



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: **Into Reading**

Grade: **K-2**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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>	Materials provide systematic and explicit phonics instruction. Phonics lessons follow a logical, sequential order of	<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>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g., sounds, words, sentences, reading within text).</p>	<p>phonics instruction which progresses from basic concepts to more complex concepts throughout the modules. The Scope and Sequence identifies the phonological awareness skills, phonic skills, high-frequency words, and print concepts that will be taught and practiced in each lesson across modules. The first three weeks of instruction begin with alphabetic knowledge and follows a progression of consonants and short vowels throughout the year, leading to double letter consonants and long vowels at the end of the year. For example, in Module 1, phonics lessons begin as students strengthen their alphabet knowledge by making connections between phonemes and graphemes. In Week 1, Lessons 2-5, students identify and form upper and lowercase letters <i>a</i> through <i>f</i>. In Week 2, Lessons 6-10, letters <i>g</i> through <i>p</i>, and in Week 3, Lessons 11-15, letters <i>q</i> through <i>z</i>. Week 4 phonics instruction includes upper and lowercase letter matching and alphabet review in Lesson 16. In Lesson 17, phonics instruction shifts to individual letter sounds which begins with the letter <i>m</i>. Students conduct a work card sort to identify pictures that begin with the <i>/m/</i> sound. In Module 3, Week 12, students blend letter sounds</p>	<p> <input checked="" type="checkbox"/> Does not use visual memory ▾         </p> <p> <input checked="" type="checkbox"/> Does not use MSV ▾         </p>	
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	<p>using letter cards. The teacher asks, “What is the letter?” and “What is the sound?” The teacher then displays the next letter and asks students to identify the sound and name. This process is repeated until all letters of a word have been named and sounded out. Then, the teacher points to the left of the word and has students blend the word. In Module 8, Lesson 2, students learn the CVCe word pattern. They use the Blending: Sound-By-Sound routine to blend words with long <i>a</i> and <i>i</i>. In Lesson 12, students begin to isolate medial vowel sounds with the <i>ee</i> vowel team as observed in words: seed, cheek, deep, feet, sheep, and weeds. In Module 9, Lesson 6, students review short vowels and consonant blends /<i>st</i>/, /<i>sp</i>/, /<i>sl</i>/, /<i>sn</i>/, and /<i>nd</i>/. Students also practice decoding by reading the decodable text “Apes.”</p>		
<p><b>Required</b>  <b>*Indicator for grades K-5 only</b></p> <p><b>4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency words using</b> multisensory techniques.</p>	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</p> <p>Within the Structured Literacy Lessons, materials include instructional routines which include a Words to Know section. The purpose of the sections is outlined in the materials as a way to, “Teach children</p>	<p> <input checked="" type="checkbox"/> Does not use three-cueing ▾           <input checked="" type="checkbox"/> Does not use visual memory ▾           <input checked="" type="checkbox"/> Does not use MSV ▾       </p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



	<p>to read and spell common high-frequency words with automaticity.” This six step routine involves students: listening to a word and a sentence with a word, tapping and counting the sounds in the word, saying the sounds in the word, spelling the word, and writing the word matching graphemes with the known letter sounds.</p> <p>For example, in Module 3, Structured Literacy, Lesson 1, students practice reading and spelling words with irregular spellings. Teacher guidance explains, “These words don’t follow the spelling rules. We have to learn them by heart, so we call them heart words. Temporary heart words may follow spelling rules we don’t know yet. We can talk about those rules and spellings.” The teacher then introduces the word <i>of</i>, /u/ /v/. The teacher directs students to say and tap the sounds in the word and explains that both the initial and final sounds in the word are tricky. “In the word <i>of</i>, the &lt;short&gt; /u/ sound is spelled with the letter <i>o</i>. The /v/ sound is spelled with the letter <i>f</i>.”</p> <p>The Module 5, Lesson 1, Small Group Instruction plan explains, “Children can practice phoneme-grapheme mapping with irregular words.” In Lesson 6,</p>		
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	<p>students practice reading and spelling irregular words with a focus on the word <i>have</i>. The teacher displays the word and students say the word and tap the sounds they hear in the word, /h/ /a/ /v/. The teacher then explains that, “The tricky part is that there is a silent <i>e</i> at the end of <i>have</i>.” Further information provided in the lesson explains that, “No English words end in <i>v</i>, so we add silent <i>e</i> to keep the <i>v</i> from being the last letter in the word <i>have</i>.” Students then say each sound as they write the word. This process is repeated with the word <i>love</i>.</p> <p>In Module 8, Lesson 11, focuses on the irregular spelling of the word, <i>want</i>. Using the Structured Literacy Slides, the teacher displays the slide for the word and says, “Let’s say the word and tap the sounds: want, /w/ /o/ /n/ /t/. We know how the spell the first sound: w spells /w/. The next sound is the tricky part that we need to remember by heart. In the word want, the /o/ sound is spelled with the letter <i>a</i>. We know how to spell the next sound: <i>n</i> spells /n/...<i>t</i> spells /t/.”</p>		
<p><b>Required</b> <b>*Indicator for grades K-5 only</b></p>	<p>Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading</p>	<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



<p> <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.         </p> <p>           Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.         </p>	<p>           foundational skills, including phonics patterns and word analysis skills in decoding words. In Module 5, Lesson 3 begins as students review the short <i>u</i> and short <i>o</i> vowel sounds. The teacher displays index word cards with the words sun and hop in a pocket chart, and students say the sounds in each word. Students then review how to write upper and lowercase <i>Uu</i> and <i>Oo</i>. Next, students engage in the Vowel Sound Word Sort by sorting words by their middle sound. Words that have the middle sound /<i>u</i>/ go under the word sun. Words that have the middle sound /<i>o</i>/ go under the word hop. The teacher chooses a word card and has the students read it chorally. The teacher asks, “Does <i>cut</i> have the middle sound /<i>u</i>/ or /<i>o</i>/? Point to the column where <i>cut</i> belongs.” The teacher then repeats the process for the remainder of the words. Students read the words chorally and complete their own word sort by writing words in the appropriate column. In Module 3, Week 1, Lesson 2, students practice foundational reading skills with the decodable text “Sid.” The target skill for phonics is the short vowel <i>i</i>, and high-frequency words include previously learned words, as well as the new words has and it. Prior to reading, students         </p>	<p> <input checked="" type="checkbox"/> Does not use MSV         </p>	
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	<p>           preview the story and review the target skills for students to practice. Students first read the story individually by whispering to themselves, and then choral read the page out loud. This allows the teacher and students time to correct and redirect. In Module 5, Lesson 3, students build words with short u. They review the letter names and sounds by saying them aloud as they look at pre-cut letters. The teacher says the word cut and the students repeat it chorally. The teacher uses the word in a sentence and models how to spell the word in a pocket chart. The teacher says, “The first sound is /k/—the letter c. The vowel sound is /u/, so I will put the letter u next to the c. The last sound I hear in cut is /t/—the letter t.” Students spell the word with their letters. The teacher gives directions to substitute sounds and make new words. In Lesson 4, students spell words with short u by substituting letters of the word <i>cut</i> to make new words such as: hut, hug, rug, run, and fun. This activity is followed by students reading the decodable text “Big Bugs.” In Module 7, Week 4, Lesson 19, students read the decodable text “Slug Must Nap” and practice foundational skills in context. The target phonic skills are short vowels, consonants, consonant blends,         </p>		
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	<p>digraphs, and double final consonants. The target high-frequency words include previously learned words and new high-frequency words well, who, and your.</p>		
<p><b>Required</b>  <b>*Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or 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 <b>rate, expressiveness, and accuracy.</b></p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. In Module 3, Week 1, Lesson 2, students practice blending words with short vowels with a focus on <i>i</i>. The teacher displays the Display and Engage: Blend and Read 3.1 and models how to blend and read a word. The teacher then points to the words as students read them aloud such as: sit, pin, dip, did, bit, tin, pit, and sip. Then students practice reading the sentence, “Tim and the pig sit in a pit.” Then, in the Words to Know, Build Automaticity: Speed Read, students read words from the word wall display. If a student makes a miscue while reading, the teacher says the word and the student repeats it. Fluency practice continues as students read the decodable text “Sid.” Students practice reading the decodable texts to ensure</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Does not use three-cueing ▾</li> <li><input checked="" type="checkbox"/> Does not use visual memory ▾</li> <li><input checked="" type="checkbox"/> Does not use MSV ▾</li> </ul>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>





	<p>           mastery of the phonic skill to read words with the short <i>i</i> sound and read high-frequency words with automaticity. In Module 5, Lesson 4, students read “Big Bugs.” Students review the short <i>u</i> vowel sound. Then, students whisper read each page, and then choral read as a class. If a student makes a mistake, the teacher gives corrective feedback by pointing out the word, telling the student what they said, pointing out the vowel sound, and asking the student to read the vowel sound. Then the student repeats the word and reads the sentence again. Students answer questions about the story and then partner read it again. In Module 8, Lesson 3, students read “Lime Cake.” Students review the long <i>a</i> and long <i>i</i> vowel sounds. They whisper read each page and then choral read. If a student makes a mistake, the teacher is directed to point out the word, tell the student what they said, point out the vowel sound and the <i>e</i> at the end of the word, and ask the student to read the vowel sound. Then have the child repeat the word and read the sentence again. In Module 7, Week 4, Lesson 19 students read the decodable text “Slug Must Nap” and practice foundational skills in context. The target phonic skills are short vowels, consonants, consonant blends,         </p>		
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	<p>digraphs, and double final consonants. The target high-frequency words include previously learned words and new high-frequency words well, who, and your. Students work towards proficiency of the objective “read connected text with accuracy,” read words with previously learned phonic skills, and “use context to confirm or self-correct word recognition.”</p>		
<p><b>Required</b> <b>*Indicator for grades K-2 only</b></p> <p><b>4i)</b> Materials provide opportunities for teachers to <b>assess</b> students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p>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, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. In Module 5, Lesson 14, Daily Show and Teach Slides: Foundational Skills, students engage with the read-aloud text “Pet Pup.” The teacher explains, “Today we are going to read a story about Ted, his pet pup, and a visit to the vet. The middle sound in Ted is /ĕ/. The middle sound in pet is /ĕ/. The middle sound in vet is also /ĕ/. Remember, /ĕ/ is the short vowel sound for the letter e.” Then, by viewing pictures and listening to a riddle, students determine what picture is being described. For example, “I lay eggs and</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>my sounds are /h/ /e/ /n/. What am I?"</p> <p>In the next step in the lesson, students build words with short <i>e</i> vowel sound by moving digital letter cards: <i>e, d, h, m, n, p, s,</i> and <i>t</i> on the board as they encode words. The teacher gives directions to substitute letters to make new words. For example, "Change the beginning sound to make the word <i>pet</i>. Delete the <i>s</i> tile and replace it with a <i>p</i>. What's the new word?"</p> <p>In the Module 7, Word Work center, students conduct picture sorts by beginning sounds by identifying initial consonant digraphs, play CVC word bingo by drawing word cards and reading the words accurately until their boards are fully covered, engage in the Spin It, Win It: Consonant Digraph game by identifying initial consonant digraphs and moving a game piece through the spaces on a board, and Spin It, Read It, Write It activity by reading and spelling high-frequency words to fill columns on a handout labeled with the week's high-frequency words.</p> <p>In Module 9, students continue to strengthen their foundational skills. In Lesson 1, students add syllables to solve riddles about things they find in their homes. The teacher explains, "Listen to my riddle: What can I use to heat food quickly? Add wave to the end of micro. When I add</p>		
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	<p>wave, I get the word microwave. The answer to the riddle is microwave!” The teacher models again using a riddle for the word bedroom. Then, students complete the activity for words: doorbell, potholder, mailbox, tablecloth, dishcloth, and staircase. In the phonics lesson, students make a sound-spelling book by drawing pictures of objects that begin with the letter they are assigned. Students write the upper and lowercase letters and use sound spelling to label their pictures.</p>		
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### Qualified for Abbreviated Review<sup>1</sup>

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>2</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>3</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Into Reading**

Grade: **K-2**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

**Tier 1, Tier 2, Tier 3** Elements of this review:

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

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued. Click below for complete grade-level reviews:

[Grade K \(Tier 1\)](#)   [Grade 1 \(Tier 1\)](#)   [Grade 2 \(Tier 1\)](#)

<sup>1</sup> Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/into-reading-2020>.

<sup>2</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>3</sup> A range of texts are texts written at different reading levels.



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Title: **Into Reading**

Grade: **K**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

**Tier 1, Tier 2, Tier 3** Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
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To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>4</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II<sup>5</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>4</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>5</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b>  <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>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The included reading materials provide students opportunities each week to hear complex read-aloud texts and work with a variety of leveled and decodable readers, at varying text complexity levels. The complexity of the texts increases as the units progress. At the beginning of every unit and week, the provided text complexity lists state the quantitative and qualitative measures of each text. For example, in Module 1: Curious About Kindergarten, students engage in group reading activities during whole-group instruction. The Week 1 read-aloud text, <i>Keisha Ann Can!</i> (460L), involves vocabulary that includes names of school activities and routines that may be unfamiliar to children entering kindergarten making the text slightly complex. Week 2 texts include <i>A Squiggly Story</i> (480L), which is considered moderately complex overall due to its difficult plot and shifts in storylines, and <i>One Happy Classroom</i> (200L), which is also complex due to the need for children to analyze both the text and illustrations to fully gain understanding. In Module 2, Week 2, students listen to the read-aloud <i>I Like</i></p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Myself!</i> (230L) which is considered slightly complex qualitatively due to challenging words, abstract illustrations, and some concepts pertaining to the theme are not stated explicitly. In Week 3, students listen to a read-aloud of <i>Naked Mole Rat Gets Dressed</i> (470L). The text is considered moderately complex due to difficult language demands which include difficult vocabulary, sarcasm, and humor that is unfamiliar to some students. In Module 7, Week 2, students listen to <i>Look-Alike Animals</i> (410L) which is considered slightly complex in that the language is “mostly simple” and students look at the photographs and carefully listen to learn information from the text. In Module 8, Week 1, students listen to the informational text <i>Plants Feed Me</i> (320L). Qualitative measures consider the text moderately complex due to its content-specific vocabulary. Text features are also complex in that students must analyze captions, diagrams, and labels. Students also make and check predictions, use text features to learn key information, recognize sequential order, and respond to text in writing and drawing.</p>
	<p><b>Required 1b)</b> At least 90% of texts are of <b>publishable quality</b> 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>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality 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. The text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>selection provides many opportunities for students to interact with high-quality texts. Each week, students interact with both read-aloud and decodable texts that are of publishable quality and offer rich opportunities for students to engage in meaningful discourse and academic discussion. The texts are balanced between genres and contain a variety of illustrations and illustrative text that is used as instructional material. The texts are engaging for students and allow students to work towards achieving grade-level content and standards. For example, in Module 1, Week 2, Lessons 5-6, students listen to the read-aloud text <i>A Squiggly Story</i>, by Children’s Literature Award winning author Andrew Larsen, about the challenges and joys of the creative writing process. Students also engage with the Big Book, <i>One Happy Classroom</i>, by Charnan Simon to identify similarities between the book and their own classroom while also counting up to ten. In Module 3, Week 3, Lesson 11, students engage with the read-aloud text <i>A Bucket of Blessings</i>, by New York Times bestselling author Kabir Sehgal, to develop an understanding that “one person or character can make a difference for a whole community!” In Week 4, Lesson 16, students listen to the read-aloud text, <i>A Piece of Home</i>, by Ezra Jack Keats New Writer Award winning author, Jeri Watts. In this story, students learn the importance of accepting differences by making predictions and using</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>pictures and text clues to describe a character in the story. In Module 5, Week 2, Lesson 8, students participate in the read-aloud text, <i>The Little Red Hen (Makes a Pizza)</i> retold by children’s book author Philemon Sturges. The text is used to introduce the characteristics of a folktale. Students make inferences to respond to comprehension questions and to identify character traits. Students also engage with the Big Book, <i>The Little Red Hen On Stage</i>, by Karen Knapstein, as an introduction to the elements of a play. In Module 9, Week 1, Lessons 1-2, students engage with the informational text, <i>What Am I? Where Am I?</i> by award winning author, Ted Lewin. This text has a simple repeating storyline and provides opportunities for students to hear and learn new vocabulary words related to differing climates. In Week 4, Lesson 16, students listen to a read-aloud of <i>Red Knit Cap Girl to the Rescue</i>, by Naoko Stoop, to identify the problem and solution in the story.</p>
	<p><b>Required</b>  <b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, 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</li> </ul>	<p><b>Yes</b></p>	<p>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. The materials include 9 modules, each of which are divided into 4 weeks of individual themes and lesson plans. Each week provides a clear and coherent sequence of connected texts and lessons that build to the week’s</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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>individual goal and to the overall module goal. Each text set addresses the same essential question through a range of texts which allows for the common topic to be viewed in differing perspectives. Throughout the day's individual lessons, students have the opportunity to read, write, speak, and practice language skills. For example, in Module 2, students develop an understanding of texts with lessons that focus on the Essential Question: What makes each of us special? Week 1, begins with the teacher introducing the Essential Question and students viewing a poster of various children conducting various activities, such as painting, skating, playing guitar, dancing, and martial arts. Students then engage with the read-aloud text, <i>I am Rene' the Boy/Soy Rene el Niño</i>, and then complete a Think-Pair-Share to discuss the question, "How does Rene' make his name feel special again?" In Week 2, students listen to the read-aloud, <i>I Like Myself</i>. After reading, students engage and respond to the text by identifying the characters, setting, and the main events. Students make connections with the Essential Questions by responding to the question, "What makes the girl special?" In Week 3, students engage with the text <i>Naked Mole Rat Gets Dressed</i> to identify the problem and solution in the story. Students make connections with the unit Essential Question by determining how the main character is different from other mole rats. In Week 4, after engaging in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>read-aloud of, <i>My Friends</i>, students make further connections with the Essential Question by writing a narrative story about a time when they learned something new from a friend. In Module 4, texts support student learning as they focus on the Essential Question: How can I be the healthiest me? In Week 1, Lesson 1, students participate in the read-aloud of <i>Being Fit</i>. In Lesson 3, students engage and respond to the read-aloud of <i>Germs Are Not for Sharing</i>, as they make Essential Question connections by responding to questions such as, “Why shouldn’t you share germs?” In Week 2, lessons and texts focus on physical fitness. Read-aloud texts, which support the Essential Question, include <i>Get Up and Go!</i> which explains how exercising keeps you fit and healthy, and <i>Stretch</i>, which explains how “Stretching is one way to get healthy.” Week 3 texts, which support student understanding of the Essential Question, include <i>Jack &amp; the Hungry Giant</i> and <i>Edible Colors</i>. Both texts stress the importance of eating a variety of nutritious foods in order to stay healthy. Week 4 texts focus on getting enough rest. Texts in this module include <i>Getting Rest</i> and <i>Bed</i>. By Lesson 16, students develop the ability to make connections to the module topic by participating in a collaborative discussion about their health and healthy choices they can make to stay healthy. Module 9 texts are centered around the topic, Animal Habitats, by gaining an understanding of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>how each animal is suited to its environment and how “animals’ needs aren’t so different from their own.” Texts in this module include Week 1, Big Book, <i>What am I? Where am I?</i> Week 2, Read Aloud, <i>Welcome Home Bear</i>, Week 3, Big Book, <i>In the Tall, Tall Grass</i>, and Week 4, Read Aloud, <i>Red Knit Cap Girl To The Rescue</i>. By Lesson 20, students express their understanding of module texts as they discuss and write about an animal of their choice. Students explain the animal’s habitat and one fact that describes their animal.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Texts within the unit of study are specifically selected for repeated readings, with each reading having its own specific purpose which is discussed prior to the reading. For example, in Module 4, Week 1, Lesson 1, students listen to the read-aloud of <i>Being Fit</i> as an introduction to the module. Students gain an understanding that “When you are fit, you are healthy.” In Lesson 2, students listen to the story <i>Being Fit</i> for the second time. Students discuss the informational text and review the central message of the story before reading it again. The purpose of the second read is to use text features to be able to find and understand information and to build vocabulary knowledge of words, such as active, stretch, and weight. In Module 6, Week 3, Lesson 11, students listen to a read-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>aloud of <i>Martin Luther King Jr.</i>, and the teacher sets the reading purpose before reading for students by directing students to practice listening carefully and listen for new information in the text. After reading, the teacher supports student understanding by asking, “Why couldn’t Martin Luther King, Jr. play in the same parks and eat in the same restaurants as white people?” and “Why did black people do things like sit at lunch counters and walk alone into schools?” In Lesson 12, students engage in an Interactive Reading lesson of <i>Martin Luther King Jr.</i> First, the teacher reviews important people, places, and events from the story, and then students listen to identify the author’s purpose for writing the biography.</p> <p>In Module 9, Week 1, Lesson 1, students listen to the read-aloud text, <i>Why Living Things Need Homes</i>. The teacher establishes the purpose for reading the text and encourages students to listen for new information from the text. After reading, the teacher monitors for comprehension by asking the class, “What kinds of living things need homes?” and “What do people and animals do in their homes?” In Lesson 2, students engage in an Interactive Reading of the text again while focusing on vocabulary, such as living, weather, and young. Students also review the central idea of the story by explaining the central idea with a partner. Then, during Accountable Talk, the teacher reads the text again using the Dialogic Reading Prompts provided within the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			materials to support student comprehension of the text. In Lesson 3, students listen to the story again to chart key details that support the central idea.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>2. TEXT-DEPENDENT QUESTIONS:</b></p> <p>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></p> <p><b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions are built into lessons, tasks, and writing prompts that demand students to have an understanding of the text as well as be able to reference the text explicitly. Each module and weekly plan is built around a specific guided question that allows students to build knowledge toward answering these questions. Students respond to dependent and/or text-specific questions during multiple sections of daily lessons including the read-alouds, shared readings, and group or partner discussions. For example, in Module 2, Week 3, Lesson 12, students engage in the Interactive Reading of <i>Naked Mole Rat Gets Dressed</i>. After reading, students respond to text-dependent and specific questions such as, “Why does Wilbur like to dress up?” “The text says Grand-pah is very wise. What does he do to show he is wise?” and “How is Wilbur different from other Rats?” In Module 6, Week 3, Lesson 11, students listen to the read-aloud text, <i>Martin Luther King Jr.</i>, and answer a series of questions which include “What is happening in the picture?” “Why does Martin’s mother tell him, ‘you are just as good as anybody’?” and “What was Dr.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>King’s message?” In Module 9, Week 2, Lesson 6, students engage in the read-aloud text, <i>Welcome Home Bear</i>. After listening to the text, students respond to questions such as, “Why is Bear visiting his friends?” “Have the other habitats been right for Bear?” and “Where do you think Bear wants to be?” In Lesson 17, students read <i>Polar Bears</i> and respond to the question, “What do polar bears use to stay warm?” by completing the sentence frame: Polar bears use ___ to stay warm.</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 2, texts and lesson activities are centered around the Essential Question: What makes each of us special? Throughout the module, students “collaborate to generate ideas, research, complete, and present an inquiry-based project” in order to create a, Who am I? flap book. In Week 1: Launch the Project, students work collaboratively to generate interview questions and share their ideas with a partner (SL.K.1). In Week 2, students Research and Plan by interviewing classmates. Students ask and answer questions, and gather and record information (SL.K.1a, SL.K.1b). In Week 3, students Take Action as they write and draw to share information. Students write and draw two clues about their partner based on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the information they gathered during their interviews (W.K.2). In Week 4, students Reflect and Celebrate by sharing their writing with the class as they present their flap books (SL.K.1, SL.K.3). In Module 5, Week 3, Lessons 11 and 13, students listen to a read-aloud of <i>Ish</i>. As the teacher introduces the book, students make predictions about “what will happen in the story” (RL.K.10). During the reading, the teacher pauses and gives a “brief meaning for unfamiliar words that may impact comprehension” as well as, asks questions that support understanding such as, “How is Ramon feeling?” and “What does Marisol mean when she says Ramon’s drawing of a vase looks ‘vase-ISH’?” (RL.K.7). In Module 7, Week 1, Lesson 2, students engage with the interactive reading text, <i>Last Stop on Market Street</i>. The teacher explains how to describe the setting by explaining that, “We can use picture and text clues and our senses to describe the setting. We can describe what the setting looks, sounds, smells, and feels like!” The teacher introduces the task, using picture and text clues to identify and describe the setting at the beginning, middle, and end of the story (RL.K.7). During Word Work: Short and Long e, students complete a vowel sort by distributing pictures cards by their middle vowel sound (RF.K.2). During the Interactive Writing: Narrative lesson, students work together to plan, write, and revise a story about</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. 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>3a) Coherent sequences of questions and tasks</b> 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 ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>“practicing something to get better at” (W.K.3).</p> <p>Coherence 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 ideas presented in the texts. Throughout the modules, weeks, and lessons, students engage with complex texts, answer questions, and complete tasks in order to build understanding from the texts. For example, in Module 4, Week 1, Lesson 1, students listen to the read-aloud text, <i>Being Fit</i>. While reading, the teacher stops and asks questions to check for understanding such as, “What happens when you are fit?” “Why is it important to exercise?” and “How can being fit help you?” Then, in Lesson 5, students express their understanding of the texts, <i>Being Fit</i> and <i>Germs Are Not For Sharing</i> by drawing a picture that explains, “What do you do to be fit and healthy?” In Module 5, Week 3, Lesson 11, students engage in a read-aloud of <i>Ish</i> and respond to questions such as, “How is Ramon feeling? Why?” “What does Marisol mean when she says Ramon’s drawing of a vase looks ‘vase-ISH’?” and “Why can Ramon draw ‘without worry’ now?” In Lesson 12, students interact with the text again to use the skill strategy, make inferences, to respond to questions, “What does the text mean when it says Ramon kept trying to make his drawings look ‘right’?”</p>

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			<p>and “How does this change how Ramon thinks about his art?” In Module 5, Week 3, Lesson 15, students draw a picture and write a sentence to answer the question “What do you love to do?” while making connections to the text <i>Ish</i>. In Module 9, texts and questions support students as they respond and make connections to the Essential Question: What makes a habitat a home? In Week 2, Lesson 6, students engage with the read-aloud text, <i>Welcome Home, Bear</i>. While reading, the teacher asks questions to strengthen understanding such as, “Why is Bear visiting his friends?” and “Where do you think Bear wants to be?” After reading, the teacher displays Knowledge Map 9: Animal Habitats to connect to the module topic. Students use the information from the chart to conduct a Think-Pair-Share as they discuss the question, “What makes Bear’s habitat the best home for him?” In Week 3, students listen to the read-aloud text, <i>A Day and Night in the Desert</i> and respond to the question, “What do desert animals do during the day and at night?” By the end of the module in Lesson 20, students reflect on the topic by completing and discussing an Animal Habitat match-up activity by identifying the correct habitat for a given list of animals.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>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. Grade-level complex texts</p>

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			<p>are used to answer questions and complete tasks that require students to engage in real-world topics, think, speak, and write about different genres, listen and collaborate in discussions and inquiry, and express and support their ideas using textual evidence. For example, in Module 5, Week 3, Lesson 11, students engage with the read-aloud text, <i>Ish</i>. Before reading, students are introduced to the text and prompted to review the cover of <i>Ish</i> and engage in a Turn and Talk to make a prediction about the story. Then, the teacher has two or three pairs share their predictions and records their responses. As the teacher reads, teacher guidance suggests revisiting predictions and guiding children to confirm or correct them. Students strengthen their listening skills by actively listening to the read-aloud. Students strengthen their speaking and listening skills by participating in Turn and Talk discussions before, during, and after listening to the read-aloud of the text. Students build their language skills by responding to questions about the story such as, “How is Ramon feeling?” “What does Marisol mean when she says Ramon’s drawing of a vase looks ‘vase-ISH?’” and “Why can Ramon draw ‘without worry’ now?” In Module 7, Week 3, Lesson 13, students build their listening skills by actively listening to the read-aloud of the informational texts <i>Me...Jane</i> and <i>Jane Goodall and the Chimpanzees</i>. Students build their language skills by discussing</p>

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			<p>responses to questions such as, “<i>In Me...Jane</i> we learned about Jane Goodall’s life when she was a young girl. What do you remember learning about her?” Students engage in and build listening and speaking skills through multiple Turn and Talk opportunities before, during, and after the reading. After reading, students complete a Think-Pair-Share by discussing the question “What are some ways that Jane studies the chimpanzees?” In Module 9, texts are centered around the Essential Question: What makes a habitat a home? In Week 1, Lesson 1, students engage with the read-aloud text <i>Why Living Things Need...Homes</i> to gain an understanding that “a home is a place where an animal or a person lives.” and that “living things need homes to stay safe and comfortable.” To begin, students engage in a Turn and Talk to discuss their responses to the question “What should be our purpose for reading this informational text?” Then, during the reading, the teacher stops at designated pages to ask questions to further develop listening comprehension such as, “What kinds of living things need homes?” and “What do people and animals do in their homes?” In Week 3, Lesson 12, students complete the Interactive Writing: Research lesson. Students listen to a read-aloud of <i>A Day and Night in the Desert</i> and identify how animals keep cool in the desert. After the reading, students discuss something they would like to research and record their responses by writing or drawing</p>

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			<p>them in their Writer’s Notebook. The teacher reads the text again and reminds students that “writers take notes to plan and organize their ideas before writing” and displays the Research Map. During the reading, the teacher tells students to “listen for one way tortoises stay cool” and reads “A desert tortoise searches for flowers, leaves, and grasses. Its tough shell helps keep it cool.” The teacher then explains that this is an example of how an animal uses part of its body to stay cool and writes “tortoises’ shells keep them cool” as a detail. After reading the text, students complete the sentence frame, <i>One key detail is ____.</i></p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p><b>Yes</b></p>	<p>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 rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. In Module 5, Week 3, Lesson 12, students work on pronouncing and using academic words. The teacher uses the vocabulary routine and vocabulary cards to introduce words from the read-aloud text, <i>Ish</i>. The teacher says the word, and students echo, the teacher then explains the meaning and finishes by showing the image and giving an example. The teacher and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students then read the read-aloud where students hear their vocabulary words in context. In Module 7, Week 3, Lesson 13, students preview the text <i>Jane Goodall and the Chimpanzees</i> and students Turn and Talk to discuss whether they think the book is fiction or an informational text and explain their opinions. After engaging in the read-aloud, students respond to the question, “What are some ways that Jane studies the chimpanzees?” In Module 8, tasks and questions support students in examining the language centered around the Essential Question: How do plants become food? For example, in Week 1, Lesson 2, students complete the vocabulary routine for words bloom, root, and seed, in preparation for the interactive read-aloud text <i>Plants Feed Me</i>. After students are introduced to the words they complete a Turn and Talk by using each word in a complete sentence. In Week 2, Lesson 6, students learn that words can have multiple meanings. The teacher shares examples of multiple-meaning words that relate to the topic of the module, From Plants to Plate. The teacher discusses the two meanings of plant and shares context sentences to clarify each meaning, such as: “I have a tomato plant in my garden. (noun) I will plant seeds in the ground. (verb).” In Lesson 7, students prepare for the Interactive Read Aloud by completing the vocabulary routine for words: burrow, soil, and vine. In Lesson 8, students use the poem “Fresh Food” to complete a lesson in</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			segmentation. The teacher reads the poem and pauses after words such as best, and asks students to repeat the word, sound it out, “sound-by-sound,” and segment the word. The teacher models with the word best, /b/ /e/ /s/ /t/.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is</p>	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<b>Yes</b>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. In Module 1, Week 1, teachers use the Letter Knowledge routine to teach letter identification, letter names, and letter formation. Using the Alphabet Cards, the teacher displays the front of the card to teach the letter name and grapheme. Then, the teacher uses the back of the card as a reference for modeling letter formation. This process is repeated with letters <i>Aa-Ff</i>. In Week 2, the process continues with letters <i>Gg-Pp</i>, and Week 3, continues with <i>Qq-Zz</i>. Module 3, foundational skills lessons include phonological awareness and phonics. Phonological awareness lessons support students' understanding of rhymes, onset and rime, and phoneme identification and recognition. For example, in Lesson 1, students observe picture cards as the teacher says the word the card represents. Students then choose a word that rhymes with the picture card. Picture cards include:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)			<p>bug, hen, hose, coat, rock, and sled. Phonics lessons within the module, focus on consonants, vowels, and inflections. After completing the phonological awareness lesson, students work with short and long <i>i</i>. The teacher introduces the Iggy Inchworm, Alphafriend Card, and explains the sound the card represents. Then an Alphafriend Video is played and students “hold up a fist when they hear the name Iggy Inchworm.” The teacher further explains the short <i>i</i> vowel sound and the proper way to pronounce the sound before contrasting the short vowel sound with the long vowel <i>i</i> sound. Then students write the upper- and lowercase letter <i>ii</i>. During Word Work: Short and Long <i>i</i>, students sort pictures by vowel sound. In Module 7, phonics lessons progress to students segmenting and decoding words. For example in Lesson 3, students segment words into phonemes. The teacher explains, “I will name something I see on my way to school, and you will break the word into sounds. Listen: On my way to school, I saw a duck. The sounds in duck a /d/ /u/ /k/,” and displays the Picture Card, duck. This process is repeated as students segment the following words: hat, bus, cat, bike, and shell. During the Phonics: Double Consonants, -ck lesson, students develop an understanding that -ck makes the /k/ sound at the end of words. Then, to express their understanding, students read the decodable text, “Ducks.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4b)</b> Materials provide grade-appropriate instruction and practice for the basic <b>features of print</b> (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	<p><b>Yes</b></p>	<p>Materials provide grade-appropriate instruction and practice for the basic features of print. Module 1, Literacy Centers are gradually implemented to give students opportunities to practice skills and reinforce learning in foundational print skills. Literacy centers include opportunities to practice the following objectives: recognize letters of the alphabet, track text on a page, recognize and name letters, and recognize and form letters. In Module 1, Week 2, Lesson 9, students participate in a shared reading of the story “One Happy Classroom” and practice turning the pages from left to right, matching pictures to the text, counting printed letters and words, and working to apply foundational skills in context. In Module 3, Week 1, students Start Right Reader decodable texts include the stories “Sid” and “Sid Bit It.” Students practice reading the decodable texts making sure to follow words from left to right, understand that words are separated in print with spaces, and demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant. In Module 6, Week 2, Lesson 9, students focus on print concepts as they complete the Concept of a Word lesson. Using the Big Book Song: Take Me Out to the Ball Game, the teacher reviews the concept of a word and reads the first two lines of the song, pointing to each word as it is read. The teacher states, “Remember, words are made up of groups of letters. The letters appear in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a certain order, and they tell us which sounds to say.” The teacher reminds students that words are separated by spaces by stating, “There is one word, a space, and then another word. The spaces between words show where they stop and start.” Then, students express their understanding as the teacher points to words and spaces randomly and students say “space” or “word” depending on what the teacher is pointing to. To close the lesson, students count the number of words in the first two lines chorally.</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c) Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</b></p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. In Module 1, Lesson 1, the teacher explains “When we talk, we put words into sentences so people understand our thinking” and models by holding up a finger for each word of a spoken sentence. For example, the teacher states, “I am in school. That sentence has four words that tell you where I am.” Then, students hold up fingers to count the words in sentences read aloud. Sentences vary from 3 to 5 words each. In Lesson 3, the teacher explicitly teaches rhyming words by guiding students to identify similarities and differences in spoken words, then explaining what rhyming words are, “Words that end in the same sound rhyme. Listen: fish, dish. These words end with the same sound ‘ish’ so they rhyme.” Students then listen to pairs of words and give a thumbs up or a thumbs down if the words rhyme. In Module 2,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Week 4, Lesson 18, Segment Words into Syllables: Syllable Fruit Salad, students segment words into syllables. The teacher models how to say a word in parts and then how to blend them together into a word. Students then practice segmenting words: banana, blueberry, coconut, orange, watermelon, and strawberry. In Module 6, Week 1, Lesson 3, students blend phonemes into words. The lesson begins as the teacher models blending sounds into words. For example, “/f/ /u/ /z/. When I put the sounds together, I get the word fuzz.” The teacher then says the sounds in words and students practice blending the phonemes into words. Practice words include: fizz, zap, cat, rain, zone, dad, mom, pop, and zoom.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonics instruction. Phonics lessons follow a logical, sequential order of phonics instruction which progresses from basic concepts to more complex concepts throughout the modules. The Scope and Sequence identifies the phonological awareness skills, phonic skills, high-frequency words, and print concepts that will be taught and practiced in each lesson across modules. The first three weeks of instruction begin with alphabetic knowledge, and follows a progression of consonants and short vowels throughout the year, leading to double letter consonants and long vowels at the end of the year. For example, in Module 1, phonics lessons begin as students strengthen their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>alphabet knowledge by making connections between phonemes and graphemes. In Week 1, Lessons 2-5 students identify and form upper and lowercase letters <i>a</i> through <i>f</i>. In Week 2, Lessons 6-10, letters <i>g</i> through <i>p</i>, and in Week 3, Lessons 11-15, letters <i>q</i> through <i>z</i>. Week 4 phonics instruction includes upper and lowercase letter matching and alphabet review in Lesson 16. In Lesson 17, phonics instruction shifts to individual letter sounds which begins with letter <i>m</i>. Students conduct a work card sort to identify pictures that begin with the <i>/m/</i> sound. In Module 3, Week 12, students blend letter sounds using letter cards. The teacher asks, “What is the letter?” and “What is the sound?” The teacher then displays the next letter and asks students to identify the sound and name. This process is repeated until all letters of a word have been named and sounded out. Then, the teacher points to the left of the word and has students blend the word. In Module 8, Lesson 2, students learn the CVCe word pattern. They use the Blending: Sound-By-Sound routine to blend words with long <i>a</i> and <i>i</i>. In Lesson 12, students begin to isolate medial vowel sounds with the <i>ee</i> vowel team as observed in words: seed, cheek, deep, feet, sheep, and weeds. In Module 9, Lesson 6, students review short vowels and consonant blends <i>/st/</i>, <i>/sp/</i>, <i>/sl/</i>, <i>/sn/</i>, and <i>/nd/</i>. Students also practice decoding by reading the decodable text “Apes.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency irregular words using</b> multisensory techniques.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. In Module 3, Week 1, Lesson 1, students engage in the Words to Know routine to learn the high-frequency words: an, has, and it. Students see the word and say the word, and read the word in a sentence. Students repeat the word orally a few times with different voices such as: whisper voice and loud voice. Students use whiteboards to practice writing the word before it is added to the sound wall. Students finish the activity by practicing reading and writing the Words to Know using their, Know It, Show It, workbook pages. Module 5, Lesson 1, Words to Know include: but, look, up, and want. The teacher displays and reads the word. Students repeat the word, spell the word, and write the word. After writing, students check their spellings with the word card and make any corrections needed. This routine is repeated for each word. In Lesson 2, students read “Nuts, Not Rugs!” which strengthens both their phonics focus, short /u/, and their Words to Know. In Module 7, students read common high-frequency words by sight at Literacy Centers. At the reading corner, one center is the Recording Studio. Students choose either to read the leveled readers or the start right readers and record themselves reading. Both selections of books include high-frequency words. At the digital station, students read along with</p>

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			eBooks that include high-frequency words or they engage with iRead which allows students the opportunity to practice foundational reading skills, including high-frequency words that is on an individualized level.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<b>Yes</b>	<p>Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. In Module 5, Lesson 3 begins as students review the short <i>u</i> and short <i>o</i> vowel sounds. The teacher displays index word cards with the words sun and hop in a pocket chart and students say the sounds in each word. Students then review how to write upper and lowercase <i>Uu</i> and <i>Oo</i>. Next, students engage in the Vowel Sound Word Sort by sorting words by their middle sound. Words that have the middle sound /<i>u</i>/ go under the word sun. Words that have the middle sound /<i>o</i>/ go under the word hop. The teacher chooses a word card and has the students read it chorally. The teacher asks “Does <i>cut</i> have the middle sound /<i>u</i>/ or /<i>o</i>/?” Point to the column where <i>cut</i> belongs.” The teacher then repeats the process for the remainder of the words. Students read the words chorally and complete their own word sort by writing words in the appropriate column. In Module 3, Week 1, Lesson 2, students practice foundational reading skills with the decodable text “Sid.”</p>



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			<p>The target skill for phonics is the short vowel <i>i</i> and high-frequency words include previously learned words, as well as the new words has and it. Prior to reading, students preview the story and review the target skills for students to practice. Students first read the story individually, by whispering to themselves, and then choral read the page out loud. This allows the teacher and students time to correct and redirect. In Module 5, Lesson 3, students build words with short u. They review the letter names and sounds by saying them aloud as they look at pre-cut letters. The teacher says the word cut and the students repeat it chorally. The teacher uses the word in a sentence and models how to spell the word in a pocket chart. The teacher says, “The first sound is /k/—the letter c. The vowel sound is /u/, so I will put the letter u next to the c. The last sound I hear in cut is /t/—the letter t.” Students spell the word with their letters. The teacher gives directions to substitute sounds and make new words. In Lesson 4, students spell words with short <i>u</i> by substituting letters of the word <i>cut</i> to make new words such as: hut, hug, rug, run, and fun. This activity is followed by students reading the decodable text “Big Bugs.” In Module 7, Week 4, Lesson 19, students read the decodable text “Slug Must Nap” and practice foundational skills in context. The target phonic skills are short vowels, consonants, consonant blends, digraphs, and double final consonants. The target</p>

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	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or 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 <b>rate, expressiveness, and accuracy.</b></p>	<p><b>Yes</b></p>	<p>high-frequency words include previously learned words and new high-frequency words well, who, and your.</p> <p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. In Module 3, Week 1, Lesson 2, students practice blending words with short vowels with a focus on <i>i</i>. The teacher displays the Display and Engage: Blend and Read 3.1 and models how to blend and read a word. The teacher then points to the words as students read them aloud such as: sit, pin, dip, did, bit, tin, pit, and sip. Then students practice reading the sentence, “Tim and the pig sit in a pit.” Then, in the Words to Know, Build Automaticity: Speed Read, students read words from the word wall display. If a child makes a miscue while reading the teacher says the word and the student repeats it. Fluency practice continues as students read the decodable text “Sid.” Students practice reading the decodable texts to ensure mastery of the phonic skill to read words with the short <i>i</i> sound and read high-frequency words with automaticity. In Module 5, Lesson 4, students read <i>Big Bugs</i>. Students review the short <i>u</i> vowel sound. Then, students whisper read each page, and then choral read as a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>class. If a student makes a mistake, the teacher gives corrective feedback by pointing out the word, telling the student what they said, pointing out the vowel sound, and asking the student to read the vowel sound. Then the student repeats the word and reads the sentence again.</p> <p>Students answer questions about the story and then partner read it again. In Module 8, Lesson 3, students read “Lime Cake.”</p> <p>Students review the long <i>a</i> and long <i>i</i> vowel sounds. They whisper read each page and then choral read. If a student makes a mistake, the teacher is directed to point out the word, tell the student what they said, point out the vowel sound and the <i>e</i> at the end of the word, and ask the student to read the vowel sound. Then have the child repeat the word and read the sentence again. In Module 7, Week 4, Lesson 19 students read the decodable text “Slug Must Nap” and practice foundational skills in context. The target phonic skills are short vowels, consonants, consonant blends, digraphs, and double final consonants. The target high-frequency words include previously learned words and new high-frequency words well, who and your. Students work towards proficiency of the objective “read connected text with accuracy,” read words with previously learned phonic skills, and “use context to confirm or self-correct word recognition.”</p>

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	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h)</b> Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. In Module 5, Week 2, Lesson 10, while reading the decodable texts “Yams” and “Go, Vic!” students make text connections. During the Partner Reading section, students are reminded to use context to self-correct. In Module 7, Week 4, Lesson 17, students practice reading the decodable text “Bugs! Bugs! Bugs!” with accuracy. Teacher guidance states, “Encourage children to self-correct. If a child makes a mistake, ask, ‘Does that make sense?’ If not, ask them why and what the mistake might be. Have them check the text before reading the sentence again.” In Week 4, Lesson 19, materials suggest teachers, “Encourage children to self-correct while reading.” In Module 9, Week 2, Lesson 7, Accuracy and Self-Correction, teacher guidance suggests “Encourage children to read for meaning” and gives the following example: “Good readers think about what they are reading. If a word doesn’t make sense, they stop and correct it. If they don’t understand something, they go back and read it again.” Learning objectives for Lesson 10, Review Decodable Texts, include, “Use content to confirm or self-correct word recognition.”</p>
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i)</b> Materials provide <b>instruction and practice in word study</b>.</p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots,</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p>words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. In Module 5, Lesson 14, Daily Show and Teach Slides: Foundational Skills, students engage with the read-aloud text “Pet Pup.” The teacher explains, “Today we are going to read a story about Ted, his pet pup, and a visit to the vet. The middle sound in Ted is /ě/. The middle sound in pet is /ě/. The middle sound in vet is also /ě/. Remember, /ě/ is the short vowel sound for the letter e.” Then, by viewing pictures and listening to a riddle, students determine what picture is being described. For example, “I lay eggs and my sounds are /h/ /e/ /n/. What am I?” In the next step in the lesson, students build words with short e vowel sound by moving digital letter cards: e, d, h, m, n, p, s, and t on the board as they encode words. The teacher gives directions to substitute letters to make new words. For example, “Change the beginning sound to make the word pet. Delete the s tile and replace it with a p. What’s the new word?” In the Module 7, Word Work center, students conduct picture sorts by beginning sounds by identifying initial consonant digraphs, play CVC word bingo by drawing word cards and reading the words accurately until their boards are fully covered, engage in the Spin It, Win It: Consonant Digraph game by identifying initial consonant digraphs and moving a game piece through the spaces on a board,</p>

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			<p>and Spin It, Read It, Write It activity by reading and spelling high-frequency words to fill columns on a handout labeled with the week's high-frequency words. In Module 9, students continue to strengthen their foundational skills. In Lesson 1, students add syllables to solve riddles about things they find in their homes. The teacher explains, "Listen to my riddle: What can I use to heat food quickly? Add wave to the end of micro. When I add wave, I get the word microwave. The answer to the riddle is microwave!" The teacher models again using a riddle for the word bedroom. Then, students complete the activity for words: doorbell, potholder, mailbox, tablecloth, dishcloth, and staircase. In the phonics lesson, students make a sound-spelling book by drawing pictures of objects that begin with the letter they are assigned. Students write the upper and lowercase letters and use sound spelling to label their pictures.</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4j)</b> Materials provide opportunities for teachers to <b>assess</b> students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>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 includes attention to invented spelling as appropriate for its diagnostic value. Materials include weekly and benchmark assessments. At the beginning of the year, all students complete the diagnostic assessment to determine areas of specific need. Students are administered weekly assessments and end-of-module</p>

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			<p>assessments. Benchmark assessments assess individual students' reading proficiency in both accuracy and comprehension. Formative assessments determine students' mastery of weekly/module skills and allow the teacher to provide differentiated instruction when needed. Materials also include Intervention Assessments for diagnostic and progress monitoring to target areas of need. The Module 2 Inventory is completed one-on-one with the teacher. The inventory assesses students' ability to identify syllables, segment words into syllables, blend syllables into words, identify rhymes, produce rhymes, blend onsets and rimes into words, read grade appropriate high-frequency words, decode using understanding of letter patterns, text direction, and concepts of a word. In Module 8, Week 3, Lesson 15, students complete a Weekly Assessment individually with the teacher. The teacher reads a passage and the student responds orally. Then, students are given a word and printed word choices. Students circle the printed word for the word that is spoken by the teacher. This process is repeated for seven words.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4k)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	<p><b>Yes</b></p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills support. The Into Reading Alignment Chart provides a detailed sequence of</p>

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			<p>foundational skills which is outlined by the module and week in which they are addressed. The materials are divided into nine thematic modules and each module consists of four instructional weeks. Each module begins with a Module Opener, which introduces the module’s Essential Question and gives a brief overview of what students will be learning about. The Developing Knowledge and Skills page offers a section that outlines the Foundational Skills that will be addressed in the module and is categorized by phonological awareness, phonics, and high-frequency words. Each week of the module may be selected and within the week, teachers can view the Week at a Glance page which offers a snapshot of the skills for the week by each individual daily lesson. For example, when viewing the Module 6, Week 1, Week at a Glance, Foundational Skills section, the teacher could easily view that Lesson 1 foundational skills lessons would include Phonological Awareness: Isolate Final Sounds and Isolate Initial Sounds, Phonics: Consonant z, World work: Consonant z, and a Words to Know Lesson. Page numbers are included, again, for quick reference within the materials.</p>
<b>Section III. Additional Criteria of Superior Quality</b>			
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres	<b>Required</b> <b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire		See EdReports for more information.



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<p>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 type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p>grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		
	<p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<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 type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials include a <b>variety of opportunities</b> 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.<sup>6</sup></p>		
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and</p>		

<sup>6</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	conventions and drawing on textual evidence to support valid inferences from text.		
	<p><b>Required</b>  <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> 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.</p> <ul style="list-style-type: none"> <li>• 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 as a way to develop more complex sentence structure and usage.</li> </ul>		
<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</p>	<p><b>Required</b>  <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p><b>Required</b>  <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>		
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>		
<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 grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> 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 do not serve as platforms to practice discrete strategies.</p>		
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p><b>Required</b>  <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> 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.).</p>		
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>		

**FINAL EVALUATION**  
*Tier 1 ratings* receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.  
*Tier 2 ratings* receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.  
*Tier 3 ratings* receive a “No” for at least one of the Non-negotiable Criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>7</sup></b>	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			content, language, and writing that is produced by experts in various disciplines. 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 and have been selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence 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 ideas presented in the texts. 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 and support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing depth of word knowledge through

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	<b>Yes</b>	<p>Materials provide a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide grade-appropriate instruction and practice for the basic features of print. Systematic and explicit phonological awareness and phonics instruction are provided. Materials include opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including</p>

<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. There are 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 includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can provide time, attention, and practice with students who need foundational skill supports.
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	5. Range and Volume of Texts		See Edreports Report for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See Edreports Report for more information.
	7. Assessments		See Edreports Report for more information.
	8. Scaffolding and Support		See Edreports Report for more information.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b>			

\*As applicable

<sup>9</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



### Qualified for Abbreviated Review<sup>1</sup>

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>2</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>3</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Into Reading**

Grade: **1**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

**Tier 1, Tier 2, Tier 3** Elements of this review:

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

<sup>1</sup> Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/into-reading-2020>.

<sup>2</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>3</sup> A range of texts are texts written at different reading levels.





To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>4</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II<sup>5</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>4</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>5</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b>  <b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b>  <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>  <b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for Grade 1, according to the requirements outlined in the standards. The included reading materials provide students opportunities each week to hear complex read-aloud texts and work with a variety of leveled and decodable readers, at varying text complexity levels. The complexity of the texts increases as the units progress. At the beginning of every unit and week, the provided text complexity lists state the quantitative and qualitative measures of each text. For example, in Module 2, Week 1, students engage in the read-aloud <i>Whose Hands Are These?</i> (420L) which is considered somewhat complex in structure. While the text includes rhyme and illustrations used to assist students in identifying the profession being described, there are many vocabulary words Grade 1 students may not know such as: sweep, reap, choose, and peruse. In Module 2, Week 3, students listen to <i>Abuela</i> (510L) and <i>Who Put the Cookies in the Cookie Jar?</i> (420L). In both texts, students utilize words and illustrations to better comprehend the text’s implied purposes. In Module 4, Week 3, students participate in a read-aloud of <i>The Great Ball Game</i> (520L). The text’s use of content-specific baseball</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>terms adds to its overall complexity level. Students read <i>If You Plant a Seed</i> (340L) which is considered moderately complex due to its use of figurative language. In Module 8, Week 1, students read <i>Interrupting Chicken</i> (510L). Qualitative analysis identifies the text as very complex overall due to its inclusion of subplots and because it contains a theme that is conveyed subtly. In Week 2, students participate in a read-aloud of <i>Red Knit Cap Girl and the Reading Tree</i> (500L). The use of unfamiliar vocabulary and dialogue adds to the text’s qualitative complexity. Module 10 texts include <i>Young Frank Architect</i> (500L). Students read this text to develop an understanding that people of all ages have new ideas that contribute to society. Qualitative measures adding to the text’s complexity include a somewhat complex theme and prior knowledge for the term architect. In Week 2, students read <i>Sky Color</i> (550L). Qualitative analysis deems the book very complex due to multiple levels of meaning which may require prior knowledge of art and terms related to art such as: gallery, mural, and artist, as well as the readers’ need to infer Marisol’s feeling. Then, in Week 3, students read <i>Joaquin’s Zoo</i> (580L). Qualitative measures that add to the text’s very complex rating include the use of unfamiliar language and an implicit theme that is revealed throughout the text.</p>
	<b>Required</b>	<b>Yes</b>	At least 90% of texts are of publishable quality and offer rich opportunities for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>1b)</b> At least 90% of texts are of <b>publishable quality</b> 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>		<p>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. The text selection provides many opportunities for students to interact with high-quality texts. Each week, students interact with both read-aloud and decodable texts that are of publishable quality and offer rich opportunities for students to engage in meaningful discourse and academic discussion. The texts are balanced between genres and contain a variety of illustrations and illustrative text that is used as instructional material. The texts are engaging for students and allow students to work towards achieving grade-level content and standards. For example, in Module 3, Week 1, Lesson 2, students complete a shared reading of <i>Best Foot Forward</i>, by wildlife photographer and author, Ingo Ardnt. The informational text is used to strengthen students' understanding of text features. In Module 5, Week 1, Lesson 6, students read <i>How Do You Know It's Winter?</i> by Ruth Owen. Students engage with the text to identify signs of winter such as changes in light and temperature and lack of food for animals. In Week 3, students read <i>Waiting Is Not Easy</i> from the Elephant and Piggie series, by Mo Willems. The story has colorful illustrations and an engaging plot where the main character, Gerald, learns that waiting is worth it, providing a valuable</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lesson about patience. Students read to identify features of fantasies, make, revise, and confirm predictions, and determine the theme of the story using key details. In Module 9, Week 1, Lessons 5-6 students listen to the read-aloud text <i>So You Want to Grow a Taco?</i> by children’s book author Bridget Heos. Students identify characteristics of procedural texts, evaluate details in a text to determine key ideas, explain how procedural text is organized, and how the chronological structure supports the author’s purpose. In Modules 11 and 12, the materials shift to module-based genre studies. For example, Module 11 texts focus on nonfiction and the Module 12 focus is literary. Module 11, Week 1, texts focus on narrative nonfiction and include texts, <i>Have You Heard of the Nesting Bird?</i> by Rita Gray, and <i>Oscar and the Moth: A Book About Light and Dark</i>, by Geoff Warning. The Week 3 focus is biography. Students read texts such as <i>Pele, King of Soccer</i> and <i>My Name is Gabriela</i>, by award winning author, Monica Brown and <i>I Am Amelia Earhart</i> by novelist, Brad Meltzer. Module 12 texts include works of realistic fiction, folktales, and fantasy such as <i>Suki’s Kimono</i>, by Ruth Schwartz Children’s Book Award winning author, Chieri Uegaki, <i>The Great Ball Game: A Muskogee Story</i>, by Independent Publisher Book Award winning author, Joseph Bruchac, and New York Times Best Illustrated Picture Book, <i>Red Knit</i></p>

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 <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, 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.</li> </ul>	Yes	<p><i>Cap Girl, and the Reading Tree</i>, by Naoko Stoop.</p> <p>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. The materials include 12 modules, each of which are divided into 3 weeks of individual themes. Each week provides a clear and coherent sequence of connected texts and lessons that build to the week’s individual goal and to the overall module goal. Each text set addresses the same essential question through a range of texts which allows for the common topic to be viewed in differing perspectives. Throughout the day’s individual lessons, students have the opportunity to read, write, speak, and practice language skills. For example, in Module 1, texts are centered around the Essential Question: How can making new friends and learning new things help us? In Week 1, students listen to a reading of the Big Book, <i>Pete the Cat: Rocking in my School Shoes</i>. In Week 2, students engage in a read-aloud of <i>You Will Be My Friend</i> and <i>Suki’s Kimono</i> in Week 3. By the end of the module, in Lesson 15, students develop the ability to “discuss similarities and differences between the texts and how they approach the same topic” as they respond to questions such as, “What is the same about (Suki’s Kimono) and (Big Dilly’s Tale)?” and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“What did you learn about making friends from each of these texts?” Students then synthesize information as they revisit the Essential Question. Students select and complete one of the activities listed in their Teaching Pal as a way to “demonstrate what they have learned about the topic from reading the texts in this module.” In Module 3, the Essential Question asks, “How do animals’ bodies help them?” In this module, students acquire knowledge about animals by reading both fiction and nonfiction texts. In Week 1, Lesson 2, students read the informational text with facts, photos, and captions titled, <i>Best Foot Forward</i>. The text asks, “Whose foot is this?” After reading the text, students write their own question and answer about the text and discuss these questions with partners. In Week 2, Lesson 9, students read the narrative nonfiction text, <i>Have You Heard the Nesting Bird?</i> As they participate in this guided reading, students read and annotate in their myBook. Throughout the reading, the teacher instructs students to use the “Turn and Talk” routine as they engage with the guided questions in their myBook. As students engage in a discussion they follow agreed-upon rules, such as listening carefully, waiting for their turn to talk, and explaining their ideas and feelings clearly. Then, in Week 3, Lesson 12, students read <i>Step By Step Advice from the Animal Kingdom</i> and annotate in their myBook. Teachers support students’ understanding of the text as they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>read through questions and gauge students' understanding through their responses during the Turn and Talk routine. After reading, students summarize the most important ideas in the text. In Module 9, texts build knowledge that is centered around the Essential Question: What do plants need to live and grow? Throughout the module, students gain knowledge of plant needs, gardens, plant parts, and kinds of plants. The texts and tasks throughout the unit allow students to build knowledge and learn new facts about each topic. For example, in Week 1, students participate in a shared reading of <i>So You Want to Grow a Taco</i>. After reading, students engage in a Turn and Talk to describe the important things the boy learned about making tacos. Then, students respond to the prompt, "How do you grow corn? Tell the steps." In Week 2, students engage in a read-aloud of <i>The Curious Garden</i>. Before reading, the teacher sets a purpose for reading by asking questions, "Why might a garden be curious?" and "What might a curious garden discover?" After reading, students identify the problem, events, and resolution in the story and express their understanding by completing a graphic organizer. In Week 3, students engage in a read-aloud of <i>Amazing Plant Bodies</i>. After reading, students write sentences that tell about a part of a plant that they find interesting and draw a picture to accompany their descriptions. Students</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>use details from the book to support their responses.</p> <p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Texts within the unit of study are specifically selected for repeated readings, with each reading having its own specific purpose which is discussed prior to the reading. For example, in Module 4, Week 1, Lesson 3, students learn to evaluate or decide the most important main idea using the key details of a text. The teacher guides students with questions during a shared reading of the text, <i>Goal!</i> During the reading, the teacher stops to ensure students have the opportunity to evaluate the most important details in the selection while supporting their ideas with text evidence. For the second reading, Lesson 4, students reread <i>Goal!</i> and look for evidence to determine the point of view throughout the story. Students read the text again either with a partner or independently to practice fluency and deepen understanding. In Lesson 5, after the final reading of the text, students make sticky notes for the Anchor Chart, Give and Follow Directions, listing details from the text and pictures that helped them identify the narrator and point of view in <i>Goal!</i> In Module 9, Week 2, Lesson 7, students engage in a shared reading of <i>Which Part Do We Eat?</i> The lesson reminds students that “good readers monitor their reading to make sure they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understand what they read” and “if something does not make sense, try to clarify or fix it up.” As students read they are prompted to “refer back to the Anchor Chart and tell which strategies helped them clarify what they did not understand.” In Week 2, Lesson 8, students read <i>Which Part Do We Eat?</i> again. For this reading, students focus on Elements of Poetry by identifying rhyme, rhythm, and repetition. After reading, in Step 2, students identify the pattern they hear while reading, words that rhyme, and words they see that have been repeated. Students then respond to questions by making inferences supported by text evidence. In Step 3: Engage and Respond, students read the text again to write and draw their ideas about how vegetables are similar and different. In Module 10, Week 2, Lesson 7, students participate in a shared reading of <i>Sky Color</i>. The teacher reviews the reason and purpose of making inferences when reading. Students practice using evidence to make inferences when they read the realistic fiction story. In Lesson 8, students read <i>Sky Color</i> again with a new purpose. In this reading, students identify the theme of the story, by identifying the story’s topic, looking for lessons characters learn, and using clues from the story.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b></p>	<p><b>Required 2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions are built into lessons, tasks, and writing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>prompts that demand students to have an understanding of the text as well as be able to reference the text explicitly. Each module and weekly plan is built around a specific guided question that allows students to build knowledge toward answering these questions. Students respond to dependent and/or text-specific questions during multiple sections of daily lessons including the read-alouds, shared readings, and group or partner discussions. For example, in Module 3, Week 3, Lesson 12, students read the decodable text <i>Pet Ducks Quack</i>. After reading, students reflect on their reading by responding to questions such as, “What does Ken have?” “What does Jan learn about ducks?” “Do you think Jan will choose ducks as a pet?” and “Think about the predictions you made before reading. Were your predictions correct?” In Module 7, Week 1, Lesson 1, students read <i>Storm Report</i> in their Teacher Pal. Students refer back to and discuss the Essential Question: How do things in nature change? Students reread <i>Storm Report</i> to see if they can find any information in the words and pictures that will help them answer the essential question. Then, students discuss and share their ideas in a group. In Module 7, Week 3, Lesson 15, students synthesize information in an appropriate just-right book that they are reading independently and answer the following questions. “What are two important ideas in the text?” “What other books have you read about this same</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>topic?” “What do you know about this topic from your life?” and “How do ideas in this text and your own ideas fit together?” In Module 9, Week 1, Lesson 4, students engage in a shared reading of, <i>So You Want to Grow a Taco?</i> Students Turn and Talk with a partner to answer the text-specific question, “What important things does the boy learn about making tacos?” Next, students respond to the text-dependent question, “How do you grow corn?” by using the words, pictures, and diagrams to get information.</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 7, students collaborate to generate ideas, research, complete, and present an inquiry-based project. The project extends across three instructional weeks which focus on individual steps of the research process. In Week 1, students generate questions for inquiry, develop a research plan, and gather information and evidence from resources (W.1.7). In Week 2, students work in small groups to record the weather each day. Students discuss and take turns recording the weather observations in the calendar space for the day by drawing a picture that represents the weather and then writing a phrase that describes the weather. (W.1.2) In Week 3, students Reflect and Celebrate.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students present their completed calendars to the class (SL.1.4-6). In Module 8, Week 1, Lesson 1, students explore using possessive nouns in sentences. Then students edit writing drafts using possessive nouns (L.1.1d) In Week 2, Lesson 6, students identify theme/central message as the big ideas while listening to the read-aloud text <i>Red Knit Cap Girl and the Reading Tree</i> (RL.1.2b). In Week 3, Lesson 11, students listen to a read-aloud of the text <i>My Name is Gabriela</i> to identify the point of view (RL.1.6). In Module 12, Week 1, Lesson 1, students engage in independent and collaborative work by completing the Genre Study mini lesson which focuses on realistic fiction. Students meet in Genre Study Book Clubs to discuss why they chose their book (SL.1.1). During independent reading time, students read their book selections and make notes using the annotation symbols they learned throughout the modules in their myBook. At the end of each day, in the Reading Workshop, students reflect on what they learned by sharing what they recall about the characteristics of realistic fiction by engaging in Share Chair for individual speakers and Think-Pair-Share for partner sharing (SL.1.1 and SL.1.1b).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> 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 ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>Coherence 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 ideas presented in the texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>Throughout the modules, weeks, and lessons, students engage with complex texts, answer questions, and complete tasks in order to build understanding from the texts. Texts within each module are connected to one another as they support students in building a foundation of knowledge while simultaneously strengthening their reading skills. Questions are sequenced coherently to allow students the opportunity to build their knowledge and skills as they analyze texts to deepen understanding. In Module 1, Week 3, Lesson 15, after reading <i>Suki's Kimono</i> and <i>Big Dilly's Tale</i>, students discuss the similarities and differences between the two texts. Through tasks and questions, students develop understanding of how the two texts share the same topic. Students answer text-based questions and also complete a group project based on the texts and the lessons learned from both texts. Some of the questions include, "What did you learn about making friends from each of these texts?" and "What did you learn about new experiences from each of these texts?" which require students to demonstrate their understanding of the text and provide relevant evidence from the text to support their answer. In Module 3, Week 1, Lesson 1, students participate in a shared reading of <i>Best Foot Forward</i>. During the interactive reading, students work to answer questions, "Why do different animals have different kinds of feet?" "How are all these feet the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>same? How are they different?” and “Would a mole’s feet be good for swimming? Why or why not?” Questions that are specific to text features guide students to understand how authors use different kinds of text and graphic features to help them explain ideas or locate information. The teacher explains that the words in the book are shown in different colors and sizes and asks, “What do the orange words on these pages tell you? Why do you think the author chose to use the same color and size text for the question and the answer?” In Module 7, students engage with texts and activities that build knowledge about the Earth’s different environments, how to take care of them, and the natural changes that occur. At the beginning of the module, the teacher displays the Knowledge Map and explains and discusses the big ideas of the module. To begin Week 1, students view the captioned video, “Water in the Desert” to learn about life cycles and how it is possible for plants and animals to live in a hot desert environment. The text and visuals provided in these materials support student learning and are engaging and visually appealing with color photographs, illustrations, and video. In this text and task sequence, students then read the informational text, “Rainy, Sunny, Blowy, Snowy” about the Earth’s changing seasons. Students also read and discuss the informational texts, “Deserts” and “Grand Canyon” and the narrative nonfiction text, “Do You Really Want to Visit a Wetland.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Finally, students read and sing the song “The Water Cycle” which explains the continuing water cycle and why it is so important to life on earth. The key ideas presented in the texts are discussed throughout each lesson through annotating the text and partner or group discussions, and connections to the theme are continuously made throughout this module. At the end of the module, students revisit the essential question “How do things in nature change?” Additionally, students synthesize the information they have learned by choosing an activity such as making recycled art and writing about ways we can take care of our Earth or being a “Season Expert” by drawing and writing about this Earth’s cycle. By the end of the module, after reading each text in this sequence, students revisit the Knowledge Map to track and discuss their learning.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>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. Grade-level complex texts are used to answer questions and complete tasks that require students to read about real-world topics, think, speak, and write about different genres, listen and collaborate in discussions and inquiry, and express and support their ideas using textual evidence. For example, in Module 1, students learn about making new friends, learning new things, and engaging in new experiences. Students work over the course</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of the module to create and write illustrated profiles about themselves. Through the text sets in this module, students read about topics including being friends in <i>You Will Be My Friend!</i>, the first days of school in <i>My First Day</i> and <i>Pete the Cat Rocking in My School Shoes</i>, and telling personal stories in <i>Suki's Kimono</i> and <i>Big Dilly's Tale</i>. They also complete a performance task where they select two characters from two different texts and write a narrative story to tell how they meet as they express their knowledge from this module. In Module 5, students are introduced to the Essential Question: Why does light and dark come and go? and the visual Knowledge Map including ideas about light and dark and the causes to both. In Lesson 1, students participate in guided reading with the teacher and the text, "Super Shadows" found in their myBook, and annotate during the reading. In addition to learning about text features, through this text and activity, students learn about light and dark, and how shadows are formed. Following guided reading, students work with a partner to find information in the text that would help them answer the Essential Question. Students use active listening skills and they interact with their partner and ask questions to clarify information. In Lesson 2, students continue to build knowledge by engaging in the Big Book reading of <i>On Earth</i>. In this text, features such as diagrams and labels illustrating causes of natural light and dark on our Earth, are identified and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>used to gather information. Students ask questions before and during reading, analyze the text features, and recall facts and details after reading to support their responses. Students write sentences to explain how Earth is like a merry-go-round and illustrate them. Partners meet to share, compare, and contrast their writing, using speaking and listening skills. Module 7 texts are centered around the Essential Question: How do things in nature change? Module texts include <i>Do You Really Want to Visit a Wetland?</i>, <i>On Meadowview Street</i>, and <i>Ask Me</i>. In Week 2, students focus on reading words with the long e vowel sound. During the phonics lesson, students are introduced to the various spellings which make the long vowel sound such as: e, e_e, ee, ea, -y, _ie_, and _ey; however, this lesson focuses primarily on vowel teams for the sound, ee and ea. Students practice blending words such as: breeze, tree, dream, ease, and sneeze. The read aloud, <i>On Meadowview Street</i> and small-group decodable text extends learning beyond the phonics lesson. During small-group students read “Seals.” While reading students respond to comprehension questions such as, “What helps a seal swim fast?” “How do seals catch fish?” and “What is the central idea of the first paragraph? What details support this idea?” Students use the text to conduct a Rhyming Word Hunt as they read the text again to identify words that rhyme with teacher given words. Students continue</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	Yes	<p>their phonics focus as they use letter cards to build words with long e.</p> <p>Questions and tasks support students in examining the language, such as 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 rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. In Module 2, students view the Knowledge Map displaying the big ideas about communities, including businesses, services, and neighborhoods. Next, students access their prior knowledge and brainstorm words they associate with communities, and add them to a word web. After more discussion to introduce the module topic, students use their myBook to interact with vocabulary cards for the big idea words in the unit: area, population, and working. These words are read about and discussed throughout the module. As students learn about the meaning, synonyms, and antonyms, for these words through the texts and tasks, they record on a graphic organizer for each of the vocabulary words. Students also read “Dan Had a Plan” from their myBook. As they engage in the context of this story, students learn the highlighted vocabulary words such as help, neighbors, sell, and market. Students then see these words again when</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>they read the short story, “Together” to discover how the kids help more neighbors. After reading, students draw pictures and retell the story to a partner for understanding. Then, students read <i>Who Put the Cookie in the Cookie Jar</i>, which depicts how many different kinds of people from the community it actually took to get a cookie into a jar. Before, during, and after reading, students ask and answer questions as they create meaning through the vocabulary, sentences, and structure of these texts. In Module 7, Week 1, students read <i>Rainy, Sunny, Blowy, Snowy</i>. Students examine language as they respond to questions such as, “Why does spring feel ‘fresh and cool and breezy’?” “Why is a summer a ‘time for sunglasses and bare feet’?” and “What does ‘the wind is biting’ mean?” In Module 9, Week 1, students read <i>If I Were A Tree</i> and answer questions that require them to consider the language that is used in the text such as, “What do you think the author means by ‘branches would always be full of song’?” “How does the author feel about trees? How do you know?” “Why do you think the author repeats these words?” and “What words does the author use to describe a tree in winter? How do the words make you feel?”</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<b>Non-negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b>	<b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the	<b>Yes</b>	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</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>standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		<p>providing abundant opportunities for every student to become proficient in each of the foundational skills. Students develop and strengthen phonological awareness skills, and they blend individual phonemes and onset and rime in words. Phonemic awareness and phonics instruction become increasingly more complex as students progress through instructional lessons across the modules. For example in Module 1, Week 1, students begin with consonants <i>m, s, t,</i> and <i>b</i> and short <i>a</i>. Phonological awareness skills follow a pattern that begins with less complex skills like blending onset/rime and progresses to more complex skills like blending syllables including isolating, blending, segmenting, changing/substituting, and deleting phonemes. Phonics skills lessons appropriately review and teach the individual letters of the alphabet including constants and vowels at the beginning of the year. Instruction then progresses to digraphs, inflections, trigraphs, and more advanced phonic codes. For example, in Module 12, Week 1, students learn suffix phonics patterns as they read and spell words with <i>-ful, -less, -ly, -y</i>. Students continue phonological awareness instruction in an appropriate sequence by blending and segmenting syllables in words. Fluency components are provided within weekly lessons. Reader’s Theater opportunities in each module provide engaging fluency practice for the students. For example, in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 2, the Reader’s Theater is titled, “Help Find Bud.” During practice and the performance, students learn to read at a good rate and with expression. Students think about what the character is like and read the lines with feelings, using their voice, face, and hands to help show the character’s feelings. After reading, students complete a self-assessment including these components of fluency.</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide grade-appropriate instruction and practice for the basic <b>features of print</b> (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	<p><b>Yes</b></p>	<p>Materials provide grade-appropriate instruction and practice for the basic features of print. In Module 2, students read texts, discuss, and complete activities centered around the Essential Question: How does everyone in my family and community make them special? In Week 2, Lesson 6, students engage with the read-aloud text <i>Maybe Something Beautiful</i>, the teacher models how to read from left to right, stopping at the end of a sentence after noticing the punctuation mark, and understanding the purpose of the story from the pictures and word meaning from within the story. In Module 4, students work on deepening their knowledge of concepts of print that involve words in sentences, directionality, and capitalization. For example, during the small-group instruction in Module 4, Lesson 1, the concept of print that words have meaning and sentences are made up of words is taught and reinforced. The teacher provides a model identifying sentences, the individual words, and ending punctuations in those sentences, and asks</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>guided questions for students to participate. Throughout this lesson the teacher also calls out words for the students to identify and point to within their own texts. In Module 8, as students engage in module texts, they gain a better understanding that the purpose for reading is to gain meaning from the texts. Module texts are centered around the Essential Question: What lessons can we learn from stories? In Week 1, Lesson 4, after a second reading of <i>Interrupting Chicken</i>, students complete a Know It, Show It page and support their responses with evidence from the text. In Lesson 11, after reading <i>My Name is Gabriela</i>, to gain an understanding of how the author chooses a narrator to “decide how readers will experience the text, or from whose point of view the authors will tell it.”</p>
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonological awareness instruction. In Module 4, Week 2, Lesson 6, students blend phonemes to say one-syllable words like /f/ /i/ /sh/ (fish), /f/ /ō/ /n/ (phone), /s/ /i/ /ngk/ (sink), /h/ /ă/ /t/ (hat), /th/ /ü/ /m/ (thumb), /sh/ /ē/ /p/ (sheep) and, /ch/ /ô/ /k/ (chalk). Explicit instruction is provided during daily lessons and practice continues in small groups as student progress is monitored. In Module 5, Week 1, Lesson 3, students practice segmenting and counting phonemes in spoken one-syllable words, with up to 4 phonemes with minimal contrasts. The teacher explains, “I will say a word, and you will say each sound in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>word. As you say each sound, hold up one finger to count each sound.” The teacher then models, “The sounds in <i>still</i> are /s/ /t/ /i/ //”. What are the four sounds in <i>still</i>?” Students then segment and count the phonemes in words such as: flake, lake, club, clog, pluck, please, dive, and drive. In Module 10, Week 1, Lesson 6, students blend phonemes to say whole words. The teacher explains, “I will say all the sounds in a word, and you will blend the sounds to say the word. Listen as I do the first one: /b/ // /oo/. When I blend /b/ // /oo/, I say the word blue.” The teacher then displays picture cards for: bread, cape, dots, duck, glass, knife, mitt, mule, phone, and straw. Students then listen to the sounds, blend the sounds into words, and identify the picture card for the word.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	<p><b>Yes</b></p>	<p>Materials provide systematic and explicit phonics instruction. The phonics instruction progresses appropriately as the students move through the lessons in the modules and learn to correlate sounds with letters or groups of letters in an alphabetic writing system. Lessons are structured in the I do, We do, You do model for explicit instruction. Also, in small groups, instruction and practice continues, and student progress is monitored. Word Work is explicitly and systematically taught to provide phonics foundational skills that allow the students to become proficient readers. During Word Work, students review prior sound spellings to build fluency. Sound-Spelling Cards are</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>also utilized to help students identify, remember, pronounce, and spell the sounds of the English Language. Word Work, Phonics instruction, and these spelling cards are part of daily and weekly instruction. In Modules 1 and 2, lessons review the letters of the alphabet and their sounds, including consonants and vowels. For example, in Module 2, Week 3, Lesson 12, the teacher models the Sound by Sound blending routine with words that include the consonants <i>w, j, y, v</i>, and short <i>u</i>. Next, with the teacher, students look closely at the letters and spellings of the words to compare them. Then, they blend and read words together. In the independent practice part of this lesson, students use letter cards to form the words: tub, van, jam, yum, and wag. With a partner, they read each word aloud and check their work. In Module 3, Week 1, Lesson 3, students review short vowel sounds. The instruction begins with I do where the teacher models the vowel picture card, sound, and spelling in a CVC word. During We Do, the teacher and students practice “sound by sound blending” with the words: ten, pit, mop, and fun. Then students practice blending words individually. In Module 3, Week 3, Lesson 11, students learn the sound and spelling for the consonant digraph <i>sh</i>. Students also blend and decode regularly spelled one-syllable words with the initial final consonant digraph, <i>sh</i>. Students then use the sound-letter relationship to decode</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words. The teacher models with the sound/spelling cards and engages students in articulation practice with the digraph, <i>sh</i>. Then, with the teacher, using letter cards, students participate in the Sound by Sound routine to blend letter sounds in words. Following this, students independently practice blending and reading words with this digraph. In Module 7, Week 1, Lesson 3, students learn the sound-spellings for soft <i>g</i> /<i>jj</i>/ and <i>-dge</i> (a trigraph). Students also recognize sound-letter relationships, blend and decode regularly spelled one-syllable words with soft <i>g</i> and the trigraph <i>-dge</i>. In this lesson, students use this phonics knowledge to decode the words, <i>big/ridge</i>, <i>place/rice</i>, <i>badge/page</i>, <i>pack/cage</i>, <i>rug/bridge</i>, and <i>ledge/judge</i>.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4e)</b> Materials provide multiple opportunities and practice for students to master grade appropriate <b>high-frequency irregular words using</b> multisensory techniques.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. For example, in Module 2, Lesson 13, the teacher engages students in the high-frequency words routine to review the week’s words that include: <i>about</i>, <i>eat</i>, <i>how</i>, <i>make</i>, <i>out</i>, <i>put</i>, <i>takes</i>, and <i>who</i>. Students play a game with a partner to learn and master these words. First, a set of these word cards and place them in a pile. The first player chooses a card and asks a question that uses the word on the card. The other player answers the question in a complete sentence that uses the same high-frequency word. Partners swap roles and play until they have used all</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words. In Module 7, Week 1, Lesson 4, students work in small groups. Each group places one set of cutout High-Frequency Word cards face up in a row. These words include animal, heads, keep, let’s, point, something, voice, won’t, the, five, must, these, those, use, and write. Then a student chooses a word, without identifying it, and uses it in a sentence. The other group members find the word card for the word used in the sentence and flip it over so it is face down. Students take turns saying sentences until all cards have been flipped over. In Module 9, Week 1, Literacy Centers Word Work, students practice high-frequency words. Students create their own word search puzzle by writing the week’s high-frequency words on graph paper, filling in the rest with random letters, and then trading with a partner to search for the hidden words.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p><b>Yes</b></p>	<p>Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Each instructional week includes decodable texts within the lessons that connect to the week’s targeted foundational skills. For example, in Module 1, Week 1, students read “The Mat” “Sam at Bat” “Tab at Bat” and “Tam at Bat.” To read these texts, students use the patterns they learned in their phonics lessons to decode words with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>consonants <i>m, s, t, b</i>, and short <i>a</i>. The teacher meets with a small group to review or reinforce blending and decoding words with these phonics patterns. The Module 4, Week 1, Lesson 1, phonics lesson focuses on consonant digraph <i>ch</i>. To begin, students practice identifying the beginning sounds in spoken words such as: <i>chill, check, chin, and chimp</i>. Then, students identify the ending sound in <i>beach</i> and listen for the <i>/ch/</i> sound in words: <i>teach, rush, such, rich, wish, and hatch</i>. The teacher then introduces the Sound/Spelling Card for digraph <i>ch</i>, <i>cheetah</i>. Using the word <i>chat</i>, the teacher explains that two letters make the <i>/ch/</i> sound. Next, students blend words with the digraph. The lesson continues as students write words with the <i>ch</i> digraph and participate in a word sort in which they sort words that have the <i>/ch/</i> sound. This foundational skill is reinforced as students read the decodable text “<i>Chop, Chop! Mix, Mix!</i>” During small group the teacher reviews blending and decoding words with consonant digraph <i>ch</i>. In Module 7, Week 4, Lesson 19, students read the decodable text, “<i>We Tell Tail Tales</i>” and practice foundational skills in context. The target phonic skills include blending and decoding contractions and decoding words with the long <i>a</i> spelled with <i>ai</i> or <i>ay</i> patterns. Students also focus on reading, identifying, and using high-frequency words they are learning within the text. Materials also include decodable texts that increase in complexity as new skills are introduced</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>while also strengthening prior skills. For example, decodable texts within Modules 1 and 2 focus on words with short vowel sounds that follow the CVC pattern, such as: “Run, Hens, Run!” “Big, Big Bus” and “Vets Get Pets Well.” Module 3 texts support student understanding of digraphs <i>ck</i>, <i>sh</i>, <i>ch</i>, and <i>tch</i>, with decodable texts: “Pet Ducks Quack, Chop, Chop! Mix, Mix!” “Chicks Hatch” and “Ducks Hatch.” In Week 3, letter blends are introduced and supported with texts such as “Sleds Slip.” Module 6 decodable texts include more complex spelling patterns which include silent <i>e</i>. Week 1 texts include: “Houses that Go Up,” and “Grass, Mud, Logs, and Sod.” Week 2 texts include: “Brave Kate,” “A Swim at Crane Lake,” and “Race at the Skate Track.” In Module 10, students read complex decodable texts which include compound words and words with irregular spellings such as: “Sharks and Stingrays,” “Wildlife Facts,” and “Bear’s Night Job.” By Module 12, students are prepared to read extended complex texts such as “Why Rabbits Have Short Tails,” “Why Possums Have Furless Tails,” “Music Under the Sea,” and “Teeth Chomp.”</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive</p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b>		accuracy. For example, in Module 2, Lesson 3, the teacher explains that good readers make their reading flow and sound like they are speaking to someone. The teacher explains and models to students what expression is, which is when they can use their voices to show how characters feel at different points in a story. Students then participate in the Echo Reading routine to practice reading with expression and then work in small groups for independent practice with a partner. In Module 4, Lesson 13, the fluency lesson focuses on reading an on-level text with an appropriate reading rate. The teacher models reading quickly and then at an appropriate rate with the text “Kids Skip” in the Start Right Reader. Students read along, tracking the words as the teacher reads, paying attention to the reading at a smooth, regular rate, and if the words are being said at the same speed, like when talking naturally. The teacher and students then complete a choral reading of the text reading at an appropriate pace. Students reread the text and the teacher and partners provide feedback. Lastly, students reread the texts from this week’s collection practicing reading at a good reading rate. In Module 5, Week 1, Lesson 3, students read-aloud fluently with appropriate expression (prosody), using Start Right Reader Book 3, “Bags, Blocks, and Rugs.” Students are reminded that good readers make their reading sound like they are speaking. Also, the teacher explains that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>one way to do this is by using their voices to show the feelings of characters in a story and the importance of reading with expression. Along with fluency components inside of weekly lessons, there are Reader’s Theater opportunities, evident in each module that provide engaging fluency practice for the students. For example, in Module 9, students engage with the Reader’s Theatre, “The Four Seeds.” This script offers parts for groups of students with mixed ability to practice their oral reading fluency. Students read the text multiple times and choose different parts to read orally with accuracy, appropriate rate, and expression.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4h)</b> Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	<p><b>Yes</b></p>	<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Materials support students' abilities to utilize reading strategies that allow them to focus their attention on the text and practice self-corrections to acquire accurate meanings. Students learn and practice rereading the text, using context clues, and identifying places to self-correct independently. In Module 1, Lesson 3, students engage in a fluency lesson where they read an on-level text for accuracy. Students also learn to use context to self-correct as they read “Sam at Bat” in the Start Right Reader. Students read along, tracking the words as the teacher reads, paying attention to whether or not the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words are accurate and if they make sense. Next, students reread the text with a partner, giving each other feedback and helping each other as they read. The partners then reread other on-level texts they had read in this week's lessons found in their Start Right Reader "Sam and Tab" and "Try This!" In Module 3, Lesson 9, the teacher begins the reading lesson by using an anchor chart to teach students about the "Monitor and Clarify" strategies. The teacher explains to students that they should "Pay attention as you read. If something doesn't make sense, try these things to help you understand." The teacher then explains four different strategies that are on the anchor chart which include rereading, using background knowledge, using visual clues, and asking questions. The teacher and students then practice these strategies using the text, "Have You Heard the Nesting Bird?" In Module 9, Week 1, Lesson 1, students engage in the Reading Corner activity in which students independently read while the teacher instructs the students to self-select and continue reading an independent reading book. The teacher also reminds students to set a purpose for reading and to record their progress on their Printable Reading Log Form. This same form allows students to record and assess their own reading.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>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, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>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.</li> </ul>	<p><b>Yes</b></p>	<p>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, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. Spelling is an important part of the lessons in the Grade 1 materials. The spelling pattern for the week correlates with the phonics pattern students are learning. Spelling words are introduced on Monday and assessed on Friday, with lesson practice throughout the week and in the Word Work Literacy Centers. In Module 3, Week 2, Lesson 8, students learn and review the pronunciation of the /k/ sound with the sound-spelling “ck.” The teacher begins by explicitly introducing the sound-spelling, <i>ck</i>, for the sound /k/. The teacher then explicitly teaches the sound-spelling by displaying the sound card and can show students an articulation video to hear and see the mouth make the sound. The teacher explicitly tells students that when a word has one vowel, and it is followed by two final consonants, the vowel is usually short, like the word “pick.” Students practice reading words written on the board by blending and reading the word that is pointed to, identifying how the /k/ sound is spelled, and naming the vowel sound. In Module 2, Lesson 1, students learn to spell words with the short <i>i</i>. Each day in the Literacy Center, students choose one of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>activities to practice writing the week's spelling words in their best handwriting. Activities include: writing spelling words in ABC order, writing each word, and circling the consonants, or writing a note to a friend using the words. Other examples of word study are found in Module 4, Week 3, Lesson 14. Students define the meaning of words with the suffixes -er and -est. Students also use adjectives and their comparative and superlative forms in sentences. In Module 6, Week 2, Lesson 9, students add -less and -ful to base words: pain, care, and fear, to make new words. Students use the base word and the suffix to explain the meaning of each word. The teacher also reminds students they can use a dictionary to look up the meaning of any unknown base words. The students then use the dictionary to learn the meanings of careful and careless by looking up the base word care. The lesson ends with students independently writing the new words in a sentence.</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4j)</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 includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>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 includes attention to invented spelling in students' writing as appropriate for its diagnostic value. Ongoing formative assessment guides daily instruction while performance-based assessments demonstrate student progress toward</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>mastery of module skills and standards. There are selection quizzes to assess students' comprehension of the myBook texts they read. Weekly Assessments are provided to assess students' understanding of the key Reading, Writing, and Foundational Skills covered during each week of instruction. Teachers have access to many ongoing formative assessment tools such as leveled readers, comprehension quizzes, running records, 1:1 observation records, daily lesson checks, and correct and redirect opportunities in the Teacher's Guide. Each module has a Module Assessment to measure students' proficiency in the skills covered in this module: foundational skills, vocabulary and strategies, comprehension and literary analysis, grammar, and writing skills. Weekly Assessments are provided that assess student's understanding of the key Reading, Writing, and Foundational Skills covered during each week of instruction. Also, throughout the course of the module, students work through the stages of the writing process in the Writing Workshop. Student writing is evaluated according to the rubric provided for the module's writing form in the Resources section of the Writing Workshop Teacher's Guide. In Module 7, Week 3, Lesson 15, instead of the Wrap-Up activities in the Teaching Pal, another option is to have students complete a Performance Task. Students have read many texts about how things in nature change, so they should</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>be able to write to show what they have learned. Students write in response to the prompt “Imagine you are writing a story about winter. What changes happen in winter? What would your character do? Write a story about a character who learns something about winter.” Students are guided to plan, draft, revise, and present their writing and encourage them to refer back to the texts to support their ideas. Assessment tools include a diagnostic measure to identify skill games in foundational reading skills, guidance for the usage of the diagnostic measure, and regular and systematic progress monitoring opportunities. On the online teacher portal, the Assessments tab provides diagnostic, formative, and ongoing assessments with resources for teachers to be able to implement and use with all students.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4k)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	<p><b>Yes</b></p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills support. The Into Reading Alignment Chart provides a detailed sequence of foundational skills which is outlined by the module and week in which they are addressed. The materials are divided into twelve thematic modules and each module consists of three instructional weeks. Each module begins with a Module Opener, which introduces the module’s Essential Question and gives a brief overview of what students will be learning about. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Developing Knowledge and Skills page offers a section that outlines the Foundational Skills that will be addressed in the module and is categorized by phonological awareness, phonics, and high-frequency words. Module 1 begins with the theme centered around the Essential Question: How can making new friends and learning new things help us? Each day, each week throughout the module, foundational skills are provided within the Foundational Skills section centered around this topic. These daily lessons are from 15-30 minutes each day. The Teacher Guides provide an opportunity for the teacher to plan and organize their Week, with each day broken down in detail, with guidance, and with a focus on “introducing the topic, oral language, listening and comprehension, shared reading, word work, and vocabulary.” In Module 2, the topic is My Family, My Community. The Week 1, Lesson 1 Essential Question is: How does everyone in my family and community make them special? Students build knowledge and develop foundational reading, writing, and oral language skills through daily whole- and small-group instruction around this topic and the essential question.</p>
<b>Section III. Additional Criteria of Superior Quality</b>			
<b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres	<b>Required</b> <b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul> <p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p> <p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials include a <b>variety of opportunities</b> 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.<sup>6</sup></p> <p><b>Required *Indicator for grades 3-12 only</b>  <b>6b)</b> The <b>majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and</p>		

<sup>6</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	conventions and drawing on textual evidence to support valid inferences from text.		
	<p><b>Required</b>  <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required</b>  <b>6d) Materials address the grammar and language conventions</b> 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.</p> <ul style="list-style-type: none"> <li>• 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 as a way to develop more complex sentence structure and usage.</li> </ul>		
<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</p>	<p><b>Required</b>  <b>7a) Materials use varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p><b>Required</b>  <b>7b) Materials assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>		
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>		
<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 grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> 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 do not serve as platforms to practice discrete strategies.</p>		
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p><b>Required</b>  <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> 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.).</p>		
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>		

**FINAL EVALUATION**  
*Tier 1 ratings* receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.  
*Tier 2 ratings* receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.  
*Tier 3 ratings* receive a “No” for at least one of the Non-negotiable Criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>7</sup></b>	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			content, language, and writing that is produced by experts in various disciplines. 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 and have been selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence 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 ideas presented in the texts. 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 and support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing depth of word knowledge through

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	<b>Yes</b>	<p>Materials provide a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide grade-appropriate instruction and practice for the basic features of print. Systematic and explicit phonological awareness and phonics instruction are provided. Materials include opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including</p>

<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. There are 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 includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can provide time, attention, and practice with students who need foundational skill supports.
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	5. Range and Volume of Texts		See Edreports Report for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See Edreports Report for more information.
	7. Assessments		See Edreports Report for more information.
	8. Scaffolding and Support		See Edreports Report for more information.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b>			

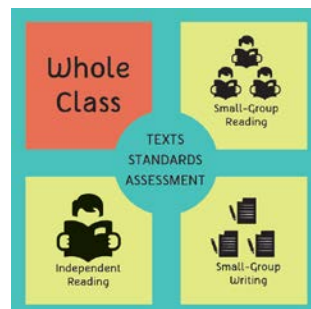
\*As applicable

<sup>9</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



### Qualified for Abbreviated Review<sup>1</sup>

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>2</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>3</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Into Reading**

Grade: **2**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

**Tier 1, Tier 2, Tier 3** Elements of this review:

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

<sup>1</sup> Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://www.edreports.org/reports/overview/into-reading-2020>.

<sup>2</sup> A volume of texts is a collection of texts written about similar topics, themes, or ideas.

<sup>3</sup> A range of texts are texts written at different reading levels.



To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>4</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II<sup>5</sup> and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>4</sup> **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

<sup>5</sup> For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p><b>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</b></p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>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> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for Grade 2, according to the requirements outlined in the standards. The included reading materials provide students opportunities each week to hear complex read-aloud texts and work with a variety of leveled and decodable readers, at varying text complexity levels. The complexity of the texts increases as the units progress. At the beginning of every unit and week, the provided text complexity lists state the quantitative and qualitative measures of each text. For example in Module 3, Week 2, students engage in a read-aloud of <i>Three Hens and a Peacock</i> (590L). Qualitative measures that add to the text’s overall complexity level include: vocabulary, students need to infer meaning, and extensive dialogue among many characters. Also in Week 2, students read a biography titled, <i>Gingerbread for Liberty!</i> (590L), which is considered moderately complex in structure. While understanding the purpose and knowledge demands do rely on some common knowledge, the purpose also must be inferred. In Module 6, Week 1, students engage with the fantasy text titled, <i>Freddy the Frogcaster</i> (850L). The text includes vocabulary that exceeds grade-level</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>expectations, and the students' need for prior knowledge of weather terms support the text's complexity analysis of very complex. Also in Week 2 students listen to an Informational text, <i>The Story of Snow</i> (630L). In Module 9, Week 2, students read the informational text <i>Sea Otter Pups</i> (600L) which is considered moderately complex due to features and graphics that are supplementary and used to enhance student understanding of the content. For example, the photographs and labels help students better understand how the sea otter grows as well as the characteristics of their habitat. Student understanding of the text is not solely dependent on the use of graphics but they do enhance their understanding. Moreover, the subject matter knowledge includes the use of simple and more complicated ideas. For example, in this text, students learn what a sea otter is and where it lives, while also learning the details of how the mother cares for her baby and how the baby grows into an adult. Students also read "At Home in the Wild" to identify features of poetry. While no quantitative analysis is available for the poem, qualitative measures add to the text's overall complexity due to the poem's use of complex language and complex sentence structures that may be unfamiliar to most students.</p>
	<p><b>Required</b>  <b>1b)</b> At least 90% of texts are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted,</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of content, language, and writing that is produced by experts in various disciplines.		<p>representing the quality of content, language, and writing that is produced by experts in various disciplines. The text selection provides many opportunities for students to interact with high-quality texts. Each week, students interact with both read-aloud and decodable texts that are of publishable quality and offer rich opportunities for students to engage in meaningful discourse and academic discussion. The texts are balanced between genres and contain a variety of illustrations and illustrative text that is used as instructional material. The texts are engaging for students and allow students to work towards achieving grade-level content and standards. For example, in Module 3, students read realistic fiction, fantasy, and informational texts. In Week 1, students read <i>Mango, Abuela, and Me</i>, by Newbery Medal winning author Meg Medina, to identify the author’s point of view. In Week 2, students engage in a read-aloud of <i>Three Hens and a Peacock</i>, by children’s book author, Lester L. Laminack, as an introduction to theme as the lesson or moral of a story. In Week 3, students support their writing with the Writing Focal Text, <i>Mr. Tiger Goes Wild</i> by Caldecott Honor, Peter Brown, to explain their response to the Focus Statement which is based on their points of view. In Module 5, Week 1, Lesson 3, <i>Going Places</i>, by Paul and Peter Reynolds, students describe and analyze internal and external character traits and identify</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>features of a fantasy. In Module 7, Week 3, Lesson 12, students read the poem, “Drum, Dream, Girl,” by San Diego Book Award and Claudia Lewis Poetry Award winner, Margarita Engle. The theme of this poem teaches readers that no matter what others tell you or think, you can achieve your dreams. Students also participate in the read-aloud of, <i>The Camping Trip That Changed America</i>, by Caldecott Medal winning author, Barb Rosenstock, to gain a better understanding of how authors use text organization to help the reader better understand informational texts. In Module 10, Week 1, students read the realistic fiction story, <i>Where on Earth is My Bagel?</i> by award-winning authors, Frances and Ginger Park, to identify features of realistic fiction, make inferences, and use text evidence to determine a theme. In Week 3, students participate in a read-aloud of <i>Dreams Around the World</i>, by Takashi Owaki, to identify text features the author uses to provide the reader with additional information while reading.</p>
	<p><b>Required</b>  <b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, 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</li> </ul>	<p><b>Yes</b></p>	<p>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. The materials include 12 modules, each of which are divided into 3 weeks of individual themes. Each week provides a clear and coherent sequence of connected texts and lessons</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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>		<p>that build to the week’s individual goal and to the overall module goal. Each text set addresses the same essential question through a range of texts which allows for the common topic to be viewed in differing perspectives. Throughout the day’s individual lessons, students have the opportunity to read, write, speak, and practice language skills. For example, Module 6 texts are centered around the Essential Question: How does weather affect us? In this module, students learn that weather changes from day to day and also from season to season. Students explore types of weather by reading both fiction and nonfiction texts while engaging in reading, writing, listening, speaking, and language acquisition activities. In Week 1, students first review the genre and preview text features such as maps, graphs, and icons, before reading the informational text, <i>Weather Through the Seasons</i>. As they read, students annotate the text in their eBook. Then, partners use the Think-Pair-Share routine to discuss their ideas and share with a small group. Next, in Lesson 2, teachers and students engage with the fantasy read-aloud, <i>Freddy the Frogcaster</i>. In this story, students learn about different kinds of weather and find out Freddy’s favorite kind of weather. Following the read-aloud, students discuss the kind of weather that makes them happy. They also draw and write about their ideas using details from the book. Partners then share and compare</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their work. In Week 2, students read the informational text, <i>Get Ready for Weather</i>. Students read and annotate the text looking for main ideas and supporting details along with participating in discussions as they learn to build on their partner’s comments and ask and answer questions orally and in writing. Finally, they compare and contrast this text with <i>Wild Weather</i> that was studied in Week 1. In the last week of the module, Week 3, students read “Whatever the Weather,” a poetry text illustrating the uniqueness of each kind of weather such as clouds and rain. Students ask and answer questions as they read and write their own poem about their favorite kind of weather. Then, students view and discuss the cause and effect concepts in the video, <i>Rain Cloud in a Jar</i>. Evidence, such as images and details from the video, is used to support their responses. In Module 8, texts support student understanding of the Essential Question: What do plants need to live and grow? As students interact with the materials in this module, they build knowledge and understanding of this topic. Students engage with the read-aloud of the informational text, <i>From Seed to Pine Tree</i>, in Week 1. As they read, students are exposed to content vocabulary, Big Idea Words, in order to build vocabulary knowledge and knowledge that supports students’ understanding of the theme which include: fertilize, germinate, and survive. While reading, the teacher is directed to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>stop and ask questions and has students locate information using text features. Finally, students write a paragraph describing what happens to one of the seeds that fall from a pinecone. Students use details from the book to explain how the seed grows into a pine tree. Then students share and compare their paragraph with a partner and discuss how the seed becomes an adult pine tree. In Week 2, students read <i>Jack and the Beanstalk</i> and <i>Jackie and the Beanstalk</i>. After reading, students make text-to-text connections by comparing the different versions of the story. In Week 3, students continue to focus on plants, as they read <i>Don't Touch Me</i>. As students read, they gain an understanding that some plants are dangerous and the ways in which plants protect and defend themselves. In Lesson 15, students "Wrap Up the Topic" by reflecting on the plants module. The teacher displays the module's Knowledge Map and students share what they learned as they point out the parts of the map that relate to their topic. Next, students discuss similarities and differences between the texts and how they approach the same topic. Finally, students synthesize information by revisiting the Essential Question and completing pages in their Teaching Pal. Students choose an activity as a means to demonstrate what they learned from module texts such as writing about what plants need to grow or writing a poem about how a plant grows.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Texts within the unit of study are specifically selected for repeated readings, with each reading having its own specific purpose which is discussed prior to the reading. For example, in Module 1, Lesson 6, students read the fantasy text, <i>Spoon</i> and annotate in their eBook for the first time. Then, students discuss the kinds of characters, settings, and events by rereading and finding details from the text. Students also practice monitoring if something doesn't make sense to them as they read. If not, they learn to clarify by rereading the part of the text they don't understand, along with other strategies. In Lesson 7, students reread the text again to identify the kind of text they are reading and explain the author's purpose. Lastly, students make a choice of their favorite character in the text and write about why they made this choice by rereading to find evidence from the story. In Module 4, Week 2, Lesson 7, students read the text titled, <i>A Crow, a Lion, and a Mouse! Oh, My!</i> to build a deeper understanding of lessons we can learn from characters. After reading, students work with a partner to answer questions about the story. Students reread the text to find details that create a mental picture which is then described to their partner. Students reread again to find details from the text and pictures that help</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>them explain as they write about the lesson that can be learned from this text. In Lesson 8, students read the text again to focus on the elements of drama. In Step 3, of the lesson, Engage and Respond, students “look back at the selection to describe how Lion feels after Mouse helps him.” In Module 10, Week 1, Lesson 3, students review vocabulary in preparation for reading the realistic fiction text, <i>Where on Earth is My Bagel?</i> Upon their first reading, students annotate the text and make inferences. Partners then work together to answer questions requiring them to reread and scan the text for supporting evidence. Students read the text again the following day in Lesson 4 and explore the theme of the story. In Step 2 of the lesson, the teacher leads a Targeted Close Read of the text and guides students to “apply the theme skill” to the text. Students refer to the questions in their Teaching Pal to help them discuss. In Step 3, students reread the text again and retell, through writing, the story in sequence from the pigeon’s point of view.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. 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</p>	<p><b>Required</b>  <b>2a) A majority of questions in the materials are text dependent and text specific;</b> student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions are built into lessons, tasks, and writing prompts that demand students to have an understanding of the text as well as be able to reference the text explicitly. Each module and weekly plan is built around a specific guided question that allows students to</p>

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<p>meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>build knowledge toward answering these questions. Students respond to dependent and/or text-specific questions during multiple sections of daily lessons including the read-alouds, shared readings, and group or partner discussions. For example, in Module 2, Week 1, Lesson 3, students read the informational text, <i>Many Kinds of Matter</i>. Following this, students use the information they learned in the text to respond to this discussion prompt: “Compare the three kinds of matter. How are solids, liquids, and gasses the same? How are they different?” Students then write to respond to the dependent question, “How does a snowman change as it melts? Use details from the words and pictures in <i>Many Kinds of Matter</i> to explain your ideas.” In Module 5, Week 1, students read <i>Going Places</i> and complete the Turn and Talk routine to discuss the text with a partner. First, students use details from the text to support their answers to the following questions, “Why do the kids laugh when they first see Rafael and Maya’s vehicle?” “How do their feelings change after the race?” and “What do you think Rafael learns from this experience?” Then, students “write a Victory Speech that Maya and Rafael could have given after the race.” In Module 4, students read the fantasy text, <i>The Wind and the Sun</i>. As they read, students annotate the text and answer text-specific questions such as, “How is the setting an important part of this drama?” In</p>



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			<p>this module, students also read a fantasy text titled, <i>The Best View</i>. Following the reading, students respond to the text-dependent writing prompt, “What lesson does Hal learn? Use details from the text to explain the answer.”</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. For example, in Module 3, Week 1, Lesson 1, students read informational texts such as, <i>Meet Me in the Middle</i> and <i>Working with Others</i>, in Lesson 7, to find the central idea of informational texts (RL.2.2) and to make and confirm predictions. In Lessons 3 and 4, students read <i>Big Red Lollipop</i> to monitor their reading and to clarify things they don’t understand while looking for the author’s and character’s point of view (RL.2.6). Also in Week 3, students read <i>Pepita and the Bully</i> to practice retelling the story and use the elements found in the text to analyze the theme in this genre of text (SL.2.2 and RL.2.2). Students also write to explain their point of view on an issue as they engage in the steps of the writing process that include brainstorming, planning, drafting, revising with peer and teacher conferencing, editing, and publishing their final drafts (W.2.2). In Module 7, In Week 1, Lesson 1, students develop an understanding that authors use text features to help readers understand</p>

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			<p>information and that different features have different meanings (RL.2.7). Students explore how authors use punctuation as clues for the reader as well. Students read <i>I am Helen Keller</i>, annotating the story in their myBook as they pay close attention to text features and punctuation. Students also review the Essential Question: How do our experiences shape our lives? and read <i>Get to Know Biographies</i> to “see if the writer’s opinion about biographies and the information he included can help them answer the question.” (RL.2.7). In Module 9, students learn about opinion writing and the author’s purpose. Students read the text titled, <i>The Best Habitat for Me</i>. While reading, the teacher guides student learning through questioning as students annotate the text while determining the author’s purpose for writing (RI.2.6). Later in the week students read <i>Wolves to the Rescue!</i> Then students answer the question, “Do you think bringing wolves back to Yellowstone was a good idea?” Students use details from the text and pictures to explain their opinion (RI.2.1).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. 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</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> 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 ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>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 ideas presented in the texts. Throughout the modules, weeks, and lessons, students engage with complex texts, answer questions, and complete tasks</p>

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<p>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>in order to build understanding from the texts. Texts within each module are connected to one another as they support students in building a foundation of knowledge while simultaneously strengthening their reading skills. Questions are sequenced coherently to allow students the opportunity to build their knowledge and skills as they analyze texts to deepen understanding. For example, in Module 4, students engage with texts, questions, and tasks that build knowledge about storytelling. At the beginning and at the end of the module, a Knowledge Map is read, explained, and discussed showing the big ideas that are developed in this study and visually shows how they are all connected. After reading each text in this sequence, students revisit the Knowledge Map to track and discuss their learning. To begin in Week 1, students use their myBook to read the procedural text, <i>A Recipe for a Fairy Tale</i>. During reading, students stop and answer questions as the teacher guides them to notice text organization and elements that must be included in fairy tales and stories. Following reading, students discuss the text with their partner to answer the Essential Question: What can we learn from characters? In Week 2, students read a drama titled, <i>A Crow, A Lion, A Mouse, Oh My!</i> After reading, students write a thank you note from the Lion to the Mouse considering the details and lesson found in the text. Next, students read <i>The Wind and</i></p>

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			<p><i>the Sun</i> and write to describe the events in order from the character's point of view. Students engage in discussion before, during, and after reading the texts in this module, allowing continued exploration of the elements of a story such as characters, setting, plot, and dialogue. At the end of the module, students again visit the Knowledge Map to recall the texts that apply to the topic and recap what they have learned. Students also revisit and discuss the Essential Question. Additionally, students synthesize the information they learned about storytelling in this unit by choosing an activity such as making a story catalog of things fairy tales or stories need to have, or by writing their own fable or fairy tale, using a life lesson. In Module 9, students engage with texts that focus on animal habitats and the essential question, "How do living things in a habitat depend on each other?" Students read multiple texts throughout the module, answer questions, and complete tasks relating to the topic of animal habitats. In this module, students listen to an audio about ocean habitats to build knowledge and then read the book, <i>Sea Otter Pup</i>. After reading the text, students compare the animal habitats in this text to another text titled, <i>The Long, Long Journey</i> in order to determine how the habitats meet the animal's needs. Next, students read, <i>Life in a Desert Habitat</i>, and answer the question, "How do animals in a habitat protect themselves?" Finally, students write about</p>

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			<p>how plants and animals in a desert depend on each other. Students include details and words learned from the text. At the end of the module, students choose an animal habitat they read about and imagine that the whole world is made up of that habitat. Then write about how it would change the way people and animals lived, including details that were learned from the text.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>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. Grade-level complex texts are used to answer questions and complete tasks that require students to read about real-world topics, think, speak, and write about different genres, listen and collaborate in discussions and inquiry, and express and support their ideas using textual evidence. For example, Module 3 is focused around the Essential Question: How can people work out disagreements? In Lesson 3, students engage with the realistic fiction text, <i>Big Red Lollipop</i>. After reading the story, students use the Turn and Talk routine to answer questions about the text. Students discuss how using what they know about birthday parties helped them understand the events of the story. In addition, students discuss why they think the character, Rubina, acted the way she did and what it tells them about Rubina. Next, students write a journal entry in their eBook. Students write how they think the story</p>

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			<p>would be different if a different character was telling it. Later in the module, students read the text, <i>Working with Others</i>. Students talk with a partner to make and confirm predictions they made while reading the text. In addition, they discuss why it is a good idea to make sure that everyone has a chance to speak when solving a conflict. Next, students will write about how to solve a conflict and are required to use details from the text to support their answer. In Module 6, students are introduced to the Essential Question: How does weather affect us? Students use the Visual Knowledge Map to connect their learning which includes ideas about the kinds of weather, forecasts, and seasons. In Lesson 1, prior to engaging in guided reading with the informational text, <i>Weather through the Seasons</i>, students review text features such as graphs, maps, and icons. During the reading, students write and annotate the text in their eBook. Following the reading, students participate in the discussion routine, Think-Pair-Share, with a partner to discuss the Essential Question using text evidence. Students speak clearly and slowly when expressing their ideas and actively listen by slowly nodding their heads as they understand their partner's ideas. Then, in Week 2, students read and write to annotate the fantasy story titled, <i>Cloudette</i>. Along with learning about what a cloud is and its role in the weather, students also learn about the character's point of view a story can be</p>

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			<p>written from. After reading this text, students engage in the discussion routine as they find the point of view. Students extend the story to write about the character Cloudett’s next adventure. In Week 3, students read the poem, <i>Whatever the Weather</i>. Through guided reading and a discussion activity, students learn about the kinds of weather in our world and also explore and enjoy the features of poetry such as descriptive and figurative language. Students write their own poem about a kind of weather they learned about in the text. Module 9 texts and tasks are centered around the Essential Question: How do living things in a habitat depend on each other? In Week 1, Lesson 1, students engage in a shared reading of “The Best Habitat for Me” with a focus on the author’s use of persuasive language in the text. Then, students read the text independently to “find out what the red panda thinks about its habitat and the reasons that support the opinion.” Students return to the text to identify information in the text that supports their response to the Essential Question. Students then work in pairs to use the Think-Pair-Share routine to discuss their ideas.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language, such as 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</p>

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	<p>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>relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. At the beginning of Module 1, students view the Knowledge Map which introduces the big ideas and vocabulary that will be learned through the texts and activities in this module, including citizenship, community, making a difference, and words such as “help” and “care.” Next, students access their prior knowledge and brainstorm words they associate with citizenship, and start to create their own word web they will add to as they learn new vocabulary throughout the module. Next students view <i>Get Curious Video: Super Citizen</i> which uses new vocabulary words they are learning. The new words are then explicitly taught with the vocabulary routine and cards and include citizen, difference, and kind. In the vocabulary routine, the teacher says the word, and students repeat it multiple times and in varied contexts. For example, the meaning of the word is given, and multiple examples that demonstrate this meaning. In their student books, they then write what they know about each word including synonyms, antonyms, and a drawing to express the meaning. Other tasks that allow students to focus on advancing the depth of word knowledge are found in Module 1, Week 1. Students read the personal narrative, <i>We Are Super Citizens</i> and the fantasy text, <i>Clark the Shark</i>, which uses the words they learn this week in</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>context. English Learner support and support for all students is provided through discussion frames that can be visually shown and used when learning about the new words. For example, “At school, a good citizen ____ and ____.” The materials also recommend asking open-ended questions to scaffold student understanding of a word such as “Who is the best citizen you know? Why do you think so?” In Module 4, Once Upon a Time, Week 1, Lesson 1, students begin building their knowledge about how they can learn from characters in stories through the use of a Module 4 Knowledge Map. Next, students view the video “Get Curious: Ever After” which includes the lesson’s vocabulary words. They write what they know about each word, draw a picture of the word, and record synonyms and antonyms for each word. Then, in Lesson 2 students read the text, <i>Goldilocks and the Three Dinosaurs</i>. During the reading, students learn more vocabulary words referred to as “Power Words.” The teacher uses the I Do, We Do, You Do routine for students to learn the meaning and context of each word. The teacher says the word, explains the meaning of the word in a student-friendly meaning, and then provides examples from the text. Students then make connections between each word’s meaning and how it can be used in their own lives. Finally, students complete independent practice by working with a partner to complete activities that advance</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the depth of knowledge for the students in varied contexts. For example, students write to tell about a person who is “traipsing” around different places.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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.</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><b>Required *Indicator for grades K-5 only</b></p> <p><b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p><b>Yes</b></p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. The Into Reading Alignment Chart shows foundational skills instruction progression as part of the lessons, every module, and every day. Foundational Lessons include phonological awareness, phonics and word recognition, spelling, vocabulary, and fluency. For example, students are provided multiple opportunities in Module 1 with phonemic awareness practice and phonics instruction by reviewing short vowels with a CVC pattern. The phonics skill and spelling focus for Module 1, Week 1 is consonants and short <i>a</i> and <i>i</i>. For independent practice, students write rhyming words or word families with short <i>a</i> or <i>i</i>. The phonemic awareness lesson focuses on blending. During small groups, students read <i>Kim and Dan</i> to reinforce the phonics skills. In addition, the story will be reread throughout the week and will be used to assess student fluency accuracy and self-correction. The teacher also uses the text to lead the class in choral reading. By Module 3, Lesson 13,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students complete a phonological awareness lesson consisting of segmenting and counting syllables. This lesson also includes phonics instructions where students learn to read and spell words with the prefixes un- and re-. Additionally, students develop their reading fluency by practicing reading with expression to support comprehension. Also, in Module 7, Lesson 3, students read <i>The Big Store</i>, in small groups and practice reading with accuracy and appropriate intonation. Materials include a Foundational Skills Toolbox, lesson slides for grades kindergarten through grade 3, which include: Word Study Studio, Phonics Interactive Practice, Anchor Charts, Alphabet and Spelling Cards, and printable material for independent practice, providing a bank of instruction and practice to use according to students' needs. For example, in The Foundational Skills and Word Study Studio, a multitude of interactive phonics practice activities are found supporting foundational skills development. One such activity is titled, "Fill in the Space: r-Controlled Vowel Syllables." In this activity, students practice the foundational skills to recognize and read grade-appropriate irregularly spelled words and to know and apply grade-level phonics and word analysis skills in decoding words.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide grade-appropriate instruction and practice for the basic <b>features of print</b> (e.g., naming letters, spoken words are represented by specific sequences of letters, sentences are broken into words).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	Not applicable for this grade level.
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	Yes	<p>Materials provide systematic and explicit phonics instruction. The phonics instruction progresses appropriately as the students move through the lessons in the modules. Throughout the modules, students learn to correlate sounds to letters or groups of letters in an alphabetic writing system. A complete list of the systematic phonics instruction plan can be found on the, Into Reading Alignment Chart: Foundational Skills. For example beginning in Module 1, students review phonics skills from Grade 1, including the consonants, short vowels in a CVS pattern, and the soft sounds of the letters c and g. In Module 3, students work with reading and writing words with closed syllables, double and final consonants, and consonant digraphs. Lessons are structured to explicitly implement the phonics instruction with the I do, We do, You do method. For example, in Module 5, Lesson 2, the teacher displays the word soap and uses the continuous blending routine to model blending the word with the long o pattern, using the letter cards s, oa, and p.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Next, students read rows of words with long <i>o</i> and identify what is similar and different about the words. The teacher guides students to ensure they notice the long and short syllable vowel patterns. Students then take turns blending the words and the class reads the words together. Finally, on their own, students write sentences using two words from the blending practice.</p> <p>Additionally, in small groups, instruction and practice continues, and student progress is monitored. The phonics skills become increasingly more complex as the modules progress. For example, in Module 8, students learn how to read and write multisyllabic words with the vowel pattern <i>oo</i> as well as words with the vowel teams <i>ou</i>, <i>ow</i>, and <i>ew</i>. During this explicit instruction, the teacher continues to use the I Do, We Do, You Do method. First, the teacher displays the sound/spelling card for <i>/oo/</i>. The teacher writes and reads the word moon. Then these steps are repeated for the sounds <i>/ou/</i>, <i>/ew/</i>, <i>/ow/</i>, and the words soup, blue, and chew. For the We Do It portion of instruction, students blend the words noon, who, glue, and youth with the teacher. Finally, students complete independent practice during the “You Do It” portion of the explicit instruction. During this time, students read words with the vowel pattern <i>/oo/</i>. By Module 12, students read and write words with multisyllabic words with final stable syllables such as -tion</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques.</b></p>	<p><b>Yes</b></p>	<p>for example, and spelling words with the Vce pattern.</p> <p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Each module has a list of high-frequency words that engage students throughout the module. Students read and write these words during spelling, phonics instructions, reading, literacy centers, writing, and independent practice. For example, in Module 3, students work with the high-frequency words: hand, kept, king, land, long, sing, thing, think, wish. Students engage with these words during the reading of the week’s text. In Lesson 1, teachers use the High-Frequency Routine to introduce the week’s words. During the routine, students see the word, say the word, spell the word, and then write and check the word. In Lesson 2, students use the words in a sentence and then draw a picture to illustrate the sentence. Next, students work with a partner to guess which word they illustrated. During literacy centers, students have the opportunity to find a picture in a magazine that reminds them of a high-frequency word and then writes a caption or label containing the high-frequency word. In Module 9, Lesson 1, the teacher engages students in the high-frequency words routine for: everyone, some, maybe, without, and nothing. Students see the word visually, say the word so they hear it, and spell the word while</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>pointing to the letters, and then students write the words. The routine provides students with the opportunity to engage in multisensory learning. Students practice reading, spelling, and writing these high-frequency words all week in different and engaging ways throughout the lessons. For example, in Lesson 2, students play a version of Tic-Tac-Toe with the words. Also, in Lesson 3, students participate in a Chant and Cheer where one student leads the spelling of the word and the others follow, such as "Give me a s" "S". ...what's that spell? "Some!" In Lesson 4, students play a Question and Answer game with the words. To prepare, students cut out word cards and place them face down. Students then take turns to flip a card over and ask their partner a question using the word. The partner answers the question and keeps the card for a point. By the last day of the week, students pick the practice or game they liked best to review the high-frequency words they learned this week.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p><b>Yes</b></p>	<p>Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Each instructional week includes decodable texts within the lessons that connect to the week's targeted foundational skills. For example, in Module 2, Week 1 focuses on long vowels <i>o</i>, <i>e</i>, and <i>u</i> with the CV or VCe</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>spelling pattern. To begin, the teacher reminds students that vowels can represent both short and long sounds. Students then practice identifying different vowel sounds in words spoken aloud. The teacher says a word with a short vowel sound. Students listen to the words, repeat the word, state the vowel sound, and name the vowel. Then, students change the short vowel sound to a long vowel sound to make a new word. Words in the activity include: hop/hope, not/note, cub/cube, rod/rode, and tub/tube. The teacher then introduces the Sound/Spelling Card for long <i>o</i>, ocean and explains the CV and CVe spellings for the long <i>o</i> vowel sound. This process is repeated for vowels <i>e</i>, eagle and <i>u</i>, uniform. To review and reinforce blending and decoding words with long <i>o</i>, <i>e</i>, and <i>u</i> words with CV and VCe patterns, students read the decodable text, "The Lone Cat." In Module 9, Week 2, Lesson 6, students focus on three-letter blends: <i>scr</i>, <i>spl</i>, <i>spr</i>, and <i>str</i>. After viewing the Sound/Spelling Cards for each, students then practice blending words independently. As the lesson progresses words become more complex such as: unscrew, prescreen, restring, and unthread. Skills are reinforced during small group as students read the decodable text "It is Spring." In Module 10, Week 1, Lesson 1, students read the decodable text "A Shell for Fizz." While reading students focus on intonation to improve reading fluency. After reading, the teacher asks comprehension</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>questions. Then, in the Make Minutes Count section, the teacher uses the text to connect to phonics, spelling, and handwriting skills. For example, the text connects to phonics skills by using letter cards to have students blend and read words. Then prefixes and suffixes are added to the word to create new words, such as lead, which students read from the text. The prefix mis- is added to the word to create, mislead. This process is repeated as students read and create new words.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or 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 <b>rate, expressiveness, and accuracy.</b></p>	<p><b>Yes</b></p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Explicit fluency instruction is found weekly in the lessons and continued practice is implemented in daily reading. For example, in Module 2, Lesson 3, the fluency lesson, focuses on phrasing where readers group words together that make sense. With the text, “The Lone Cat,” from the Start Right Reader, the teacher models using punctuation as clues to know which words go together. Students read along, tracking the words as the teacher reads, paying attention to phrasing. Then, students complete a choral reading of the text using appropriate phrasing and the teacher gives immediate feedback. As they read, students stop to explain how they used the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>punctuation to know how to group words together while reading. Following the teacher modeling and the guided practice together, students now partner to read selected pages from <i>Many Kinds of Matter</i> in their myBook, two or three times. Partners try to improve their phrasing with each reading by giving each other feedback. In Module 4, Lesson 8, students engage in a fluency lesson to read with accuracy and self-correct as needed. First, the teacher models by reading and intentionally misreading some of the words in pages of the text <i>Tess and Joy Sets Sail</i> in the Smart Start Reader. Students follow along by tracking the words and pay attention to if the words are being read accurately. The teacher thinks aloud to demonstrate how to ask questions such as “Did this make sense?” or “Did that sound right?” Next, the students read other pages in this text with a partner. After reading they help each find words that were difficult and reread them correctly. Module 9, Week 1, the fluency focus is phrasing. The teacher reminds students that good readers chunk their words instead of reading word by word to make their reading sound more natural. Then, students chorally read with decodable text “The Red Car” with the teacher with natural phrasing. Next, students silently read and then chorally read each page of the text pausing for a comprehension question asked by the teacher. Next, during the Read Aloud, the teacher models fluency while reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<i>Nature's Patchwork Quilt</i> . Additionally, students practice fluency during literacy centers through Reader's Theater, Reading Remake, or in the Reading Corner.
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4h)</b> Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	Yes	<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Students engage in a fluency lesson every week throughout all twelve modules. During these lessons, students are explicitly taught a fluency skill with the I Do, We Do, You Do method and then have the opportunity to practice the skill independently. For example, in Module 2, Lesson 13, students engage in a fluency lesson where they read an on-level text for accuracy. Students also learn to use the context to self-correct as they read. The teacher uses the text, "Not Yet" from the Start Right Reader to model reading and incorrectly reading some words. The teacher thinks aloud "Does this make sense?" and self-corrects. Students read along, tracking the words as the teacher reads, paying attention to whether or not the words are accurate and if they make sense. Next, students reread the text with a partner, giving each other feedback and helping each other use the context and self-correct as they read. The partners then read "Puddle Puzzle" to practice rereading and self-correcting when the context doesn't make sense to improve reading accuracy. In Module 9, Week 1, Lesson 3, students work on the fluency skill appropriate phrasing.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>First, the teacher explains that good readers read longer sentences in shorter chunks that make sense. Students use the text, “The Red Car” from the Start Right Reader to practice appropriate phrasing. For the I Do part of the lesson, the teacher reads the first page in a monotone, one word at a time. Next, the teacher reads the same page pausing briefly at the end of each phrase and at punctuation. Finally, students discuss which way is easier to understand and sounds more natural. For the We Do portion of the lesson, students chorally read with the teacher and then partner read. Finally, for the You Do portion of the lesson, students reread “The Red Car” two or three times, trying to improve their phrasing each time. Following this lesson, students have opportunities to practice this fluency skill during whole-group and small-group instruction and in literacy centers.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4i) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>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, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. Instruction and practice are found in the Word Study practice of each daily lesson. The Into Reading Alignment Chart lists the instructional plans for the letter/sound and syllable pattern that is studied in each module. For example, in Module 5, Week 3, students pronounce, decode, spell, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		<p>write words with suffixes -ful and -less. In Module 7, Week 2, Word Work, focuses on r-controlled vowels for phonics and spelling. Phonemic awareness focuses on isolating phonemes and identifying vowels. In Module 8, students learn and practice words involving the spelling and sound patterns <i>oi</i> and <i>oy</i>. In Module 10, Week 1, Word Work, focuses on the prefix mis- in phonics, spelling focuses on inflections -ed, -ing. Phonological awareness focuses on segmenting and counting syllables. In Module 12 words with -tion and -ture are the focus of this week's sound patterns as well as segmenting and blending multisyllabic words. Spelling is incorporated in the lessons. The spelling pattern for the week correlates with the phonics pattern students are learning. Spelling words are introduced on Monday and assessed on Friday, with practice throughout the week in the Word Work Literacy Centers. For example, in Module 2, Week 1, students read and spell words with the long <i>o</i> and <i>u</i> vowel sounds.</p>
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4j)</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 includes attention to invented spelling as appropriate for its diagnostic value.</p>	<p><b>Yes</b></p>	<p>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 includes attention to invented spelling in students' writing as appropriate for its diagnostic value. There are assessments and progress monitoring provided for each week of each module. Ongoing daily formative</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>assessment is embedded into the lessons of each module and weekly formative assessments to determine support students may need in reading comprehension and vocabulary, and writing skills including grammar. A larger assessment at the end of each module is also provided in the materials assessing student understanding of these key areas of learning. In addition, there is a performance based assessment included. Students synthesize what they have learned during the module by completing a culminating activity. A Guided Reading Benchmark Assessment Kit is available to teachers to use with level readers and oral reading records, on an ongoing basis, to assess students' reading skills. Additionally, a screening assessment at the beginning of the Grade 2 year is completed with students to assess their ability to identify words and to assess their oral reading fluency. Diagnostic assessments are available to get further information and assist in pinpointing what area the struggling reader is in need of support in. The diagnostic assesses print concepts, phonological awareness, and letter-sound correspondence. Finally, the materials provide progress monitoring assessments for oral reading fluency which can be used every two weeks or as needed.</p>
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4k)</b> Foundational Skill materials are <b>abundant and easily implemented</b> so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>	<p><b>Yes</b></p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>support. The Into Reading Alignment Chart provides a detailed sequence of foundational skills which is outlined by the module and week in which they are addressed. Materials are divided into twelve thematic modules and each module is divided into three weeks. Each week is divided into five lessons. At the beginning of each module, teachers have a Developing Knowledge and Skills page in their Teacher’s Guide that shows a snapshot of the modules covered skills. At the beginning of each week, there is an Essential Skills page that lists the essential question of the week, the foundational skills that will be taught, vocabulary including power words and the week’s vocabulary strategy, and skills for the Reading Workshop and Writing Workshop. Furthermore, the Week at a Glance page provides teachers with details about how these skills will be broken down into each lesson and paired with the text. Each lesson in the materials has a labeled page or tab for the foundational skills being taught and practiced with detailed and clear directions for the teachers to easily implement with the students. For example, in Module 5, “Lead the Way,” Week 1, teachers are provided the following pages in the Teachers’ Guide: Essential Skills, Week at a Glance, Preview Lesson Texts, and Literacy Centers. Additionally inside Lesson 1, pages or tabs are provided to introduce the Lesson topic with a Knowledge Map. Students build background information with Active</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Viewing. Lesson One has a Word Work Warmup page with a Phonemic Awareness Lesson that teaches students to isolate phonemes to identify vowels. The next pages show the phonics and spelling lesson teaching phonics long o patterns.
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. 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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (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> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		See EdReports for more information.
	<p><b>Required</b> <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>		
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>		
<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</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> 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</p>		



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>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.<sup>6</sup></p>		
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b) The majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p><b>Required</b>  <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		
	<p><b>Required</b>  <b>6d) Materials address the grammar and language</b> 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.</p> <ul style="list-style-type: none"> <li>• 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 as a way to develop more complex sentence structure and usage.</li> </ul>		

<sup>6</sup> Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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 type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p><b>Required</b> <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		
	<p><b>Required</b> <b>7c)</b> Aligned <b>rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		
	<p><b>Required</b> <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>		
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>		
<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 grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p><b>Required</b> <b>8b)</b> Materials <b>do not confuse or substitute</b> 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 do not serve as platforms to practice discrete strategies.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>		
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).</p>		
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>		
	<p><b>Required</b>  <b>8f)</b> Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> 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.).</p>		
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>		

**FINAL EVALUATION**

*Tier 1 ratings* receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.  
*Tier 2 ratings* receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.  
*Tier 3 ratings* receive a “No” for at least one of the Non-negotiable Criteria.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>7</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. 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 and have been selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections

<sup>7</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. 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 and support students in examining the language critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice and engaging students with multiple repetitions of words in varied contexts.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>8</sup></b>	4. Foundational Skills	<b>Yes</b>	Materials provide a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Systematic and explicit phonics instruction are provided. Materials include opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding

<sup>8</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. 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, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding the sound symbol relationships of English. There are 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 includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can provide time, attention, and practice with students who need foundational skill supports.</p>
<b>III. Additional Criteria of Superior Quality<sup>9</sup></b>	5. Range and Volume of Texts		See Edreports Report for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See Edreports Report for more information.
	7. Assessments		See Edreports Report for more information.

<sup>9</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8. Scaffolding and Support		See Edreports Report for more information.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b>			

\*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 [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in ECE and grades K-5.



Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.