

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

Title: Into Reading
Grade: G01400

Reviewer	Section I	Section II	Section III	Section IV	Overall
83	Pass	Pass	Pass	Pass	
146	Pass	Pass	Pass	Pass	
142	Pass	Fail	Pass	Pass	
145	Fail	Pass	Pass	Pass	
147	Fail	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01400

Title Name:Into Reading

Original Reviews Submitted:5

ISBN:9780358006831

Publisher:Houghton Mifflin Harcourt

Reviewers:83, 146, 142, 145, 147

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.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	83	Yes	0			
	146	Yes	Texts build knowledge around personal experiences, using your senses, facing challenges, goals, the arts, natural wonders, traditional tales, food and nutrition, conservation, communication, and a final look at nonfiction and literary texts.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	83	Yes	0			
	146	Yes	Materials do provide direct and contextual instruction. A suggestion to strengthen this shift would be to instruct teachers to go back into the text and read the vocabulary word in context. Also, it would be helpful to add a check for understanding within the routine.			
	142	Yes	0			
	145	No	This indicator is not being met because vocabulary instruction provided is only supporting direct instruction of the vocabulary words. A suggested revision is to include contextual instruction of the vocabulary words.			
	147	Yes	This indicator is met but could be strengthened by including a section at the back of the student myBook for a vocabulary journal or pages. It suggest having students fold a sheet of paper into four equal sections to draw a picture of the word, write the meaning of the word, write a sentence using the word, and to write the word in the boxes. While this is a systematic way to support vocabulary used in each module, the teacher will likely have to come up with some way to keep these together and organized. There is also an activity in the Know It, Show It book for students to answer questions that use the Critical Vocabulary words in context.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	83	Yes	0			
	146	Yes	To strengthen this indicator, provide opportunities for higher-order thinking questions and text-dependent questions leading to the opportunity for authentic practice across the unit. Also, reference texts used during unit to strengthen the writing in connection to text components.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	83	Yes	0			
	146	Yes	Analysis of measurement is present and interactive texts are appropriately complex based on quantitative and qualitative measures.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	Module 1 has only 1 text that is in the correct Lexile Band, and Module 2 as well as a few other modules throughout have one book that is not in the suggested level of 740-1010L. I feel that this indicator is still met due to it being beneficial to start the year with one module (3 weeks) that gradually introduces students to working with more complex text. The quantitative features of some texts also make this acceptable.			
e. Texts for Interactive Read Aloud are 1-3 years above grade level.	83	Yes	0			
	146	Yes	Analysis of measurement is present and shared reading texts are appropriately complex based on quantitative and qualitative measures.			
	142	Yes	0			
	145	Yes	0			
	147	No	There are no Qualitative or Quantitative measurements provided for the Read Alouds in the modules. Many of them do not seem to be previously published but do seem to be of publishable quality.			
	83	Yes	0			

f. Text plays a central role in the literacy block.	146	Yes	Students are focused on texts and are talking, reading or writing about texts throughout lessons.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
h. Text-dependent questions : •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.	83	Yes	0			
	146	Yes	Evidence of text dependent questions in Teacher's Guide and Teaching Pal.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	83	Yes	0			
	146	Yes	Directions for students to respond to text in My Book are present in Teaching Pal.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	83	Yes	0			
	146	Yes	Directions for collaborative discussions are present in Teaching Pal. My Book gives students a place to track their thinking and evidence of engagement.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	83		0		Total indicators to be re-reviewed:	0
	146		0			
	142		0			
	145		0			
	147		0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked “yes” and no boxes were marked “no” . If any boxes are marked “No” , then this program does not pass.	Reviewer	Aligned				
	83	Pass				
	146	Pass				
	142	Pass				
	145	Fail				
	147	Fail				
	Overall	Pass				

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SECTION II							
Alignment to Tennessee English Language Arts Standards							
Materials must meet at least 90% of indicators in Section II.							
The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the full breadth and depth of the standards to be taught in an integrated and spiraled manner throughout the school year.							
FOUNDATIONAL LITERACY STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable						
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable						
Standard 3 Category Phonics and Word Recognition Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 5 Category	4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	83	Yes	0			
		146	Yes	0			

Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	142	Yes	0			
		145	Yes	0			
		147	Yes	0			
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.	4.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. a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs such as can, may, and must, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 7 Category Vocabulary Acquisition 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.	4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. 4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,	83	Yes	0			
		146	Yes	0			
		142	No	While the majority of the indicators are met, 4.FL.VA.7.b.i does not meet the cognitive demand of the standard because students are asked to identify similes and metaphors in the text instead of explaining their meaning within context. For example, in Volume 1, Lesson 9, students are asked to reread and identify an example of a simile. They continue to identify different types of figurative language and add it to an anchor chart. A suggestion for revision would be to include			
		145	Yes	0			
		147	Yes	0			
READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
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: 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
	Informational Text: 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	83	Yes	0			
		146	Yes	0			
		142	Yes	0			
		145	Yes	0			
		147	Yes	0			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or	Literature: 4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	83	Yes	0			
		146	Yes	0			
		142	No	The lessons provided do not meet the cognitive			
		145	Yes	0			
		147	Yes	0			

<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Informational Text: 4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p>	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
<p>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.</p>	<p>Literature: 4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.</p>	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
	<p>Informational Text: 4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p>	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
<p>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.</p>	<p>Literature: 4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p>	83	Yes	This indicator meets the expectations of the standard due to the fact the skill of looking for clues for meaning of words and phrases in the lesson are present. The	0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
	<p>Informational Text: 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p>	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
<p>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.</p>	<p>Literature: 4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.</p>	83	Yes	This standard is met because the program offers an Anchor Chart that covers each component of poetry, drama, and stories. The components are then highlighted.	0			
		146	Yes		0			
		142	No	The lessons provided do not meet the cognitive demand of the standard because students do not explain the differences between poems, drama, and stories. For	0			
		145	Yes		0			
		147	Yes		0			
	<p>Informational Text: 4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p>	83	Yes	This standard is met because the program offers an Anchor Chart with instruction about the specific components of Text Structure and then applies it specifically to	0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
<p>Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Literature: 4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p>	83	No	This standard is not fully met because the actual instruction piece and the "Apply to Text" part of the lesson like on page 128 of Teacher Guide E does not include	0			
		146	Yes		0			
		142	No	The lessons provided do not meet the cognitive demand of the standard because students only work within a single text to compare and contrast the point of view.	0			
		145	Yes		0			
		147	Yes		0			
	<p>Informational Text: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.</p>	83	Yes		0			
		146	Yes		0			
		142	No	The lessons provided do not meet the cognitive demand of the standard because students only have one opportunity to learn about and practice this standard. For	0			
		145	Yes		0			
		147	Yes		0			
<p>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.</p>	<p>Literature: 4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p>	83	Yes	The standard is met with the lesson in TO 4 p. 158-159, 166-167, 182, and 183-188. This is the actual part of the program that hits the entire standard of connections.	0			
		146	Yes		0			
		142	No	The lessons provided do not meet the cognitive demand of the standard because visual and oral versions of the text are not readily available for the majority of the	0			
		145	Yes		0			
		147	Yes		0			
	<p>Informational Text: 4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p>	83	Yes	This standard is met through lessons on a variety text features like time lines, pie charts, and graphs. The lesson that connect walk through drawing meaning from	0			
		146	Yes		0			
		142	Yes	While the indicator is met, adding more practice with quantitative and oral information would benefit students. Consider sections to include more work within	0			
		145	Yes		0			
		147	Yes		0			
<p>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</p>	<p>Literature: Not applicable</p>							
		83	Yes	This standard is met through lessons on finding reasons to support a text or author's claim. The lesson on page 128-129 of TG E actually require students to	0			
		146	Yes		0			
	<p>Informational Text: 4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in</p>	142	Yes		0			

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and style are appropriate to task, purpose, and audience.		147	Yes		0				
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.	4.SL.PK1.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.	83	Yes		0				
		146	Yes		0				
		142	Yes		0				
		145	Yes		0				
		147	Yes		0				
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.	4.SL.PK1.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	83	Yes		0				
		146	Yes		0				
		142	Yes		0				
		145	Yes		0				
		147	Yes		0				
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?	
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion with reasons that are supported by facts and details. c. Create an organizational structure in which related ideas are grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words and phrases. f. Apply language standards addressed in the Foundational Literacy standards.	83	Yes	This indicator is met because the lessons progress to show students to include details that are most relevant to the topic and audience at hand. This is referenced with the lesson on <i>Writer's Workshop Guide</i> on pgs. W134-135.					
			146	Yes		0			
			142	Yes		0			
			145	Yes		0			
			147	Yes		0			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the	83	No	This indicator is not fully met because it lacks the instruction that would require students to group related information in paragraphs and sections. The expectation of fourth grade is to begin breaking their writing into paragraphs and sections instead of always writing with one body paragraph. There is mention of					
			146	Yes		0			
			142	Yes		0			
			145	Yes		0			
			147	Yes		0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the	83	Yes		0				
			146	Yes		0			
			142	Yes		0			
			145	Yes		0			
			147	Yes		0			
Standard 4 Category		83	Yes		0				

Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4.W.PDW.4 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.)	146	Yes		0			
		142	Yes		0			
		145	Yes	I love how this is put into an anchor chart for teacher's to create and reference to with their students. (Teacher's Writing Workshop Guide pg. W22)				
		147	Yes		0			
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.	4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
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.	4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	No	This indicator is not met because there is not sufficient support for teachers to aid students in using technology to publish student work. A suggested revision is to provide detailed support and guidance so teachers know how to meet the				
		147	Yes	The module projects provide students an opportunity to master this standard. The projects are designed to be completed of a 3 week time frame, but students are not required to turn the product in 1 day. Students also have an				
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.	4.W.RBP.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	4.W.RBP.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	4.W.RBP.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			
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.	4.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	83	Yes		0			
		146	Yes		0			
		142	Yes		0			
		145	Yes		0			
		147	Yes		0			

Additional Comments	Reviewer	Evidence/Notes			
Additional Comments on Section II Standards	83			Total indicators to be re-reviewed:	0
	146				
	142				
	145				
	147				
Alignment with Section II: ELA Standards.	Reviewer	Aligned			
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)	83	Pass			
	146	Pass			
	142	Fail			
	145	Pass			
	147	Pass			
Overall		Pass			

Grade & Subject:G01400ISBN:9780358006831

Title Name:Into ReadingPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5 Reviewers:83, 146, 142, 145, 147

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	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
d. Most texts used for Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	No	Many Read Aloud texts (such as The Lifecycle of Trash in Module 9, Week 1 1149) do not have any information about being published. They seem to be of publishable quality but may have been written specifically for this series.			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
f. Students have varied opportunities to engage with text, such as interactive read-alouds, shared reading, small-group reading, and independent reading.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			

	147	Yes	0			
	83	Yes	0			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.	146	No	To strengthen this indicator, give suggestions for teachers who have students reading below 0 or above 1, such as how to access the online library for K-5.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
	83	Yes	0			
l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).	83	Yes	This indicator is met with the varied opportunities to write throughout the program. Modeled writing is included in the think alouds and mentor texts in the "Display and Engage" portion of the drafting phase in process writing. Small group writing is suggested in the revising portion of the writing process. Students who need similar grammar topics are grouped and the lessons to support them are from the grammar topics in the Writing Workshop Teacher's Guide. The table of contents on the grammar skill represented is easily used to find the grammar resource to teach the groups. Independent writing opportunities are throughout each module with "writing workshop modules" as well as "Cite Evidence from the text" writing located after each story in the Teaching Pal text that contains the Anchor Texts. There are opportunities for shared writing in some lessons such as the poetry lesson on page W183 in the Writing Workshop Teacher's Guide. The class is divided in groups to list words and phrases to prepare for writing their poems.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	No	This indicator is not met due to the lack of modeled writing, shared writing, and interactive writing.			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to	83	Yes	0			
	146	No	Need evaluation tools for teachers to monitor student progress in their ability to listen to and respond with evidence beyond the Collaborative Discussion note taker. A suggestion to meet this indicator would be to have a note catcher for the teacher to track ongoing discussions within groups to monitor who is speaking, if the			
	142	Yes	0			

listen to and respond in increasingly sophisticated ways with relevant evidence.	145	Yes	0			
	147	Yes	0			
p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	83	Yes	This indicator meets expectations as evidenced on page T354-355 of TG 2. The suffixes are taught within context and modeling of finding the meaning of words using the parts is taught. Over the course of the year, Latin and Greek roots are used as well as prefixes and suffixes.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
q. 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.	83	Yes	This indicator meet expectations as evidenced on page T33 of TG1. The scaffolds are included in the differentiation suggestions for students of different levels as well as English Language Learners. There are also English Language supports as well as correct and Redirect suggestions like referenced on page T59-60 in TG1.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
r. 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.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	83				Total indicators to be re-reviewed:	0
	146					
	142					
	145					
	147					
Alignment with Section III	Reviewer		Aligned			
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 3 indicators were	83		Pass			
	146		Pass			
	142		Pass			

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

145

Pass

147

Pass

Overall

Pass

Grade & Subject:G01400ISBN:9780358006831

Title Name:Into ReadingPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:83, 146, 142, 145, 147

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	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
f. Effective reading fluency instruction includes the following: • Evidence-based teaching strategies and varied practice opportunities; • Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and • Use of different text types.	83	Yes	0			
	146	No	the materials did not meet this indicator because of the lack of addressing pacing, rate, phrasing and prosody in the included lesson plans. To meet this indicator, include explicit directions on how to teach for, assess and monitor pacing, rate, phrasing and prosody.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
g. Materials support ongoing and frequent formative assess	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about foundational skills within the materials:	83				Total indicators to be re-reviewed:	0
	146					
	142					

	145				
	147				
Alignment with Section IV:	Reviewer		Aligned		
Materials meet at least 80% alignment with Section IV: Foundational Skills? This means that no more than 1 box was marked "No." If more than 1 "No" box is marked, then this program does not pass	83		Pass		
	146		Pass		
	142		Pass		
	145		Pass		
	147		Pass		
	Overall		Pass		

Grade & Subject:G01400ISBN:9780358006831

Title Name:Into ReadingPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5 Reviewers:83, 146, 142, 145, 147

SECTION V: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials (e.g. teacher's edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	83	Yes	This indicator is met because the standards are listed on the week tabs located throughout the teacher's guides.. Also, learning objectives are located in the margins of the lessons throughout the week..			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	No	This indicator is not being met because materials do not provide guidance to support teachers in identifying student misconceptions. A suggested revision is to incorporate this guidance whenever misconcpetions could occur with the material being taught.			
	147	Yes	0			

g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	83	No	This indicator is not fully met because extensions are not included for many parts of the reading program like vocabulary or writing. There are opportunities for extensions for advanced students like referenced on page T234 of TG1 with reading comprehension skills. This option is listed in the "Scaffold and Extend" ideas. The Literacy Centers referenced provide ideas for all students. There is not mention of the advanced students on these pages. A suggested revision would be to include higher order activities for word work in the vocabulary section of the program. Students could find synonyms and antonyms of some of the harder words to extend their knowledge. In addition, the more advanced writers also need more enriching extensions like including figurative language in their writing of a narrative. Advanced students need to be challenged in all of the areas of reading and writing for teachers to meet their needs best.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	83	Yes	0			
	146	Yes	Correct and Redirect is helpful by giving teachers points to look for and consider.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	83	Yes	There are anchor charts that provide a structured protocol for the talking structures. One is referenced on page T15 of Teacher's Guide Vol. 3. In the Guiding Principles and Strategies Book on page 126-127.			
	146	Yes	While evidence of Collaborative Discussions are present, this indicator would be stronger with a wider variety of talk structures.			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
k. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	83	Yes	This indicator is met because the program includes the writing rubrics in the Teacher's Guide as well as the Writer's Notebook.. There are anchor papers in the Writer's Notebook as well. The area that is weaker is the teacher observation checklists.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			

	147	Yes	This indicator is met because there are may rubrics to score writing and module projects. It also suggest adding certain products to portfolios but doesn't give guidance on the portfolio as a whole. A suggestion would be to include anchor papers.			
l. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	83	Yes	Benchmark is given three times each school year..			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	No	There is a Guided Reading Benchmark Assessment Kit, but it is not a quarterly benchmark assessment aligned to TN ELA Standards. It is to evaluate what guided reading level a student is on. There are screening, diagnostic, and progress monitoring assessments. The diagnostic would assess print concepts, phonological awareness, and letter-sound correspondences, but is only available for up to grade 2. The progress monitoring would assess oral reading fluency with a frequency of every two weeks or as needed.			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	83	Yes	0			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	83	Yes	This indicator meets expectation because there is a scope and sequence of skills that is aligned to the TN state standards listed on the Ed platform as well as the standards listed on the Week tabs before the lessons.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			

s. Each lesson contains a list of required materials.	83	Yes	This indicator meets expectation because each lesson contains a clear list in the left margin of required referenced materials that are needed. The small group lesson materials do not have the materials listed in the margins, but they are noted clearly in bold within the differentiation ideas. This is clear to the teacher.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
t. Lessons, chapters, and units contain estimated instructional times.	83	Yes	This indicator meets expectation because there are suggested daily times listed on the Week at a Glance pages like on p. T22 of Volume 1. Times are also noted with a small clock graphic to represent the amount of time estimated for the parts of the lesson.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	83	Yes	This indicator meets expectation due to the access to the My Books, Rigby Leveled Library, Student Choice Library. The digital component is accessible with the online Ed Platform.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	The students each have a consumable "myBook" with the text and margins to take notes or write in.			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	83	Yes	This indicator meets the expectation because a list of stories and texts that are covered are in the Teacher materials as well as the student "My Book". The genres are listed under the cover of each book that is represented. The ELA terms are in more detail in the TE on the Week at a Glance page.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	83	Yes	This indicator meets the expectation as evidenced by the book Guiding Principles and Strategies. The research behind the program is on pages 116-153.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
x. Materials include a list of Tennessee English Language Arts Standards in teacher's guide.	83	Yes	The standards are included in the teacher-facing materials on the weekly tabs that mark each week's lesson. The actual lesson does not have the state standards listed and referenced. The teacher must look at the tab and be able to understand what standards are covered each day under the Reading Workshop standard list.			
	146	Yes	0			
	142	Yes	0			
	145	Yes	0			
	147	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V:	83				Total indicators to be re-reviewed:	0
	146					

Additional Comments about Section V.
Additional Components

142

145

147

[illegible]