

ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

Grade 2

SECTION I

Alignment to Shifts

*Materials must meet **100%** of the indicators in Section I.*

The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.

Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Yes	No	Evidence/Notes
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Yes	No	Evidence/Notes
d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.			
e. Texts used for shared reading are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.			
f. Text plays a central role in the literacy block.			

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g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Yes	No	Evidence/Notes
h. Text-dependent questions: <ul style="list-style-type: none"> Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.			
Additional comments on the three instructional shifts within the materials:			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes were marked <u>"Yes"</u> and no boxes were marked <u>"No"</u> in Section I. <u>If any "No" boxes are marked, then this program does not pass.</u>	Yes	No	

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SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

FOUNDATIONAL LITERACY STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable			
Standard 2 Category Phonemic Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable			

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<p>Standard 3</p> <p>Category Phonics and Word Recognition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. g. Decode grade-level texts with purpose and understanding. 			
<p>Standard 4</p> <p>Category Word Composition</p> <p>Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>	<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-<i>r</i> combinations, contractions, homophones, plurals, and possessives. b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing <i>y</i> to <i>i</i>. d. Write most common, frequently used words and most irregular words. 			

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	<ul style="list-style-type: none"> e. Consult reference materials, including beginning dictionaries, to check and correct spelling. f. Print legibly in manuscript; write many upper and lowercase letters in cursive. 			
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 			
Standard 6 Category Sentence Composition Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. <ul style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Use common coordinating conjunctions. g. Produce, expand, and rearrange simple and compound sentences. h. Capitalize holidays, product names, and geographic names. i. Use commas in the greeting and closing of a letter. 			

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	<ul style="list-style-type: none"> j. Use an apostrophe to form contractions and frequently occurring possessives. k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. 			
<p>Standard 7</p> <p>Category Vocabulary Acquisition</p> <p>Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use.</p> <ul style="list-style-type: none"> i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words. <p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to,</p>			

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	and responding to texts, including using adjectives and adverbs to describe.			
READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
	Informational Text: 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
	Informational Text: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.			
	Informational Text: 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.			

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Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.			
	Informational Text: 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.			
	Informational Text: 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 2.RL.CS.6 Determine when characters have different points of view.			
	Informational Text: 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.			

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Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
	Informational Text: 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable			
	Informational Text: 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.			
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.			
	Informational Text: 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.			

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Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 2.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed.			
	Informational Text: 2.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed.			
SPEAKING AND LISTENING STANDARDS		Yes	No	Evidence/Notes
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			

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Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.			

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Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
WRITING STANDARDS		Yes	No	Evidence/Notes
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.			
Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the	2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.			

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effective selection, organization, and analysis of content.				
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	2.W.TTP.3 Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.			

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Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.			
Standard 9 Category	Not applicable			

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Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.			
Additional comments on Section II: Standards:				
Alignment with Section II: ELA Standards. This means that <u>no more than 4</u> boxes were marked "No" in Section II. <u>If more than 4</u> "No" boxes are marked, then this program does <u>not</u> pass.		Yes	No	

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SECTION III

High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks

Materials meet **at least 80%** of indicators in Section III.

Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.

Indicator	Yes	No	Evidence/Notes
a. Units are built around a concept or topic and include essential questions and enduring understandings.			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.			
d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.			
f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.			
g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.			
i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.			
j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.			

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k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.			
l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).			
n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).			
o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.			
p. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.			
q. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.			
r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.			
Additional comments about high-quality instruction within the materials:			
Materials meet at least 80% alignment with Section III: High-Quality instruction?	Yes	No	

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This means no more than 3 indicators were marked **"No"** in Section III. If more than 3
"No" boxes are marked, then this program does not pass.



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Section IV: Foundational Skills

*Materials meet at least **80%** of indicators in Section IV.*

The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.

Indicator	Meets Expectations?		Evidence/Notes
	Yes	No	
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.			
d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.			
e. Effective reading fluency instruction includes the following: <ul style="list-style-type: none"> Evidence-based teaching strategies and varied practice opportunities; Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and Use of different text types. 			
f. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.			
g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.			
Additional comments about foundational skills within the materials:			

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Materials meet at least 80% alignment with Section IV: Foundational Skills?	Yes	No	
This means that <u>no more than 2</u> boxes were marked “No” in Section IV. <u>If more than 2 “No”</u> boxes are marked, then this program does <u>not</u> pass			

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SECTION IV: Additional Components

These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.

Teacher Support	Yes	No	Evidence/Notes
a. Teacher-facing materials (e.g., teacher's edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.			
Monitoring Student Progress			
k. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.			

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m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.			
Organization			
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.			
p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.			
q. Program components, lesson plans, and the relationships among the parts are clear.			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.			
s. Each lesson contains a list of required materials.			
t. Lessons, chapters, and units contain estimated instructional times.			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.			
x. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.			
Additional Comments about Section V: Additional Components			