

**\*\*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:** \_\_\_\_\_ **G01300**

Reviewer	Section I	Section II	Section III	Section IV	Overall
48	Pass	Pass	Pass	Pass	
32	Fail	Pass	Fail	Pass	
55	Pass	Pass	Pass	Pass	
59	Pass	Pass	Pass	Pass	
62	Fail	Fail	Fail	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:G01300ISBN:9780076992720

Title Name:WondersPublisher:McGraw-Hill Education

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

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	48	Yes		0		
	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.			
	55	Yes		0		
	59	Yes		0		
	62	No	This series does not use text that are able to build knowledge systematically through interacting with texts. A suggested idea for revision would to build knowledge around a concept with rigorous text.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	59	Yes		0		
	62	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	48	Yes		0		
	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.			
	55	Yes		0		
	59	Yes		0		
	62	No	This series does not provide students with an opportunity to demonstrate their literacy skills and convey their knowledge acquisition because the knowledge building is not deep enough within the units. A suggested revision would be to select a topic for a unit, provide high level texts that allow students to go deep within the concept and provide daily tasks and a unit task where they have to demonstrate their understanding of the concept through various ways/genres of writing.			
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	48	Yes		0		
	32	No	This resource does not meet the expectation of the indicator as several IRA selections are not above grade level requirements.			
	55	Yes	Copies of the IRA were not included, but were mentioned in the teacher edition and the text complexity.			
	59	Yes		0		

above grade level determined by quantitative and qualitative measurements.	62	No	Many of the text do not have a quantitative and qualitative analysis and the ones that do are not rigorous enough for grade 3. For example, in Unit 2, the anchor text Vote by Eileen Christelow is a 530 lexile level. Another text in the Anthology, also in Unit 2 is, A Plan for the People which had a lexile of 530 and a qualitative analysis stating: prior knowledge and purpose made the text difficult.  Text used in small group reading were not analyzed to be included in the whole group grade 3 reading instruction.			
e. Texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	No	shared reading texts in the Reading Writing Connection were not all on grade level. A lexile was provided, but not a quantitative analysis. For example, Unit 2, Week 3 and 4 page T124: Sailing to America Lexile: 420-440. No other information was included.			
f. Text plays a central role in the literacy block.	48	Yes	0			
	32	No	This resource meets some expectation of the indicator with the focus on genre studies in 2 week modules. A suggestion for improvement would be to include a variety of text types within each week/two week plan. Instructional texts such as the IRA, Shared Read and anchor texts are all the same genre and many of the questions in responding to text are about skill and application focused on the genre study. Consider ways you might layer a variety of text, develop questions, and set a purpose for reading to build knowledge of the identified concept/essential question. This would give students the opportunity to engage with different text types and make meaning from text to support conceptual learning.			
	55	Yes	0			
	59	Yes	0			
	62	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	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
h. Text-dependent questions: •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	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	No	Materials do not meet the cognitive demand of text-dependent questions because there are no high-quality questions which are strategically sequenced to scaffold students in building a deeper understanding of a text. For example, in Unit 2, the story Sailing to America, there are questions that are close with each			
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	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	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	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	No	Although there is a protocol for taking structures, there are not ample times for students to turn and talk about concepts and ideas which may be difficult. For example in Unit 2 page T145i the first time students are asked to "collaborate" is on the 9th page of the anchor text. At that point the students are told to generate a question of their own about the text and share with a partner to find the answer using text evidence. Although an example is given, students may be more successful at this point in the year taking a question from the teacher and working together with a partner to see how to find the evidence to answer			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
Additional comments on the three instructional	48		0		Total indicators to be re-reviewed:	0
	32		0			

Additional comments on the three instructional shifts within the materials:	55			0			
	59			0			
	62	The materials in the text are generated around genres and not topics, although topics are worked into the units. Because of the intent to weave genre and content together, much of the rigor and knowledge of concept building is lost. The essential questions					
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					
	48	Pass					
	32	Fail					
	55	Pass					
	59	Pass					
	62	Fail					
	Overall	Pass					

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## SECTION II

## Alignment to Tennessee English Language Arts Standards

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

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

FOUNDATIONAL LITERACY STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<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>3.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as -ly, -less, and -ful. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			
<b>Standard 4</b> <b>Category</b> Word Composition <b>Cornerstone</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<b>3.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			

		62	Yes	0			
<b>Standard 5</b> <b>Category</b> Fluency <b>Cornerstone</b> Read with sufficient accuracy and fluency to support comprehension.	<b>3.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 prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	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>3.FL.SC.6.6</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. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	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>3.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range 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 glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <b>3.FL.VA.7b</b> Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <b>3.FL.VA.7c</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	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: 3.RL.KID.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	I see opportunities where students are supposed to ask and have a partner answer questions orally and in their Reading/Writing Connections for example on			
	<b>Informational Text: 3.RI.KID.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	see above			
<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: 3.RL.KID.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	In Unit 3, Why the Sun is Red, A Lithuanian Legend, the			
	<b>Informational Text: 3.RI.KID.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	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: 3.RL.KID.3</b> Describe characters in a story and explain how their actions contribute to the sequence of events.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	In Unit 3, Ariana Learns a Lesson would have been an excellent story to teach this standard. Many other reading standards were addressed in this story without a			
	<b>Informational Text: 3.RI.KID.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			
<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: 3.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			
	<b>Informational Text: 3.RI.CS.4</b> Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	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: 3.RL.CS.5</b> Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			
	<b>Informational Text: 3.RI.CS.5</b> Use text features to locate information relevant to a given topic efficiently.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			
<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b>	<b>Literature: 3.RL.CS.6</b> Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			

<b>Standard 6</b> <b>Category</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Informational Text: 3.RI.CS.6</b> Distinguish reader point of view from that of an author of a text.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	Yes	0					
		62	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: 3.RL.IK1.7</b> Explain how illustrations in a text contribute to what is conveyed by the words.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	Yes	0					
		62	Yes	0					
	<b>Informational Text: 3.RI.IK1.7</b> Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	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: 3.RI.IK1.8</b> Explain how reasons support specific points an author makes in a text.	48	Yes	0				
			32	Yes	0				
			55	Yes	0				
			59	Yes	0				
62	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: 3.RL.IK1.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	Yes	0					
		62	Yes	0					
	<b>Informational Text: 3.RI.IK1.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	Yes	0					
		62	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: 3.RL.RRTC.10</b> Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	Yes	0					
		62	Yes	0					
	<b>Informational Text: 3.RI.RRTC.10</b> Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	Yes	0					
		62	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> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’	<b>3.SL.CC.1</b> Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.	48	Yes	0					
		32	Yes	0					
		55	Yes	0					
		59	Yes	0					



partner, building on each other's ideas and expressing their own clearly and persuasively.		62	No	This standard does not meet the rigor TN requires. Although collaborative talking structures are there, they are suggestive as well as the protocols for teaching them. They also very rarely occur.			
<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>3.SL.CC.2</b> Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	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>3.SL.CC.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	Students are asked to do this, but do not appear to be taught how to do this. There is not a talk structure for asking and answering questions in the <i>Instructional Routines Handbook</i> .			
<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>3.SL.PKI.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	Although students are asked to do this while collaborating with a partner in Unit 3 Week 5 page T244, there are no teaching structures or expectations put in place for what this would sound like. Consider revising to include these things.			
<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>3.SL.PKI.5</b> Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	If you access the online materials			
<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>3.SL.PKI.6</b> Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No				
<b>WRITING 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> Text Types and Protocol <b>Cornerstone</b>	<b>3.W.TTP.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the	48	Yes	0			
		32	Yes	0			

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the	55	Yes	0			
		59	Yes	0			
		62	No	In the Reading/Writing companions there are steps to follow to complete a writing task. I am unsure if this is considered explicit teaching of these standards. Opportunities are provided, but the teaching could be strengthened through mini lessons.			
<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>3.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy Standards.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	In the Reading/Writing companions there are steps to follow to complete a writing task. I am unsure if this is considered explicit teaching of these standards. Opportunities are provided, but the teaching could be strengthened through mini lessons.			
<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>3.W.TTP.3</b> Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy Standards.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	In the Reading/Writing companions there are steps to follow to complete a writing task. I am unsure if this is considered explicit teaching of these standards. Opportunities are provided, but the teaching could be strengthened through mini lessons.			
<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>3.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	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			
<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>3.W.PDW.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	Yes	0			
<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 and to interact and collaborate with others.	<b>3.W.PDW.6</b> With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.	48	Yes	0			
		32	Yes	0			
		55	Yes	0			
		59	Yes	0			
		62	No	Units 1-2 Reading/Writing Companion p. 89 suggests using a computer...			

<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>3.W.RBPK.7</b> Conduct short research projects that build general knowledge about a topic.	48	Yes	0				
		32	Yes	0				
		55	Yes	0				
		59	Yes	0				
		62	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>3.W.RBPK.8</b> Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.	48	Yes	0				
		32	Yes	0				
		55	Yes	0				
		59	Yes	0				
		62	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.	<b>3.W.RBPK.9</b> Include evidence from literary or informational texts, applying grade 3 standards for reading.	48	Yes	0				
		32	Yes	0				
		55	Yes	0				
		59	Yes	0				
		62	Yes	0				
<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>3.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	48	Yes	0				
		32	Yes	0				
		55	Yes	0				
		59	Yes	0				
		62	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						
		55						
		59						
		62						
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>					
This means that no more than 4 boxes were marked "No." If more than 4 "No" 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					
		55	Pass					
		59	Pass					
		62	Fail					
Overall		Pass						

Grade & Subject:G01300ISBN:9780076992720

Title Name:WondersPublisher:McGraw-Hill Education

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

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	48	Yes	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. Within these documents you list a key concept supported with an Essential Question. How might the development of a hierarchy support daily mastery to show that students are working towards end of weekly and unit goal mastery? How might this support teachers in determining daily outcomes that align enduring understandings, disciplinary understandings, critical questions, and activities for each day?			
	55	Yes	0			
	59	Yes	0			
	62	No	The units are built around genres and therefore do not go deeply into content which would require more complex essential questions and enduring understandings. One essential questions is provided per unit with no enduring understandings			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with some of the IRA text choices identified as folktales and stories from different geographical regions. How might the inclusion of more published text pieces provide stronger intentionality with this indicator?			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to review Interactive Read Aloud text selections to include text with published authors. The majority of texts used for this instructional purpose do not include an author or they are folktales/ fables. Consider using the additional texts your resource has identified as "extras" in the online bibliography and classroom library as instructional components to layer text that builds knowledge.			
	55	Yes	Copies of the IRA were not provided for review; however, lexile levels and text analysis were available. I'm not sure if they're of publishable quality.			
	59	Yes	0			
	62	No	Many are not authentic text and are unavailable to students.			
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 the additional texts your resource has identified as "extras" in the online bibliography and classroom library as instructional components to layer text and build knowledge. How might this impact student learning as they apply overarching concepts to a variety of texts?			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			

f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.	48	Yes	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 purpose and questioning aligning more with the genre study and the comprehension strategy of the week/2 week study. This presents itself as skills in isolation instead of building knowledge towards the concept supported with Essential Questions/ Enduring Understandings, etc. How might the development of this hierarchy working cohesively support daily mastery to show that students are working towards end of week and unit goal mastery? How might this support teachers in determining critical questions and activities for each day?			
	55	Yes	0			
	59	Yes	0			
	62	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	No	This resource meets some expectations of the indicator as evidenced with the student outcomes overview that shows students reading and re-reading text. Additionally, Close Reading Strategies are explained that align to reading standards. However, what is not evident are the reasons and Why for each read. Consider ways you might layer a variety of text, develop questions, and set a purpose for reading to build knowledge of the identified concept/essential question. This would give students the opportunity to engage with different text types and make meaning from text to support conceptual learning.			
	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.	62	No	Students read the anchor text and shared reads multiple days, but each day seems to have many focuses. They are not revisited for the sole purpose of being introduced to a new strategy or skill.			
	48	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the text analyses in tad 4 as well as the independent reading routine on page 111 of Instructional Routines Handbook. A suggestion for improvement would be to consider identifying what the schedule for independent reading looks like and specific protocol that determines accountability structures and a tracking routine for all students to engage in this important literacy practice.			
	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.	62	No	There are several text within each unit, but it would not be considered a high volume of text.			
	48	Yes	0			
	32	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.	62	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	62	No	I have not seen a progression with the lengthier task over time. The same expectations seem to be there or not.			
	48	Yes	0			
	32	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).	62	No	There are guidelines, questions, thinking maps, etc. in the readers/writers notebook, but no evidence of clear mini lessons with a specific purpose.			
	48	No	Does not meet this indicator because there is no evidence of interactive writing in the curriculum.			
	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 consider further gradual release moving toward independent writing. How might additional scaffolds in writing support the continuum of read/think/talk/write?			
	55	No	Clarification Is this peer writing? Opportunities for Interactive writing are not specifically included.			
	59	Yes	0			
	62	No	I am not sure these textbook writers understand the meaning of modeled, shared, interactive, small group and independent writing as TN teachers understand it and for the purpose of each.			
	48	Yes	0			

m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	32	Yes	Suggestion for improvement:  This resource meets the 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 specific genre instruction based outcomes. A suggestion for improvement would be to create tasks for students that build and provide opportunities to develop knowledge about the overarching concept, as opposed to the genre, supported with a variety of writing types.			
	55	Yes		0		
	59	Yes		0		
	62	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).	48	Yes		0		
	32	Yes	Suggestion for improvement:  The resource meets the expectation of the indicator as evidenced with the inclusion of lessons to support the			
	55	Yes		0		
	59	Yes		0		
	62	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 choose students of what collaborative conversations look like and sound like. Additionally, it has a			
	55	Yes		0		
	59	Yes		0		
	62	No	The text need to be much more complex with appropriate questions for guiding students to understanding. Many times, the teacher is instructed to do a "think aloud" instead of asking the appropriate questions to let the students do the work.			
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.	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	59	Yes		0		
	62	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		
	55	Yes		0		
	59	Yes		0		
	62	No	The assessments do not assess students understanding of content.			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	48	Yes		0		
	32	Yes		0		
	55	Yes		0		
	59	Yes		0		
	62	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				
	48				Total indicators to be re-reviewed:	0

Additional comments about high-quality instruction within the materials:	32				
	55				
	59				
	62				
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		
	55		Pass		
	59		Pass		
	62		Fail		
	Overall		Pass		

Grade & Subject:G01300ISBN:9780076992720

Title Name:WondersPublisher:McGraw-Hill Education

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

Section IV: Foundational Skills						
Materials meet at least <b>80%</b> of indicators in Section IV.						
The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	48	Yes				
	32	Yes				
	55	Yes				
	59	Yes				
	62	Yes				
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				
	32	No	This unit meets some expectations of the indicator as evidenced with the reference to digital tool resources. A suggestion for improvement would be to provide physical materials such as letter tiles, sorting materials, work stations, connections from decoding/encoding.			
	55	Yes				
	59	Yes				
	62	No	There are not an abundant of varied materials that come with this text.			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	48	Yes				
	32	Yes				
	55	Yes				
	59	Yes				
	62	Yes				
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				
	32	Yes				
	55	Yes				
	59	Yes				
	62	Yes				
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				
	32	Yes				
	55	Yes				
	59	Yes				
	62	Yes				
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				
	32	Yes				
	55	Yes				
	59	Yes				
	62	Yes				
g. Assessments include standards-based diagnostic screening tools to identify students’ instructional needs for targeted re-teaching.	48	Yes				
	32	Yes				
	55	Yes				
	59	Yes				
	62	Yes				
Additional Comments:	Reviewer	Evidence/Notes				



Additional comments about foundational skills within the materials:	48			Total indicators to be re-reviewed:	0
	32				
	55				
	59				
	62				
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		
	55		Pass		
	59		Pass		
	62		Pass		
	Overall		Pass		

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			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	No	There is a TN alignment document that was made as an insert for the materials, but does not insert easily.			
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			
	55	Yes	0			
	59	Yes	0			
	62	No	There are no enduring understandings given in the this text only a single essential question for each unit.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	Yes, but these happen more frequently than needed. There are times when questions should be asked and then when students can't arrive at the appropriate answer, a			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	The extended learning opportunities are provided during the guided reading lesson, not during the tier 1 instruction.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills	48	Yes	0			
	32	Yes	0			
	55	Yes	0			

that have already been taught.	59	Yes	0			
	62	No	0			
	48	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.	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	ELL materials are in the teacher facing materials and are good for any student who might need more help.			
	48	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	No	There is a whole book of Instructional Routines, but they are not very explicit and do not demonstrate how to teach the structures.			
<b>Monitoring Student Progress</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>
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	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			
	55	Yes	0			
	59	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	62	Yes	0			
	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	59	Yes	0			
	62	No	There are stop and check points, but it is unclear how to use them.			
	48	Yes	0			
	32	No	Home-school letter included, but how are they aware of progress?			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
<b>Organization</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	The units of study are organized around genres but do not go deep into content knowledge.			
p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	No	There are many components involved in this series. There are also many "suggestions". It is completely unclear how to teach all of the TN standards with the amount of			

r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
s. Each lesson contains a list of required materials.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	No	0			
t. Lessons, chapters, and units contain estimated instructional times.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	The lack of estimated times make it difficult for a new teacher to know how long to spend on each component of the series. I noticed online there are some suggested times.			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	They have access to the student anthology, their guided reading level book and their reading/writing companion stories. It is unclear if they have access to the interactive stories.			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	The teacher text are very wordy and busy. A clear focus with some well developed questions and exemplar answers would be much more helpful.			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	48	Yes	0			
	32	Yes	0			
	55	Yes	0			
	59	Yes	0			
	62	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	48			Total indicators to be re-reviewed:		0
	32					
	55					
	59					
	62					

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