



On June 21, 2022, Louisiana lawmakers signed [Act 517](#) into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criterion and indicators used to review instructional materials that were impacted as a result of this legislation.

Title: **Bookworms Reading and Writing**

Grade: **2** ▾

Publisher: **Open Up Resources**

Copyright: **2018**

Overall Rating: **Tier 1, Exemplifies quality** ▾

This [English Language Arts](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic, or Grapho-phonetic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure, and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** ▾ As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

#### Non-negotiable

#### CRITERION 4. FOUNDATIONAL SKILLS:

Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
<b>Required</b> <b>*Indicator for grades K-5 only</b>	The materials have a cohesive sequence of phonics instruction to build toward	<input checked="" type="checkbox"/> <b>Does not use three-cueing</b> ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.



<p><b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>application. Phonics skills are taught in a logical progression that increase in difficulty as the school year progresses. For example, students begin work on more basic phonics skills such as short vowels, initial blends, final blends, consonant digraphs, closed and open syllables, and long a, o, and u spelling patterns. By mid-year students learn about more complex vowel patterns such as r-controlled vowels and vowel teams /oi/ spelled oy and oi and /ou/ spelled ou and ow. By the end of the school year students work on using possessives, prefixes and suffixes. The materials also provide students with frequent opportunities to practice and gain decoding automaticity and sight-based recognition of high frequency words. Students are provided with multiple opportunities to read on-grade level texts in the shared reading and phonics and word study portions of the whole group materials. Students practice reading accuracy, rate, and expression through multiple reads of the shared reading text with partners. Students also have multiple opportunities to practice the strategies of rereading, self-correction, and use of context clues during the fluency portion of the shared reading text. Daily</p>	<p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	
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	<p>high-frequency word instruction provides students with ample opportunities to read irregularly spelled high-frequency words.</p>		
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3b) In grades K-2</b>, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In <b>grades 3-5</b>, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	<p>Texts, including decodable texts, are of quality and meet the text complexity criteria for Grade 2 and support student advancement toward independent reading. Each unit contains different phonetically controlled, content-rich, grade leveled texts for use during small group lessons. These texts include foundational skills lessons allowing all students to practice foundational skills in context. For each unit, there are “Reader’s Theater” activities that allow students at different levels to have access to the high-frequency words and the opportunity to read text for a purpose. Students also review and apply words from the decodable reader each week and practice reading accuracy, rate, and expression through multiple reads of the shared reading text with partners</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3d) Materials encourage</b> students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing</p>	<p>The materials encourage students to self monitor and use context to confirm or self correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning. While word solving or self-correction is not modeled by the teacher, the materials provide specific</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



<p>students to reread purposefully to acquire accurate meaning.</p>	<p>ways for teachers to model the act of making meaning in text, namely through “Making Connections,” “Asking Questions to Aid Understanding,” “Creating Sensory Images,” “Inferring,” “Determining Importance,” “Synthesizing,” and “Self-Monitoring” (See pgs. 24-25 in the teacher’s manual). For example, with “Self-Monitoring,” the materials instruct the teacher to “Identify information in the text that is surprising,” “Tell why it is surprising,” and “Tell why you will either reread or read on to see if your understanding is correct.” The materials also set the focus for reading so that students can make meaning within the texts. For example, the lesson during Week 4, Day 1 a shared reading focus is set by having the teacher state, “Today we will start learning about another pair of friends. They are two girls, named Ivy and Bean. Focus on what character traits you would assign to Bean.” In the differentiated instruction block, the following guidance for teachers is provided on pg. 77 of the teacher's manual as it relates to supporting students with word solving: “Tell them that if they know the words, they should just say them, and if they don’t, they should use their clue words. When the timer expires, switch to</p>		
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	<p>partner reading. Children should alternate pages or sentences until time is called. One child is reading while the other tracks and listens. If the reader makes a mistake, the coach should ask him or her to reread.” Self Monitoring for understanding is sometimes modeled during the interactive read-aloud, but is not related to word solving. For example, in the interactive read-aloud lesson for “Alexander Who Used to Be Rich Last Sunday” by Viorst, the teacher models self monitoring for meaning in the following way: “In middle of page with drugstore, after reading the second identical sentence. Wait a minute. Did you notice anything strange? Did I read that wrong? When good readers come to something that doesn't make sense, the first thing they do is read it again. So, let me start from the top of this page. Sure enough, the same sentence is in there twice. Why do you think the author repeated that sentence?”</p>		
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p> <p><b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent</p>	<p>Opportunities are built into the materials that allow students to achieve reading fluency in oral and silent reading. The materials are designed so that “fluency is built through repeated, oral readings.” Choral reading of the shared reading text occurs daily, with rereading, reading with partners, and partner reading structures</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



<p>reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>to support fluency (See pg. 23 of the teacher's manual). Students are encouraged to give one another feedback during partner reading, although explicit prompts for the teacher and partners that are related to feedback around rate, expressiveness, and accuracy are not provided. Additional fluency instruction is recommended to occur in small groups during differentiated Instruction for students who fall into the "Fluency and Comprehension" groups.</p>		
<p><b>Required</b> <b>*Indicator for grades K-2 only</b></p> <p><b>3g)</b> Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>The materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol for supporting students who perform below standards on these assessments. Multiple assessment opportunities allow students to demonstrate progress towards mastery as well as provide teachers with feedback for instructional adjustments. Teachers receive a resource map they can use based on how students perform on the quick checks. The map directs teachers to specific lessons to use with students who struggled to pass a given quick check. Teachers are provided with informal and</p>	<ul style="list-style-type: none"> <li>✓ Does not use three-cueing ▾</li> <li>✓ Does not use visual memory ▾</li> <li>✓ Does not use MSV ▾</li> </ul>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



	<p>formal assessment materials. Assessments include a pre- and post assessments, foundational skills screeners, weekly assessments, unit assessments, interim assessments, and weekly informal assessments of foundational skills taught within that week. Weekly informal and formal assessment opportunities directly correlate with the standard focus for that week. The weekly assessment of foundational skills is provided in the “Assessments” portion of the core materials. For example, in Unit 1, Week 1, students complete a foundational skills assessment on ending, beginning, and vowel sounds and are asked “Which word has the same vowel sound as jump? Which word has the same ending sound as fast? Which word has the same ending sound as rush? Which word begins with the same sounds as floor? Which word has the same vowel sound as kept?” In Unit 4, Week 2, students complete a foundational skills assessment on vowel sounds and are asked, “The eer in peering has the same vowel sound as which word?” and in Unit 5, Week 2, students complete a foundational skills assessment on middle sounds and are asked, “The oi in boiled is pronounced with the same vowel</p>		
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	<p>sound as which word?" Each unit contains an end of unit assessment that assesses the foundational skills that are taught within the unit. For example, in Unit 1, "End of Unit Assessment" students complete foundational skills questions based on the skills taught within that unit and are asked questions such as, "Which word has the same vowel sound as had? The ai in Maine is pronounced like the a in which word? Which word has the same beginning sound as "thought"? Which word has the same ending sound as best? The o in college is pronounced like the o in which word?" Teachers are also provided with "Quick Check" assessments of students in the areas of fluency, language, phonics and word recognition, and reading. In addition to the weekly assessments, unit assessments, and quick check assessments, teachers are also provided with "Foundational Skills Screeners." These tests are designed to identify readers struggling with a foundational skill early on. The teacher reads the questions aloud to students as the student bubbles in their answer on their answer sheet. Assessment materials provide teachers and students with current skills and level of understanding. Teachers are provided with a weekly</p>		
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	<p>outline to record observations of student progress towards mastery on the foundational skill and frequency words taught that week and record any additional notes. In the informal assessments portion of the core reading materials, teachers are provided with checklists to help observe student growth throughout the year. Teachers are provided with a "Foundational Skills Screener" to monitor students' proficiency. The Individual Reading Retelling Rubric provides the teacher with information of what the student's instructional needs are to provide an oral or written retelling of what has been read. The materials also support teachers with instructional adjustments to help students make progress toward mastery in foundational skills. For example, if a student scores below a 66% on the "Quick Check" the teacher is directed to, "Use additional resources shown in the Resource Map to provide the student with opportunities to remediate skills." Teachers are given specific instructions for how to score different assessments. For unit assessments they are given the following criteria, "A score of 90– 100 percent correct is excellent; 80–89 percent is good; 70–79 percent is proficient.</p>		
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	<p>Anything below 70 percent would merit further analysis, which could indicate a need for additional instruction in the following week or in following units. A score below 50 percent could indicate a need for reteaching before the student moves to the next week or unit.”</p>		
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The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Bookworms Reading and Writing**

Grade: **2**

Publisher: **Open Up Resources**

Copyright: **2018**

Overall Rating: **Tier I, Exemplifies quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
3. Foundational Skills (Non-Negotiable*)	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 8.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

<sup>1</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>2</sup> A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section I. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b>            Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>1a)</b> In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,<sup>3</sup> as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>The materials provide texts that are appropriately complex. Quantitatively, the majority (i.e., 38 of 45) of texts fall within the appropriate Lexile measure band for Grade 2. For example, reading levels range from 380L in “Magic Tree House: Day of the Dragon King” by Osborne to 970L in “My Brother Martin” by Kinder Farris. Qualitatively, the materials meet the criteria for the grade level. In “Dad, Jackie, and Me” by Uhlberg and Bootman, the text is moderately complex in meaning, structure, and language which is appropriate for a 610 Lexile level text. The text is appropriately complex for knowledge because of heavy themes of racism and life experiences of poverty. In addition, the daily schedules allow for whole-class shared reading from a grade-level trade book to develop fluency, comprehension, and word knowledge. The shared reading texts that are within the grade-level band are provided in ascending Lexile measure order. In a second segment that comprises the “English Language Arts” block, the development of content knowledge, grammar knowledge, and competence in genre-based composition is</p>

<sup>3</sup> The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			supported. For example, in Week 1 there is a shared reading text at the 400L followed in Week 3 by a read-aloud text at a 570L.
	<p><b>REQUIRED</b></p> <p><b>1b)</b> At least 90% of texts are authentic<sup>4</sup> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	At least 90% of the shared reading and interactive read-aloud texts are authentic and offer rich opportunities for students to meet the grade-level ELA standards. Texts represent a variety of formats in a variety of disciplines (e.g., biography, realistic fiction, mystery, and folktale). Both literature and informational texts are included. Some examples include, “The Boxcar Children: Mystery of the Mummy’s Curse” by Warner, “Magic Tree House: Day of the Dragon King” by Osborne, “Time Warp Trio: It’s All Greek to Me” by Scieszka, “A New Coat for Anna” by Ziefert, and “Henry and Mudge: The First Book” by Rylant.

<sup>4</sup> Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>According to the Bookworms materials, “While the shared reading text order should be maintained to allow for the word study scope and sequence to stay intact, the Interactive Read-Alouds are arranged around Lexile levels rather than topics, and gives flexibility for teachers to alter the order which allows for titles to be reorganized to fit within the shared reading topics.” As an example, during the “Shared Reading” unit that focuses on Native Americans, the teacher may use the following interactive reading texts: “Arrow to the Sun” (McDermott) 480L, “Starry Messenger” (Sis) 830L 3 and “The Rough-Face Girl” (Martin).</p> <p>The instructional materials are organized around topics that are designed to build student knowledge and their ability to read and comprehend complex texts proficiently. For example, students are to analyze the language, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics. For example, the first four weeks of the first nine week “Shared Reading” unit are spent on a narrative about friendship which includes titles such as, “Arthur’s Back to School Day” by Hoban, “Henry and Mudge: The First Book” by Rylant, “Pinky and Rex” by Howe, and “Ivy and Bean” by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Barrows, while the second four weeks are spent on informational texts about cycles and includes titles such as, “Tale of a Tadpole” by Wallace, “From Tadpole to Frog” by Pfeffer, “From Caterpillar to Butterfly” by Legg, and “The Journey of a Butterfly” by Scrace.</p> <p>Then, the first two weeks of the second nine weeks of the “Shared Reading” unit the focus is a type of realistic fiction called mystery and explores titles such as, “A-Z Mysteries, The Kidnapped King” by Ron Roy, “Cam Jansen and the Mystery Writer Mystery” by Adler, while the following three weeks focuses on Native Americans using titles such as, “The Very First Americans” by Ashrose, “The Pueblo Indians” by Ross, and “If You Lived with the Cherokee” by Roop.</p> <p>During the third nine weeks of the “Shared Reading” unit, the focus is on humor and biographies that include titles such as, “Practice Makes Perfect for Rotten Ralph” by Gantos, “Judy Moody Saves the World” by McDonald, “Jackie Robinson” by Walker, “Abraham Lincoln: The Great Emancipator” by Stevenson.</p> <p>During the fourth nine weeks of the “Shared Reading” unit, the focus is on genres such as mystery, adventure, and fantasy utilizing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chapter books with titles such as, “Mummies” by Milton, “Mystery of the Mummy’s Curse” by Warner, “Magic Tree House: Day of the Dragon King” by Osborne, and “Time Warp Trio: It’s All Greek to Me” by Scieszka.</p> <p>The questions and tasks that are associated with the texts focus student attention back to the texts and are organized to build their speaking and listening skills. Instruction on grammar and conventions is embedded in order to facilitate student application of language skills both in and out of context. Facilitation and instructional supports for speaking and listening are also found within the teacher lesson plans throughout both the shared and interactive reading units. The text-based questions and tasks require students to build knowledge and integrate ideas across both individual and multiple texts. Most sets of coherent questions and tasks support student analysis of knowledge and ideas. Daily culminating tasks include writing prompts that consistently allow students to demonstrate their knowledge and incorporate reading, writing, speaking, and listening. Vocabulary is prevalent in both shared reading and interactive read-aloud units with new words introduced daily. Both disciplinary words (e.g., terms related to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>science and social studies content) and general words (i.e., Tier 2) are drawn from fiction. For example, in the third week of the shared reading unit, students read “Judy Moody Saves the World” and learn that, “Complicated is an adjective that means hard to understand. Or it means that something has lots of parts. Sometimes a recipe is complicated. It is hard to make. A story can be complicated if there are a lot of events. Your day can get complicated if unexpected things happen.” After reading, students are then prompted to use the word to answer questions about the text such as, “How did the first day of school get complicated for the friends? How do you think they felt?”</p>
	<p><b>1d)</b> Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p><b>Yes</b></p>	<p>Although there is not a consistent increase in Lexile levels of the books chosen week by week, there is a gradual overall increase. Books selected for the first three weeks have lower reading levels (400L-490L) than those selected for weeks 18-21 (500L-540L). All interactive read-aloud texts are above grade level in complexity, which requires teacher scaffolding in order for students to understand and comprehend them. The shared reading texts are appropriately placed across the units (i.e., in order) to increase in complexity within the grade</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>band. For example, during the first nine weeks the reading level of texts in both interactive read-aloud and shared reading texts range from 400L-730L. During the second nine weeks, text reading levels range from 410L-940L, during the third nine weeks they range from 430L-970L, and during the fourth nine weeks, they range from 380L-900L. It is apparent that both the readers and the tasks have been considered in the text complexity of the curriculum. Texts become increasingly rigorous and progress up a carefully sequenced staircase of sophisticated skills. For example, focus is on phonemic awareness and word recognition during the first step, on word recognition and fluency during the second step, on fluency and comprehension during the third step, and on vocabulary and comprehension during the fourth step.</p>
<p><b>2. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <p><b>REQUIRED</b></p>	<p>Yes</p> <p>Yes</p>	<p>Text selections reflect an appropriate balance of literary and informational texts in both the shared reading and interactive read-aloud texts. For example, there are 56 texts--23 of which are non-fiction. The Grade 2 materials reflect a distribution of text types and genres required by the standards, as well as a range of student interests.</p> <p>A variety of genres are included: fiction, non-fiction on various topics, folktales, poetry, legend. Graphic organizers and Venn</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>2b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		<p>diagrams are included in the ELA lesson plans. Children use charts and checklists to increase comprehension and evaluate their own writing (e.g., See Week 6, Day 2, pg. 75 and Week 5, Day 1, pg. 61). There are suggestions for teachers to include video and photos from online sources (e.g., See ELA lesson plans, "Planning Notes," pg. 64 for links to access a YouTube video and online pictures from National Geographic. See ELA Lesson Plans, Week 15, Day 1, pg. 186 for a link to allow students to use clip art to enhance a brochure).</p>
	<p><b>2c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	<p><b>Yes</b></p>	<p>The master book list for Grade 2 (See teacher's manual, pg. 10) includes many informational texts. The ELA writing lessons include a study of the structure of the texts as examples for student writing (See <i>Creatures Yesterday and Today</i>, Organization and text structure, ELA Lesson Plans, Week 8, pg. 95).</p>
	<p><b>2d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p><b>Yes</b></p>	<p>Differentiated instruction occurs daily for 45 minutes and includes time for self-selected reading. Classroom library materials are also available for this purpose.</p>
<p><b>Section II. Foundational Skills (grades K-5 only)</b></p>			
<p><b>Tier 1 and 2 Non-Negotiable*</b>  <b>3. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of</p>	<p><b>REQUIRED *Indicator for grades K-2 only</b>  <b>3a)</b> Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing</p>	<p><b>Yes</b></p>	<p>The materials have a cohesive sequence of phonics instruction to build toward application. Phonics skills are taught in a logical progression that increase in difficulty</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>abundant opportunities for every student to become proficient in each of the foundational skills.</p>		<p>as the school year progresses. For example, students begin work on more basic phonics skills such as short vowels, initial blends, final blends, consonant digraphs, closed and open syllables, and long a, o, and u spelling patterns. By mid-year students learn about more complex vowel patterns such as r-controlled vowels and vowel teams /oi/ spelled oy and oi and /ou/ spelled ou and ow. By the end of the school year students work on using possessives, prefixes and suffixes. The materials also provide students with frequent opportunities to practice and gain decoding automaticity and sight-based recognition of high frequency words. Students are provided with multiple opportunities to read on-grade level texts in the shared reading and phonics and word study portions of the whole group materials. Students practice reading accuracy, rate, and expression through multiple reads of the shared reading text with partners. Students also have multiple opportunities to practice the strategies of rereading, self-correction, and use of context clues during the fluency portion of the shared reading text. Daily high-frequency word instruction provides students with ample opportunities to read irregularly spelled high-frequency words.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>3b)</b> In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	<p>Texts, including decodable texts, are of quality and meet the text complexity criteria for Grade 2 and support student advancement toward independent reading. Each unit contains different phonetically controlled, content-rich, grade leveled texts for use during small group lessons. These texts include foundational skills lessons allowing all students to practice foundational skills in context. For each unit, there are “Reader’s Theater” activities that allow students at different levels to have access to the high-frequency words and the opportunity to read text for a purpose. Students also review and apply words from the decodable reader each week and practice reading accuracy, rate, and expression through multiple reads of the shared reading text with partners.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p>	Yes	<p>Foundational skills are taught primarily during the shared reading and phonics and word study portions of the whole group materials. Each week a new foundational skill is addressed with opportunities given to apply them to context, review and assess. These skills are taught daily and reviewed both in and out of context. Lessons include a focus skill and student objectives. For example, word study at the start of the shared reading block includes, "Pattern Review" and "Word Sorts" on Monday and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>Tuesday, "Pair-Share" sentences on Tuesday, point and spell words aloud on Wednesday, "Review Word Hunt" on Thursday, and a test on Friday.</p> <p>During the differentiated instruction block students "sort by sound" to target a new daily word. For example, the lesson in Week 4, Day 1 includes the following activities: "Teacher-directed sort by sound (i, ice, ir): trick, skirt, side, think, hide, shirt, quick, drive, bill, first" with "Optional Challenge Words: advice, skirmish, spider, refill." Grade 2 begins with a review of the difference between long and short vowel sounds, then other long vowel spelling patterns are studied. The Grade 2 scope and sequence for "Word Study" and "Vocabulary" outlines the progression of phonics instruction. For example, the vowel-consonant- 'e' (VCE) rule is learned during the first nine weeks. Some words selected for this portion of word study review other complex sound-symbol patterns (e.g., soft 'c' and 'g'). Students write "super sentences" with their "Word Study" words, which requires them to think about both spelling rules and word meaning. Lessons and activities provide students with opportunities to learn grade-level phonics skills, while decoding words. For example, in Unit 7, Week 3, Day 1, "Phonics &amp; Word</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Study” there is a lesson on related root words, focusing on the prefix re-. The teacher writes the words reader and reread. “Many words are related because they come from the same root word, like reader and reread. You can use a known root word as a clue to figure out the meaning of an unknown word with the same root.” The teacher points to each word and explains that these two words have something in common. “Look at the first word I wrote: I see the root word. I also know that the -er ending on a noun usually means ‘someone who.’ So a reader is “someone who reads.” Identifying the root word in the longer word helped me pronounce the word and figure out its meaning.” The teacher continues by modeling with the word reread and points out that the prefix re- means “again.”</p>
	<p><b>REQUIRED</b>  <b>3d)</b> Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p><b>Yes</b></p>	<p>The materials encourage students to self-monitor and use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning. While word solving or self-correction is not modeled by the teacher, the materials provide specific ways for teachers to model the act of making meaning in text, namely through “Making Connections,” “Asking Questions to Aid Understanding,” “Creating Sensory Images,” “Inferring,” “Determining Importance,”</p>

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			<p>“Synthesizing,” and “Self-Monitoring” (See pgs. 24-25 in the teacher’s manual). For example, with “Self-Monitoring,” the materials instruct the teacher to “Identify information in the text that is surprising,” “Tell why it is surprising,” and “Tell why you will either reread or read on to see if your understanding is correct.” The materials also set the focus for reading so that students can make meaning within the texts. For example, the lesson during Week 4, Day 1 a shared reading focus is set by having the teacher state, “Today we will start learning about another pair of friends. They are two girls, named Ivy and Bean. Focus on what character traits you would assign to Bean.”</p> <p>In the differentiated instruction block, the following guidance for teachers is provided on pg. 77 of the teacher’s manual as it relates to supporting students with word solving: “Tell them that if they know the words, they should just say them, and if they don’t, they should use their clue words. When the timer expires, switch to partner reading. Children should alternate pages or sentences until time is called. One child is reading while the other tracks and listens. If the reader makes a mistake, the coach should ask him or her to reread.” Self-monitoring for understanding is sometimes</p>

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			<p>modeled during the interactive read-aloud, but is not related to word solving. For example, in the interactive read-aloud lesson for “Alexander Who Used to Be Rich Last Sunday” by Viorst, the teacher models self-monitoring for meaning in the following way: “In middle of page with drugstore, after reading the second identical sentence. Wait a minute. Did you notice anything strange? Did I read that wrong? When good readers come to something that doesn't make sense, the first thing they do is read it again. So, let me start from the top of this page. Sure enough, the same sentence is in there twice. Why do you think the author repeated that sentence?”</p>
	<p><b>REQUIRED</b>  <b>3e)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p><b>Yes</b></p>	<p>Opportunities are built into the materials that allow students to achieve reading fluency in oral and silent reading. The materials are designed so that “fluency is built through repeated, oral readings.” Choral reading of the shared reading text occurs daily, with rereading, reading with partners, and partner reading structures to support fluency (See pg. 23 of the teacher's manual). Students are encouraged to give one another feedback during partner reading, although explicit prompts for the teacher and partners that are related to feedback around rate, expressiveness, and accuracy are not provided. Additional</p>

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			<p>fluency instruction is recommended to occur in small groups during differentiated Instruction for students who fall into the "Fluency and Comprehension" groups.</p>
	<p><b>REQUIRED</b>  <b>3f)</b> Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p><b>Yes</b></p>	<p>The materials integrate foundational skills by using shared reading texts that allow students to apply what they have learned during the "Word Study" block. For example, texts are chosen based on vocabulary, phonetic sounds, and sight words. During shared reading, students look at "Arthur's Back to School Day" by Hoban. It is indicated that students could apply their current "Word Study" learning to solve for words within these texts, but the specific words within each shared reading text that are aligned to their "Word Study" learning are not indicated.</p>
	<p><b>3g) *Indicator for grades K-2 only</b>  Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>The materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol for supporting students who perform below standards on these assessments. Multiple assessment opportunities allow students to demonstrate progress towards mastery as well as provide teachers with feedback for instructional adjustments. Teachers receive a resource map they can use based on how students perform on the quick checks. The map</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>directs teachers to specific lessons to use with students who struggled to pass a given quick check. Teachers are provided with informal and formal assessment materials. Assessments include a pre- and post-assessments, foundational skills screeners, weekly assessments, unit assessments, interim assessments, and weekly informal assessments of foundational skills taught within that week. Weekly informal and formal assessment opportunities directly correlate with the standard focus for that week. The weekly assessment of foundational skills is provided in the “Assessments” portion of the core materials. For example, in Unit 1, Week 1, students complete a foundational skills assessment on ending, beginning, and vowel sounds and are asked “Which word has the same vowel sound as jump? Which word has the same ending sound as fast? Which word has the same ending sound as rush? Which word begins with the same sounds as floor? Which word has the same vowel sound as kept?”</p> <p>In Unit 4, Week 2, students complete a foundational skills assessment on vowel sounds and are asked, “The eer in peering has the same vowel sound as which word?” and in Unit 5, Week 2, students complete a foundational skills assessment on middle</p>

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			<p>sounds and are asked, “The oi in boiled is pronounced with the same vowel sound as which word?”</p> <p>Each unit contains an end of unit assessment that assesses the foundational skills that are taught within the unit. For example, in Unit 1, “End of Unit Assessment” students complete foundational skills questions based on the skills taught within that unit and are asked questions such as, “Which word has the same vowel sound as had? The ai in Maine is pronounced like the a in which word? Which word has the same beginning sound as "thought"? Which word has the same ending sound as best? The o in college is pronounced like the o in which word?" Teachers are also provided with “Quick Check” assessments of students in the areas of fluency, language, phonics and word recognition, and reading. In addition to the weekly assessments, unit assessments, and quick check assessments, teachers are also provided with "Foundational Skills Screeners." These tests are designed to identify readers struggling with a foundational skill early on. The teacher reads the questions aloud to students as the student bubbles in their answer on their answer sheet. Assessment materials provide teachers and students with current skills and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>level of understanding. Teachers are provided with a weekly outline to record observations of student progress towards mastery on the foundational skill and frequency words taught that week and record any additional notes. In the informal assessments portion of the core reading materials, teachers are provided with checklists to help observe student growth throughout the year. Teachers are provided with a "Foundational Skills Screener" to monitor students' proficiency. The Individual Reading Retelling Rubric provides the teacher with information of what the student's instructional needs are to provide an oral or written retelling of what has been read. The materials also support teachers with instructional adjustments to help students make progress toward mastery in foundational skills. For example, if a student scores below a 66% on the "Quick Check" the teacher is directed to, "Use additional resources shown in the Resource Map to provide the student with opportunities to remediate skills." Teachers are given specific instructions for how to score different assessments. For unit assessments they are given the following criteria, "A score of 90–100 percent correct is excellent; 80–89 percent is good; 70–79 percent is proficient. Anything below 70 percent would merit</p>

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			further analysis, which could indicate a need for additional instruction in the following week or in following units. A score below 50 percent could indicate a need for reteaching before the student moves to the next week or unit.”
	<p><b>3h)</b> Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p><b>Yes</b></p>	<p>The "Differentiated Instruction" block allows teachers to allocate time (i.e., recommended rotations of 15 minutes) for additional student practice. Using the “Informal Decoding Inventory” and oral reading fluency data, students can be assigned to one of four differentiated instruction skill groups (see pg. 72 of the teacher’s manual). The four groups include "Phonemic Awareness and Word Recognition," "Word Recognition and Fluency," "Fluency and Comprehension," and "Vocabulary and Comprehension." The materials recommend using “How to Plan Differentiated Reading Instruction” by Sharon Walpole and Michael C. McKenna to support planning for small groups during the differentiated instruction block. The differentiated instruction block allows teachers to plan small-group instruction for children who need additional help as indicated by reading fluency, decoding inventory, and evaluation of writing samples (See “Instructional Routines for Differentiated Instruction” in the teacher’s manual pgs. 72- 82).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Differentiation strategies to employ during the shared reading, interactive read-alouds, and writing blocks are provided on pgs. 82-84 of the teacher’s manual. Optional challenge words are provided in the weekly word lists for the word study block of the shared reading units.
<b>Section III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>4. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p><b>Yes</b></p>	<p>The materials contain a coherently sequenced set of text-based questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts. Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Examples of students building knowledge, skills, and integrating ideas include:</p> <p>During the study of life cycles during Weeks 6-7 of Shared Reading, students focus on tadpoles in “Tale of a Tadpole” and move onto the study of frogs in “From Tadpole to Frog.” Students are asked to synthesize information learned from the two texts. The teacher states, “We did learn a lot about frogs last week, but this book has new</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>information. Think about how these two books are different. In addition we've read two books about the frogs, and the authors used different organizational plans. Let's compare our timeline with the cycle map from the last book. Which do you like better? What are your reasons? Why is it helpful to read more than one book on the same topic?"</p> <p>During Weeks 8-9 of Shared Reading, students then read about Butterflies with the texts, "From Caterpillar to Butterfly" and "The Journey of a Butterfly." Students connect new learning to the previous study of life cycles and discuss, "We've read about two life cycles now. How is the life cycle of a butterfly similar to the life cycle of a frog? How is it different? Let's compare and contrast them. Compare means to say how they are alike. Contrast means to say how they are different." Students demonstrate their understanding of the topic with the written response, "Why are the butterflies who come to Canada and the United States in the summer the children of the ones who left in the fall?" At the end of Week 9, students discuss, "Let's take one last look at the life cycles we have been studying for frogs and butterflies. We can compare and contrast them by saying how they are similar</p>

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			<p>and different. We can also compare and contrast the choices that our authors and illustrators made: they used photographs, drawings, diagrams, and maps. They organized their work into sequences and cycles.”</p> <p>During Week 14, students respond to the prompt, “Today you will work with a partner and plan a descriptive writing piece about a specific group of Native Americans that we have already read about or will be reading about sometime this week.” During the ELA writing time, the teacher models how to use the texts read in class as resources for the descriptive writing, “I’m going to use the book, “If you Lived With the Cherokee” to find information [Show “If You Lived With the Cherokee”]. The book provides many specific details about the Cherokee. Pages 17-21 talk about their homes. I will skim those pages to look for some details that I think will be interesting to my readers.” Students synthesize information from multiple sources to write the description.</p> <p>During Weeks 22-24, students read “History All-Stars: Abraham Lincoln” and create a timeline of events about Abraham Lincoln’s life. After students read about Lincoln’s life they respond to the prompt, “Think about all</p>

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			<p>of the things that we have learned about Abe. Write a paragraph describing his character. Start like this: Young Abe Lincoln was an interesting boy.” Students use the timeline developed during the lessons to complete the written prompt.</p> <p>During Week 24, students respond to a prompt about making hard choices during the ELA writing lesson after reading and discussing multiple texts about historical figures. Students use information from the texts "My Brother Martin," "The Story of Ruby Bridges," "Dad, Jackie and Me" and "History All-Stars: Abraham Lincoln" to respond to the prompt.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p><b>Yes</b></p>	<p>Questions and daily tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. For example, during Week 8, Day 5 of the "English Language Arts" block, students read "Gooney Bird Greene" by Lowry. In the first portion of the lesson, teachers check for understanding through comprehension questions delivered orally to address speaking and listening, such as, "Why is Gooney Bird a good name for the baby? Was she telling the truth about how she got her name?" There is then a mini-lesson on sentence composing using adjectives, which</p>

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			<p>is connected to the text to address language standards: “Gooney Bird opened her book. Why did she do that? Can we add a because phrase? What kind of book? Can we consider some different adjectives? When did this happen?” Students then have a writing prompt, “Do you think Gooney Bird is telling the truth? Why or why not?”</p> <p>Daily tasks require students to apply knowledge and skills in reading, writing, speaking, listening, and language. For example, in a shared reading lesson using “Pinky and Rex” by Howe, students share their written responses from the previous day. After an echo or choral reading of the text, students reread with partners and then engage in a comprehension discussion. They then map the story and write in response to the text. In an interactive read-aloud of “Camouflage: Changing to Hide” by Kalman, students listen to the text as well as the teacher’s modeled thinking. Students have opportunities during the reading to share their thinking with partners. The class creates an "Anchor Chart" together to summarize their learning. The read-aloud closes with a class discussion. Students then engage with sentence composing and produce a written response.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>At the beginning of shared reading each day, students share responses to the previous day's writing prompt with partners. Students discuss the text during a "Comprehension Discussion" and then engage in "Written Response" at the end of each day's shared reading lesson. Examples of the shared reading written response questions for the text "Ivy and Bean" by Barrows include, "Use mischievous in a super sentence," "Write two sentences using two of your spelling words in each sentence," and "The chapter ends with another dramatic statement: Bean has an idea that will make Nancy freak out. Based on what we know so far about Bean and Nancy, what could that idea be?"</p> <p>Nearly all shared reading vocabulary words are practiced as part of the daily written responses. Semantic maps are sometimes used to build knowledge in informational texts. For example, students map the words affiliated with states of matter when reading "The World of Matter" by Cole. While there is little guidance for leading children to develop the ability to use context and structure to derive meaning, both shared reading and ELA lessons include vocabulary instruction with words selected from the reading, defined by the teacher, with the sentence from the reading discussed,</p>

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			<p>meaning provided, and examples from other contexts given (See Shared Reading Lesson, Week 1, Day 1, pg. 6, Meaning vocabulary and ELA lesson, Week 12, Day 2, p.148).</p>
	<p><b>REQUIRED</b>  <b>4c)</b> Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>The materials provide frequent opportunities and protocols for evidence-based discussions that encourage the modeling and use of academic vocabulary and syntax. Each day, new words are introduced during both the shared reading and interactive read-aloud units. They include both disciplinary words (e.g., terms related to the content areas of science and social studies) and general (e.g., Tier 2) words drawn from fiction. The teacher demonstrates self-monitoring throughout the reading of the book, “Ivy and Bean,” paying close attention to syntax to help aid in understanding. An example of this occurs on Day 19 of the fourth week, when the instructions state, “After you read “Everybody But Me” on pg. 91, say “Wait.” Does that make sense? I need to stop and monitor my understanding. I’m confused about why Nancy would say, “Everybody has them,” if she were worried about Bean? Maybe if I read on, the author will explain. Bottom of pg. 92. Now it makes sense to me. Nancy isn’t really worried about Bean.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students are introduced to new vocabulary words daily. For example, in “Judy Moody Saves the World,” students are introduced to the word “complicated.”</p> <p>Grammar instruction is based on the daily study of sentences that come from interactive read-alouds. These sentences are used in brief activities that include sentence combining, unscrambling, imitating and expanding. For example, in sentence combining the teacher presents two or three short sentences and leads the students in combining them into a single sentence with a more complex syntax. In unscrambling, the teacher breaks a relatively long sentence from the text into words and short phrases. The teacher then presents these scrambled components without punctuation or initial capitalization to the students and guides them in piecing them back together. The students must think through logical and syntactic connections, asking one another, “What goes with what?” In imitating, the teacher presents a single, well-crafted sentence from the text, and then replaces one or more content words (nouns, verbs, adjectives, adverbs) with blanks. The teacher then prompts the students to substitute other content words. In expanding, the teacher presents a simple sentence from the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text and guides the students in adding to it by attaching words, phrases, and clauses, making the syntax more complex.</p> <p>Through the use of sentence composing, students are taught conventions using sentences from the literature they are reading.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>5. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (i.e., drawing on textual evidence to support both what is explicit as well as valid inferences from the text). The purpose for reading is set each day using text-based questions such as, “Why did Native Americans of the plains need to be good horsemen?”, “What makes a tipi a good home for these tribes?” and “Why did they make sure to use all parts of the buffalo?” Within the materials, many sequences of high-quality text-based questions for each unit of instruction culminate daily into a written product. Each lesson provides a text-based writing prompt. The prompts vary in structure and address different text types. For example, during the first nine weeks, Week 5, Day 25, students read, “Tale of a Tadpole” and are asked to respond to the following informative writing prompt, “Use the cycle organizer to write a paragraph about the life cycle of the frog.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Make sure that you include the facts and key details that the author chose to include.” In Week 1, Day 2 of the fourth nine weeks shared reading unit, students read “Mummies” and respond to the opinion writing prompt, “Reread this chapter and tell which part you found most interesting. Don’t forget to give your reasons.” During the first nine weeks of the interactive read-aloud, students read “Alexander Who Used to Be Rich Last Sunday,” and respond to the following narrative writing prompt, “Did Alexander buy anything that you would have bought? Tell why.” The materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. For example, in the first nine weeks, Week 1, Day 2 of the shared reading unit, when students read “Arthur’s Back to School Day,” they state their opinion and reasons using the following prompts, “How did the first day of school get complicated for the friends? How do you think they felt?” And during Week 1, Day 5, they respond to, “Who do you think had the best first day at school? Tell why.”</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Questions and tasks include the language of the standards and require students to engage in thinking at the</p>	<p><b>Yes</b></p>	<p>The language of the standards is used in explanations and directions given to children by the teacher. For example, after the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i>		teacher leads the class in using the narrative checklist to evaluate the elements' characters, setting, goal, details, closing sentence, and transition words, students are asked to use the checklist to evaluate narratives and decide which is strongest (See ELA Lesson Plans, Week 10, Day 1 Narrative Writing Unit, pgs. 125-126).
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> <p><b>REQUIRED *Indicator for grades 3-12 only</b></p>	<p>Yes</p> <p>N/A</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. Writing tasks are related to shared or interactive read-aloud texts and prompt children to use strategies presented in the lessons (e.g., Shared Reading Lesson Plans, Week 6, Day 4, "Write a super sentence for the word competition that summarizes this section" pg. 68; "Use the cycle organizer to write a paragraph about the life cycle of the frog. Make sure that you include the facts and key details that the author chose to include." Week 22, Day 5, pg. 234; "What conclusions can you draw about how Abe might have felt about moving?"; and ELA lesson plans that ask children to talk a response over with a partner. See Week 2, Day 2, pg. 19 "Now you will have an opportunity to work with a partner to decide if a text is opinion or not an opinion").</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>6b)</b> A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p><b>REQUIRED *Indicator for grades K-2 only</b></p> <p><b>6c)</b> Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	<p>Word study in shared reading lessons focuses on letters and phonetic conventions (e.g., See Week 5, Day 2, pg. 50). The teacher manual provides direction for using the differentiated instruction block to assist children who need additional support (pgs. 68-78); ELA lessons include "Writing in Response" to text (e.g., See the use of the editing checklist, Week 18, Day 5, pg. 230; scope and sequence for word study and vocabulary, teacher's manual pgs. 120-127; and, evaluating conventions, pg. 90).</p>
	<p><b>REQUIRED</b></p> <p><b>6d)</b> Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing (i.e., opinion/argumentative, informative, narrative). See the ELA lesson plan, table of contents to find plans for instruction on different forms of writing (e.g., "Introduction to Personal Narratives" pg. 4, "Narrative Writing Unit" pg. 133, "Introduction to Descriptive Writing" pg. 83, "Introduction to Opinion Writing in Book Reviews" pg. 17, "Persuasive Writing Unit" pg. 18, "Information Sharing Unit" pg. 415). In the teacher's manual, see the checklists for</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			children to use in evaluating their own writing (e.g., "Narrative Checklist" pg. 68, book "Review and Opinion Checklists" pg. 69, and "Descriptive Checklist" pg. 70).
	<b>6e)</b> Materials provide models for writing and student exemplars to support writing development in English language arts.	<b>Yes</b>	ELA lesson plans include models presented by the teacher, some written by children as indicated in Week 1, Day 2, pgs. 5-7 that include models of narrative writing
	<b>6f)</b> Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	<b>Yes</b>	Materials explicitly address the grammar and language conventions specified by the language standards for Grade 2 (e.g., See teacher's manual, pg. 66 "Instructional Routines for Teaching Writing" and pg. 70 "Editing Checklist"). The materials provide opportunities for children to produce and expand sentences (See "Sentence Composing" Week 4, Day 5, pg. 58).
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>Yes</b>	In the ELA lessons during Week 2, Day 2, pg. 18, "Learning about Opinion Writing," the teacher provides instruction and examples of book reviews with opinions, discussing the parts that need to be included in the review. During Week 2, Day 3, the teacher gives children the opinion checklist that they can use to evaluate writing samples. On Days 4 and 5, children work with partners to complete a review with opinions and use the checklist to make sure that their writing includes all the needed parts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>7b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>The teacher’s manual includes a section on "Evaluating Student Progress" (pg. 83), includes discussion of holistic assessments based on the curriculum, sample "Reading and Writing Performance" assessments, sample "Word Study" assessments, "Super Sentence Rubrics," "Rubric for Scoring Written Responses as Evidence of Comprehension," examples of "Student Responses, Rubrics for Evaluating Writing Conventions" and for "Evaluating Content and Structure of Responses."</p>
	<p><b>REQUIRED</b>  <b>7c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>Various modes of assessments are included (e.g., See the teacher’s manual for "Evaluating Student Progress," pgs. 83- 94, including evaluation rubrics, and culminating tasks. Appendix E, pg. 129, "Second Grade Written Response," and Appendix F, "Informal Decoding Inventory").</p>
	<p><b>7d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	<p>Assessment tools are based on curriculum and can be used to evaluate oral and written responses of all children to texts read aloud or in choral reading.</p>
<b>Section IV. Scaffolding and Support</b>			
<p><b>8. SCAFFOLDING AND SUPPORT:</b>  Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend</p>	<p><b>REQUIRED</b>  <b>8a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	<p>In shared reading lessons, pre-reading activities include a brief lesson on the meaning of vocabulary and a focus for reading (e.g., See Week 3, Day 1, "Pinky and Rex," "Meaning Vocabulary" pg. 27, and "Provide a Focus" pg. 28). In the ELA block,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>before reading a text aloud, the teacher introduces the book, provides a brief explanation of technical terms and gives children a purpose for listening (e.g., See "The Mystery of Animal Migration," Week 8, Day 2, pg. 99).</p>
	<p><b>REQUIRED</b>  <b>8b)</b> Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>During the shared reading and interactive read-aloud lessons, the focus is on one of seven high-utility comprehension strategies (e.g., See teacher's manual, pg. 24). In the ELA lesson plans, "The Legend of the Bluebonnet," Week 12, Day 3, pgs. 150-151 the teacher asks questions during the interactive read-aloud and then leads children to practice "Creating a Sensory Image."</p>
	<p><b>REQUIRED</b>  <b>8c)</b> Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Lesson plans provide teacher scripts with comprehension questions that direct children to the text (e.g., Week 10, Day 3, the "Kidnapped King," pg. 105. "Look at the first page of the chapter. How can we figure out what servants are? What information does the author provide in context?").</p>
	<p><b>REQUIRED</b>  <b>8d)</b> The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	<p><b>Yes</b></p>	<p>The teacher materials are easy to use and well-organized, giving step-by-step directions for teachers to follow in presenting lessons. In shared reading and the ELA time blocks, the materials for children include the texts to be read chorally and paper or notebooks for child responses.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<b>8e)</b> Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	<b>Yes</b>	The differentiated instruction block allows time for supporting the needs of individual students, including strong readers, those who need more support in foundational skills, those with disabilities and ELs (e.g., See teacher’s manual 72). The teacher’s manual also provides suggestions on meeting the needs of children whose reading achievement is weak or have identified disabilities during shared reading, interactive read-alouds, or writing Instruction (e.g., See teacher’s manual, pgs. 81-82)
	<b>8f)</b> The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	<b>Yes</b>	The teacher’s manual provides a Grade 2 calendar covering 36 weeks of school, including the three time blocks for English Language Arts (e.g., See Appendix C, pgs. 112-119).

**FINAL EVALUATION**

*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 8.

*Tier 2 ratings* receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

*Tier 3 ratings* receive a “No” in Column 1 for at least one of the non-negotiable criteria.

**Compile the results for Sections I-VII to make a final decision for the material under review.**

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	The texts provide ample and appropriately complex and connected texts for Grade 2.
	2. Range and Volume of Texts	<b>Yes</b>	Text selections reflect an appropriate balance of literary and informational texts in both the shared reading and interactive read-aloud texts for Grade 2.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills <b>(Non-Negotiable*)</b>	<b>Yes</b>	The materials follow a coherent sequence of foundational skills instruction as indicated by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the standards and provide sufficient instruction and practice in word study including roots, prefixes, suffixes, and high-frequency words.
III: Questions and Tasks	4. Coherence of Tasks <b>(Non-Negotiable)</b>	Yes	Questions and tasks focus on student understanding of texts and their illustrations and provide sufficient opportunity and practice making connections and expressing understanding of the topics.
	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	Yes	Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly. In addition, the materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of the texts presented to them.
	7. Assessments	Yes	Ample and varied assessment opportunities are provided to measure student learning progression through direct observable evidence. In addition, differentiated learning opportunities allow additional support to be provided to students.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The materials provide the scaffold and support through pre-reading activities that include daily vocabulary study and provide a focus for reading. Brief explanations of technical terms give a purpose for listening. The curriculum provides support for students with different needs.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

\*As applicable

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2017-2018 and 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Avoyelles, Bossier, Caddo, Desoto, East Baton Rouge, East Carroll, Iberia, Iberville, InspireNOLA Charter Schools, Jefferson, KIPP New Orleans, Lafayette, Lincoln, Livingston, Monroe, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, ReNEW Schools, Recovery School District, RSD - Choice Foundation, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. John the Baptist, St. Mary, St. Tammany, Tangipahoa, Terrebonne, Vermilion, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades Pre-K through 12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.