program does not pass.	55	Pass	
	59	Pass	
	Overall	Pass	

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 Title Name: Wonders Publisher: McGraw Hill  
 Original Reviews Submitted: 5 Reviewers: 48, 32, 62, 55, 59

SECTION II						
Alignment to Tennessee English Language Arts Standards						
Materials must meet at least <b>90%</b> of indicators in Section II.						
The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the <b>full breadth and depth</b> of the standards to be taught in an <b>integrated</b> and <b>spiraled</b> manner throughout the school year.						
FOUNDATIONAL LITERACY STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments
<b>Standard 1</b> <b>Category</b> Print Concepts <b>Cornerstone</b> Demonstrate understanding of the organization and basic features of print.	Not applicable					
<b>Standard 2</b> <b>Category</b> Phonological Awareness <b>Cornerstone</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable					
<b>Standard 3</b> <b>Category</b> Phonics and Word Recognition <b>Cornerstone</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<b>2.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a.Distinguish long and short vowels when reading regularly spelled one-syllable words. b.Know spelling-sound correspondences for additional common vowel teams. c.Decode regularly spelled two-syllable words with long vowels. d.Decode words with common prefixes and suffixes. e.Identify words with inconsistent but common spelling-sound correspondences. f.Recognize and read grade-appropriate irregularly spelled words. g.Decode grade-level texts with purpose and understanding.	48	Yes	The publisher met expectations as evidenced by pages T78,T31,T405,and T28-T33 in unit 1, as well as T86-T87, T85,T108,and T91 in unit 3.		
		32	Yes			
		62	Yes	The foundation skills are present, but do not follow a clear scope and sequence. I noticed there is a foundation skills kit that did not come with my materials to review There is a Skills Trace when you get to other units, but there is not an up-front		
		55	Yes			
		59	Yes			
<b>Standard 4</b> <b>Category</b> Word Composition <b>Cornerstone</b> Know and apply grade-level phonics and word analysis	<b>2.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a.Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. b.Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c Spell words with suffixes that require consonant	48	Yes	The publisher met expectations as evidenced by T95 and T11 in unit 1, as well as T106 and T221 in unit 4.		
		32	Yes			
		62	Yes			

skills when encoding words; write legibly.	<p>g. Spell words with letters that require consonant doubling, dropping silent -e, and changing y to i.</p> <p>d. Write most common, frequently used words and most irregular words.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p>f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p>	55	Yes	0			
		59	Yes	0			
<b>Standard 5</b> <b>Category</b> Fluency <b>Cornerstone</b> Read with sufficient accuracy and fluency to support comprehension.	<b>2.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text 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.	48	Yes	The publisher met expectations as evidenced by T46-47 (Unit 1), T189 (Unit 3), and T44-45 (Unit 4).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 6</b> <b>Category</b> Sentence Composition <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	<b>2.FL.SC.6</b> 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. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns such as myself and ourselves. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Produce, expand, and rearrange simple and compound sentences. g. Use common coordinating conjunctions. h. Capitalize holidays, product names, and geographic names. i. Use commas in the greeting and closing of a letter. j. Use an apostrophe to form contractions and frequently occurring possessives. k. With prompting and support, link sentences into a paragraph.	48	Yes	0			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 7</b> <b>Category</b> Vocabulary Acquisition <b>Cornerstone</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<b>2.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <b>2.FL.VA.7b</b> Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words. <b>2.FL.VA.7c</b> Use words and phrases acquired through conversations, reading and being read to, and	48	Yes	0			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>Literature: 2.RL.KID.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	48	Yes	The publisher met expectations as evidenced by T32 in unit and T49A-B (Unit 6).			
		32	Yes	0			
		62	No	See section 1h			
		55	Yes	0			
		59	Yes	0			
	<b>Informational Text: 2.RI.KID.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	48	Yes	The publisher met expectations as evidenced by T202-203 (unit 4).			
		32	Yes	0			
		62	No	See section 1h			
		55	Yes	0			
		59	Yes	0			
<b>Standard 2</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>Literature: 2.RL.KID.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	48	Yes	The publisher met expectations as evidenced by T184-			
		32	Yes	0			
		62	No	In Unit 5, the story The Boy Who Cried Wolf, the			
		55	Yes	0			
		59	Yes	0			
	<b>Informational Text: 2.RI.KID.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	48	Yes	The publisher met expectations as evidenced by T348-			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 3</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>Literature: 2.RL.KID.3</b> Describe how characters in a story respond to major events and challenges.	48	Yes	The publisher met expectations as evidenced by T48-T49 (Unit 4).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
	<b>Informational Text: 2.RI.KID.3</b> Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	48	Yes	The publisher met expectations as evidenced by T48-T49 (Unit 6)			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	No	This indicator does not meet expectation. Scientific ideas are addressed only a few times in the curriculum. A suggestion for revision would be to include more direct			
<b>Standard 4</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>Literature: 2.RL.CS.4</b> Describe how words and phrases supply meaning in a story, poem, or song.	48	Yes	The publisher met expectations as evidenced by T205F (Unit 3).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
	<b>Informational Text: 2.RI.CS.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	48	Yes	The publisher met expectations as evidenced by T32 (Unit 6).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 5</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<b>Literature: 2.RL.CS.5</b> Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	48	Yes	The publisher met expectations as evidenced by T196-197 (Unit 3).			
		32	Yes	0			
		62	Yes	See comments below			
		55	Yes	0			
		59	Yes	0			
	<b>Informational Text: 2.RI.CS.5</b> Know and use various text features to locate key facts or information in a text efficiently.	48	Yes	The publisher met expectations as evidenced by T286-T287 (unit 4).			
		32	Yes	0			
		62	Yes	In Unit 5, Reader's/Writer's Notebook on pages 2,3, the standard is addressed, but could be missed because of so much on the page. This could be stronger if there			
		55	Yes	0			
		59	Yes	0			
	<b>Literature: 2.RL.CS.6</b> Determine when characters have	48	Yes	The publisher met expectations as evidenced by T206E (Unit 6).			
		32	Yes	0			

<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: 2.RL.CS.6</b> Determine when characters have different points of view.	62	Yes		0			
		55	Yes		0			
		59	Yes		0			
		48	Yes	The publisher met expectations as evidenced by T29 (unit 3).				
	<b>Informational Text: 2.RI.CS.6</b> Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	32	Yes		0			
		62	Yes		0			
		55	Yes		0			
		59	Yes		0			
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 2.RL.IK.7</b> Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	48	Yes	The publisher met expectations as evidenced by T190-T191 (Unit 6).				
		32	Yes		0			
		62	Yes		0			
		55	Yes		0			
	<b>Informational Text: 2.RI.IK.7</b> Identify and explain how illustrations and words contribute to and clarify a text.	59	Yes		0			
		48	Yes	The publisher met expectations as evidenced by T44-T45 (Unit 3).				
		32	Yes		0			
		62	Yes		0			
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Literature:</b> Not applicable							
		<b>Informational Text: 2.RI.IK.8</b> Describe how reasons support specific points an author makes in a text.	48	Yes	The publisher met expectations as evidenced by T350-T351 (unit 3).			
			32	Yes		0		
			62	Yes		0		
	55		Yes		0			
	<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 2.RL.IK.9</b> Compare and contrast two or more versions of the same story by different authors or different cultures.	59	Yes		0		
			48	Yes	The publisher met expectations as evidenced by T207c-d (Unit 2).			
			32	Yes		0		
62			No	This standard is not met because there are not two versions of the same story being compared. The stories were on the same topic, not the same story.				
<b>Informational Text: 2.RI.IK.9</b> Compare and contrast the most important points presented by two texts on the same topic.		55	Yes		0			
		59	No	This indicator does not meet expectations. I was unable to find examples of this throughout the curriculum. A suggestion for revision would be to include this.				
		48	Yes	The publisher met expectations as evidenced by T285 (Unit 4).				
		32	Yes		0			
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 2.RL.RRTC.10</b> Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	62	Yes		0			
		55	Yes		0			
		59	Yes		0			
		48	Yes		0			
	<b>Informational Text: 2.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	32	Yes		0			
		62	Yes		0			
		55	Yes		0			
		59	Yes		0			
<b>SPEAKING AND LISTENING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>	
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b>		48	Yes	The publisher met expectations as evidenced by T178 (unit 4).				
		32	Yes		0			



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.	<b>2.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>2.SL.CC.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	48	Yes	The publisher met expectations as evidenced by T180 (Unit 1).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>2.SL.CC.3</b> Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	48	Yes	0			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	This indicator meets expectation, however, there is not enough opportunity for direct instruction teaching students how to do this. A suggestion for revision would be to include times in the first few units of instruction for the teacher to			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	<b>2.SL.PKI.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	48	Yes	The publisher met expectations as evidenced by T218 (Unit 3).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>2.SL.PKI.5</b> Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	48	Yes	The publisher met expectations as evidenced by T227 (Unit 4).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>2.SL.PKI.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	48	Yes	The publisher met expectations as evidenced by T64-T65 (Unit 4).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			

WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>2.W.TTP.1</b> Write opinion pieces on topics or texts. a.Introduce topic or text. b.State an opinion. c.Supply reasons to support the opinion. d.Use linking words to connect the reasons to the opinion. e.Provide a concluding statement or section.	48	Yes	The publisher met expectations as evidenced by T445 (unit 1) and T441 (unit 6).			
		32	No	This resource meets some expectations of the indicator. Example 1E Unit 5 page 358-359. The assignment in Unit 5 presents as the first opportunity for learning with the development of an anchor chart to identify characteristics of a "persuasive			
		62	Yes				
		55	Yes				
		59	No	This standard does not meet expectation. There is only one lesson in the curriculum addressing this standard. A suggestion for revision would be to include more opportunities throughout the curriculum to address this so that students			
<b>Standard 2</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>2.W.TTP.2</b> Write informative/explanatory texts. a.Introduce a topic. b.Use facts and definitions to provide information. c.Provide a concluding statement or section.	48	Yes	The publisher met expectations as evidenced by T362-363 (unit 1).			
		32	Yes				
		62	Yes				
		55	Yes				
		59	Yes				
<b>Standard 3</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<b>2.W.TTP.3</b> Write narratives recounting an event or short sequence of events. a.Include details to describe actions, thoughts, and feelings. b.Use time order words to signal event order. c.Provide a sense of closure.	48	Yes	The publisher met expectations as evidenced by T56 ,T60-61, T362-363 (unit 1) and T62-T63 (unit 3).			
		32	Yes				
		62	Yes				
		55	Yes				
		59	Yes				
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>2.W.PDW.4</b> With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	48	Yes	The publisher met expectations as evidenced by T58-63 (Unit 1).			
		32	Yes				
		62	Yes				
		55	Yes				
		59	Yes				
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>2.W.PDW.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	48	Yes	The publisher met expectations as evidenced by T212-T217 (Unit 1).			
		32	Yes				
		62	Yes				
		55	Yes				
		59	Yes				
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing.	<b>2.W.PDW.6</b> With guidance and support from adults, and in collaboration with peers, use a variety of digital tools	48	Yes	The publisher met expectations as evidenced by T218 (Unit 1).			
		32	Yes				
		62	Yes				

to produce and present writing on the Internet, to produce and publish writing and to interact and collaborate with others.	55	Yes	0				
	59	Yes	0				
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>2.W.RBP.7</b> Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	48	Yes	The publisher met expectations as evidenced by T200-201 (unit 6).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>2.W.RBP.8</b> Recall information from experiences or gather information from provided sources to answer a question.	48	Yes	The publisher met expectations as evidenced by T200-T201 (Unit 6).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	Not applicable						
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>2.W.RW.10</b> With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	48	Yes	The publisher met expectations as evidenced by T202 (Unit 6).			
		32	Yes	0			
		62	Yes	0			
		55	Yes	0			
		59	Yes	0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments on Section II Standards</b>	48				<b>Total indicators to be re-reviewed:</b>		<b>0</b>
	32						
	62						
	55						
	59						
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>				
This means that no more than 4 boxes were marked "No." If more than 4 "No" 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.)		48		Pass			
		32		Pass			
		62		Pass			
		55		Pass			
		59		Pass			
<b>Overall</b>		<b>Pass</b>					

Grade & Subject:G01200ISBN:9780076992713

Title Name:WondersPublisher:McGraw Hill

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

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	48	Yes	The publisher met expectations as evidenced by T14-15 in unit 1.			
	32	No	This resource meets some expectations of the indicator as evidenced with the scope and sequence and the weekly text set overview for each unit. Within these documents you list a key concept supported with an Essential Question.			
	62	No	There are essential questions, but the units are built around a genre and do not help to build knowledge.			
	55	Yes	0			
	59	Yes	0			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical) while appealing to students' interests.	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with several of the IRA text choices are folktales and stories from different geographical regions. How might the inclusion of more published text pieces provide st			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to review Interactive Read Aloud text selections			
	62	No	Many had no author and were not authentic. Consider revising the format to include books with sequenced questions.			
	55	Yes	0			
	59	Yes	0			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to include varied text for IRA. Consider using			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the scope and sequence and the weekly text set overview for each unit. There is some disconnect with the focus of IRA being about specific genre study and a			
	62	Yes	0			
	55	Yes	0			
	59	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).	48	Yes	0			
	32	Yes	0			
	62	No	It was unclear what the focus was supposed to be for each read. The series is very wordy and difficult to follow.			
	55	Yes	0			
	59	Yes	0			

h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the text analyses in tab 4 as well as the independent reading routine on page 111 of Instructional Routines Handbook. A suggestion for improvement would be to have more text for the whole group during the week. The volume is just not high.			
	62	No				
	55	Yes	0			
	59	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.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	This unit meets expectations, however, the writing process is taught throughout the year in pieces. A suggestion for revision, would be to have lessons where the writing process is taught from			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	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).	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the "Write about texts" overview. Students are engaged in Shared writing and the shift moves towards independent writing. A suggestion for improvement would be to have more 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).			
	62	No	There is independent writing, writing process, long and short writing assignments - but very little opportunity for "sharing the pen" while writing or model writing.			
	55	Yes	0			
	59	Yes	0			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	48	Yes	The publisher exceeded expectations as evidenced by not only balance but the genres of writing represented through personal narratives, realistic fiction, free verse poetry, and expository essays.			
	32	No	This resource does not meet the full expectation of this indicator as evidenced in the grade level specific screening instrument that shows genres taught over the course of the year. Questioning, activities and writing supports align to			
	62	Yes	0			
	55	Yes	0			
	59	No	This indicator does not meet expectation. Opinion writing is only covered in Unit 5 so students are not exposed to opinion writing until the end of the year (if following the curriculum) and only once. A suggested revision to this would			
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).	48	Yes	0			
	32	No	The resource does meet some of the expectation of the indicator as evidenced with the inclusion of lessons to support the writing process, exemplars, and specific instruction on genre writing. A suggestion for improvement would be to have more 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).			
	62	Yes	0			
	55	Yes	0			
	59	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.	48	Yes	0			
	32	No	This unit meets some of the expectations of this indicator as evidenced with the Instructional Routines Handbook section on Collaborative Conversations. Included within this segment are grade level specific videos that a teacher may use to model and support students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.			
	62	No	The interactive texts are not long enough with sequenced questions to strengthen students ability to listen and respond in increasingly sophisticated ways.			
	55	Yes	0			
	59	Yes	0			
p. Units and lessons clearly consider student learning differences in the design of instruction,	48	Yes	0			
	32	Yes	0			

activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.	62	No	There is too much information and differentiation. Good instruction is good instruction and should be provided for all students. Consider the ELL and other differentiation tasks being included for all students and part of the tier 1 in			
	55	Yes	0			
	59	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.	48	Yes	0			
	32	Yes	0			
	62	No	There are many formal assessments, but very few checks for understanding.			
	55	Yes	0			
	59	Yes	0			
	48	Yes	0			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	32	Yes	0			
	62	Yes	Yes, but are not always the quality of what TN might consider to go along with rigorous instruction.			
	55	Yes	0			
	59	Yes	0			
	48	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	48				Total indicators to be re-reviewed:	0
	32					
	62					
	55					
	59					
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.	48		Pass			
	32		Fail			
	62		Fail			
	55		Pass			
	59		Pass			
	Overall		Pass			

Grade & Subject:  
Title Name:  
Original Reviews Submitted:

ISBN:  
Wonders Publisher:  
5 Reviewers:

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McGraw Hill  
48, 32, 62, 55, 59

Section IV: Foundational Skills						
Materials meet at least <b>80%</b> of indicators in Section IV.						
The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	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.	48	Yes	The publisher exceeded expectations as evidenced by the multitude of word sorts and directions for how to use them in a variety of ways.			
	32	No	This unit meets some expectations of the indicator as evidenced with the reference to digital tool resources. A suggestion for improvement would be to provide physical materials such as letter tiles, sorting materials, work stations, connections from decoding/encoding.			
	62	No	There need to be more varied materials other than word cards and online manipulation. Consider providing 3 dimensional letters to manipulate.			
	55	Yes	0			
	59	Yes	0			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	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.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
f. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.	48	Yes	0			
	32	Yes	0			
	62	No	The summative assessments are there, but the ongoing formative assessments are weak.			
	55	Yes	0			
	59	Yes	0			
g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			

	59	Yes	0		
Additional Comments:	Reviewer	Evidence/Notes			
Additional comments about foundational skills within the materials:	48			Total indicators to be re-reviewed:	0
	32				
	62				
	55				
	59				
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	48		Pass		
	32		Pass		
	62		Fail		
	55		Pass		
	59		Pass		
	Overall		Pass		



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Title Name:WondersPublisher:McGraw Hill

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

SECTION V: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials (e.g. teacher's edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	48	Yes	0			
	32	Yes	0			
	62	No	This information could possibly be found, but the teacher facing materials are so busy that that information could easily be overlook			
	55	Yes	0			
	59	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	48	Yes	0			
	32	Yes	0			
	62	No	There are too many learning objectives for a new teacher to clearly understand what her focus is. The teacher facing materials are very difficult to f			
	55	Yes	0			
	59	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.	48	Yes	0			
	32	Yes	0			
	62	Yes	Yes, but the material does not go deep with understanding.			
	55	Yes	0			
	59	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	48	Yes	0			
	32	Yes	0			
	62	No	No opportunities other than possibly in small group reading.			
	55	Yes	0			

	59	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	48	Yes	Excellent resource includes practice book and School to Home newsletter.			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	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.	48	Yes	0			
	32	Yes	0			
	62	No	This was very unclear.			
	55	Yes	0			
	59	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	48	Yes	0			
	32	Yes	0			
	62	No	There are talking structures mentioned the teacher facing materials and protocols in the instructional routines handbook, but the qu			
	55	Yes	0			
	59	Yes	0			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectation</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	48	Yes	0			
	32	Yes	0			
	62	No	Some of this is available (no anchor papers), but require extra effort for the teacher to find it online...not teacher friendly.			
	55	Yes	0			
	59	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	48	Yes	0			
	32	No	Home-school letter included, but how are they aware of progress?			
	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
<b>Organization</b>	<b>Reviewer</b>	<b>Meets Expectation</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	48	Yes	0			
	32	Yes	0			
	62	No	The units of study are understandable, but the organization of how to teach the units is very unclear by including many suggestions.			
	55	Yes	0			
	59	Yes	0			
p. Units and instructional sequences are	48	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.	32	Yes	0			
	62	No	The units are built around genres and therefore do not build upon knowledge.			
	55	Yes	0			
	59	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	48	Yes	0			
	32	Yes	0			
	62	No	There are no suggested times to complete any part of the lesson making it very unclear to a newer teacher how much time to spend on what.			
	55	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	59	Yes	0			
	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
s. Each lesson contains a list of required materials.	55	Yes	0			
	59	Yes	0			
	48	Yes	0			
	32	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	62	No	0			
	55	Yes	0			
	59	Yes	0			
	48	Yes	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	32	Yes	0			
	62	Yes	Each student will have a copy of the Reading/Writing Companion which has the "shared Reads". It also has lots of work-book type pages and may no			
	55	Yes	0			
	59	Yes	0			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
	55	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	59	Yes	0			
	48	Yes	0			
	32	Yes	0			
	62	Yes	0			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	55	Yes	0			
	59	Yes	0			
	48	Yes	0			
	32	Yes	0			
Additional Comments:	62	Yes	0			
	55	Yes	0			
	59	Yes	0			
	48	Yes	0			
Reviewer	Evidence/Notes					
48					Total indicators to be re-reviewed:	0

Additional Comments about Section V: Additional Components	32				
	62				
	55				
	59				

[illegible]

